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2019

The Relationship of Online Communication Modes on Counselor Educator Job Satisfaction

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John-Mike Nelson

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Walden University
2019

Abstract

The Relationship of Online Communication Modes on Counselor Educator Job

Satisfaction

by

John-Mike Nelson

MA, Virginia Commonwealth University, 2007

BS, Virginia Commonwealth University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Counselor Education and Supervision

Walden University

May 2019

Abstract

With the increase in pressures related to teaching online, counselor educators are experiencing greater amounts of burnout. The purpose of this quantitative causal-comparative survey study was to assess for significant differences and correlations between synchronous and asynchronous communication modes on online counselor educators' job satisfaction levels as measured by the Online Instructor Satisfaction Measure, and levels of burnout, as measured by the Maslach Burnout Inventory – Educators Survey. The researcher used Moore's theory of transactional distance as the theoretical framework to answer 2 research questions: (a) Is there a significant difference in faculty satisfaction and burnout levels based on communication modes?; and (b) Is there a relationship between satisfaction and burnout for faculty members depending on their use of synchronous and asynchronous communication modes? The researcher solicited participants for the study through the CESNET listserv and the CACREP graduate program database. A total of 125 participants completed surveys and 2 data analysis techniques were used. Results of the *t* test indicated that counselor educators had significantly higher levels of satisfaction, higher levels of personal accomplishment and significantly lower levels of emotional exhaustion when using synchronous communications. The Pearson correlation analysis results indicated significant correlations between satisfaction, emotional exhaustion, depersonalization, and personal accomplishment depending on the type of communications. The study will potentially contribute to social change by providing information useful for the implementation of teaching methods that improve overall faculty satisfaction and decrease burnout.

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Dedication

This is dedicated to my momma: Jacky Nelson. Thank you for always encouraging me and reminding me that I could accomplish anything I ever wanted. Everything you have ever done for me has led me to this accomplishment. From coffee talks to enrolling me in classes with you, the man I have become is because of you. Love you.

Table of Contents

iv

List of Figures

Chapter 1

Through this research, I sought to assess the relationship of synchronous and asynchronous communication technologies with higher education counselor educators' job satisfaction and burnout. The demands on university faculty members are increasing with the popularity of online education (McCann & Holt, 2009; Regan et al., 2012). As a result, many faculty members experience symptoms of burnout while teaching online (Hogan & McKnight, 2007).

Faculty satisfaction and burnout are important factors to consider pertaining to online education. Educators teaching online expressed feelings of restriction, stress, devaluation, isolation, and disconnection from their students (Regan et al., 2012). There is also a correlation between student success in online education and faculty satisfaction in online teaching (Allen & Seaman, 2015; Cherng-Jyh & M'hammed, 2011; Online Learning Consortium, 2016b).

There is a gap in the literature pertaining to the relationship of online communication modes on counseling educator satisfaction and burnout. The results from this research study may help counselor educators improve teaching satisfaction in distance education programs by assessing communication modes online that contribute to positive and negative teaching experiences for faculty. University faculty members could use the results to create online education programs to help support counselor educators' experiences teaching at a distance.

With the rising need for trained counselors, it is important to ensure the success of online counseling education programs (Bureau of Labor Statistics, 2015). Online

education for counseling educators offer improved student access, higher degree completion rates, and the ability for nontraditional students to further their education while in the workforce (Bolliger & Wasilik, 2009). Faculty teaching satisfaction and burnout have been found to be important tenants for the success of online education programs (Allen & Seaman, 2015; Online Learning Consortium, 2016a, 2016b).

In this chapter, I address this topic with background information, a problem statement, and the purpose of the study.   I also discuss the research questions, theoretical framework, and nature of the study. Lastly, I address key definitions, assumptions, scope and delimitations, limitations, and significance of the study.

Background

The U.S. Department of Education defines distance education as a "formal education process in which the student and instructor are not in the same place" (Parsad & Lewis, 2008, p. 1). Distance education programs are delivered online use two types of communications technologies: synchronous and asynchronous. Synchronous communications refer to real time communications between faculty and students (Oztok, Zingaro, Brett, & Hewitt, 2013). Synchronous communications can be done through technology such as instant messenger, real-time video or audio communications, and chat rooms (Huang & Hsiao, 2012). Asynchronous communications are the opposite of synchronous in that they are communications between faculty and students that are delayed in time (Oztok et al., 2013). Examples of asynchronous communications are those conducted through technology such as emails, discussion boards, video or audio recordings, blogs, or wikis (Huang & Hsiao, 2012).

The majority of the research related to synchronous and asynchronous communication has focused on student experiences and learning outcomes (Moore & Kearsley, 2012). For instance, Lietzau and Mann (2009) studied the relationship of video conferencing on student learning and found that it was positive enhancement to the online learning environment. Skylar (2009) found that both types of communication modes are effective for delivering instruction online.

Although the associations of communication mode on student success is important, the relationship of these technologies on counselor education faculty members satisfaction and rates of burnout are also important. Faculty satisfaction is an important concept due to the influence it has on the success of online educational programs (Allen & Seaman, 2015). Faculty satisfaction is defined as the perception that teaching online is effective, efficient, and beneficial to the student (Bolliger & Wasilik, 2009). Whereas burnout can be defined as a psychological and physical response to workplace stress characterized by emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Maslach & Leiter, 2008).

Huang and Hsiao (2012) found that educators had both positive and negative experiences utilizing synchronous and asynchronous technologies in the online classroom in regard to student experiences. Educators found that asynchronous communication helped student participation increase, although this format was more time consuming for educators. This mode of communication also contributed to a sense of distance between learners and educators. Synchronous communication modes helped decrease miscommunication (Huang & Hsiao, 2012). Despite an exhaustive literature review, I

found no studies that discussed the relationships between faculty online communication modes, counselor educator satisfaction, or rates of burnout.

Horvitz, Beach, Anderson, and Xia (2015) found a connection between student learning, faculty satisfaction, and faculty self-efficacy related to online instruction. With an increased perception of student achievement, motivation, and learning, faculty had an increased sense of efficacy and satisfaction. As educators felt that students were learning online effectively, faculty's' sense of self-efficacy and satisfaction increased (Horvitz et al., 2015).

The negative feelings of online educators are important because of their relationship to student learning experiences (He, Xu, & Kruck, 2014; Hogan & McKnight, 2007; Online Learning Consortium, 2016a). Maslach and Leiter (2008) stated that when faculty have higher levels of burnout, they have lower levels of engagement with their workplace. This relationship is imperative due to the importance of educator presence in the online classroom. He et al. (2014) found that teaching presence had a significant role in the quality of student interactions. With increased teaching presence, students developed higher levels of critical thinking and knowledge construction. Students also reported higher levels of satisfaction with increased positive educator presence in the online classroom (Hogan & McKnight, 2007). Hart (2012) also found that there were increased retention rates in online programs depending on student-faculty communications. Interactions between student and faculty members helped students feel less isolated and stay more engaged in the online classroom (Hart, 2012).

Online education is provided through synchronous and asynchronous communication modes (Oztok et al., 2013). These two types of communication form the basis of interactions between students and counselor educators (Huang & Hsiao, 2012). Researchers have also found that student experiences are closely related to faculty satisfaction (Hart, 2012; He et al., 2014; Hogan & McKnight, 2007; Online Learning Consortium, 2016a). Sangganjanavanich and Balkin (2013) found a statistical relationship between counselor educator job satisfaction and burnout. Using the Maslach burnout inventory – educator survey, the researchers found that emotional exhaustion was the most significant predictor or job satisfaction. According to the researchers, counselor educators' health and well-being are pertinent issues due to their influence in the training of counselors and the clients with whom the students work (Sangganjanavanich & Balkin, 2013). There is a gap in the literature discussing the relationship of synchronous and asynchronous technologies on counselor educators' teaching satisfaction and burnout. It is important to conduct this study to assess for the relationship that synchronous and asynchronous communication modes might have with the satisfaction and burnout rates of online counselor educators.

Problem Statement

Since the late 1990s, existence of and enrollment in, online degree programs have grown exponentially (Bristow, Shepherd, Humphreys, & Ziebell, 2011). In 2012, an estimated 6.7 million students took at least one online course (Allen & Seaman, 2013). With increases in online education, the demands on online educators are also increasing (McCann & Holt, 2009; Schuldt & Totten, 2008).

Faculty members face the challenge of transitioning their teaching pedagogy from traditional classrooms to the online classroom with little understanding of online technologies and with little support from universities (Crawford-Ferre & Wiest, 2012; Rienties, Brouwer, & Lygo-Baker, 2013). Online faculty new to this modality receive little to no training to prepare them for online teaching (Crawford-Ferre & Wiest, 2012). Increased amounts of time are necessary in preparing and teaching online classes (Schuldt & Totten, 2008). Online educators must also learn how to manage multiple e-mails and student questions about materials presented in a timely manner, usually requiring faculty to work longer hours than required at traditional face-to-face courses (Portugal, 2015). With increased access to the online classroom, online educators are expected to be more immediate in their responses to student needs and grades (Cameron et al., 2016). When educators do not meet this expectation, increased complaints to administration and decreased scores on teacher evaluations occur (Cameron et al., 2016).

Researchers have found significant correlations between the increased numbers of students taught, numerical student evaluations, and online professor burnout (Cherng-Jyh & M'hammed, 2011). Faculty members must quickly learn new software and programs in order to prevent any disruptions in the online classroom (Portugal, 2015). Faculty members have expressed concerns over student frustrations and poor student evaluations with online education dependent on technological competence (Gibson, Harris, & Colaric, 2008). Educators also struggle with university technological support or resources (Li & Irby, 2008). Online educators also experienced high levels of impersonalization and low levels of personal accomplishment (Hogan & McKnight,

2007). As counselor educators and supervisors, there should be a concern about the influences of online teaching technologies on counselor educators due to the relationship between faculty satisfaction and the success of online education programs (Moore & Kearsley, 2012).

The problem is that online educators have reported numerous stressors associated with asynchronous communication modes of communication in distance or online educational programs. For example, e-mail was found to be the most frequently used asynchronous tool, which instructors found to be overwhelming (Huang & Hsiao, 2012). Educators found that the amount of emails received was hard to manage. Educators also found that asynchronous communication modes were time consuming. It was also noted that the lack of visual feedback from students led to miscommunications and instructors felt separated and disconnected from students.

There were also stressors associated with using synchronous communication modes. For instance, educators found it difficult to coordinate scheduling for all students to participate simultaneously (Huang & Hsiao, 2012). They also mentioned that text-based chatrooms were not helpful as it was difficult to keep up with discussions with the students. As educators were responding to students' comments, responses were usually irrelevant due to the continuation of the online discussion.

Counselor education online programs have been accelerating since the 1990s. Wantz et al. (2003) attempted to study 416 CACREP accredited counselor education programs. Out of the participants ($n = 127$), only 42% ($n = 53$) used the internet as a form of distance education. Similarly, Allen and Seaman (2005) found that only 31.4%

of health professions and related sciences programs with face-to-face courses offered the same course online in 2003. In 2017, there were 864 CACREP accredited counselor education programs with 56 institutions offering 50% or more of the program's curriculum at a distance (Council for Accreditation of Counseling and Related Educational Programs, 2017c). Growth of counselor education continued as 69 programs were in the process of CACREP accreditation, five of which would offer 50% or more of their program online (Council for Accreditation of Counseling and Related Educational Programs, 2017c). As student enrollment in online counselor education programs increases, so do the stressors of counselor educators (Hogan & McKnight, 2007; McCann & Holt, 2009; Portugal, 2015). There is a gap in the literature on comparing counselor educator job satisfaction and burnout rates depending on whether these faculty use primarily synchronous or asynchronous communication modes. This information is applicable to future development of online counselor education programs. By assessing for any significant differences between synchronous and asynchronous communication modes on counselor educators' job satisfaction, universities can adapt educational program delivery to have a positive impact on counselor educators (Falloon, 2011; McCann & Holt, 2009).

Purpose of the Study

The purpose of this quantitative causal-comparative survey study was to assess for significant differences and correlations between synchronous and asynchronous communication modes on online counselor educators' job satisfaction levels as measured by the Online Instructor Satisfaction Measure (OISM), and levels of burnout, as

measured by the Maslach Burnout Inventory – Educators Survey. For the purpose of this study, the independent variable was the type of communication mode used in the online classroom. The two levels of the independent variable were synchronous and asynchronous communication modes. I did not differentiate which types of synchronous or asynchronous methods were used. I just categorized my variables as either synchronous mode or asynchronous mode. The dependent variables were counselor education faculty satisfaction, emotional exhaustion, depersonalization, and personal accomplishment.

Research Questions

Research Question 1: Is there a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report? I will use a *t* test to analyze the data related this question.

$H_0 1$: There is not a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report.

$H_1 1$: There is a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as

measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report.

Research Question 2: Is there a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report? I will use a Pearson product moment correlation to analyze the data related to this question.

$H_0 2$: There is not a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

$H_1 2$: There a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

Framework

The framework I used was Moore's theory of transactional distance (Moore, 1993; Moore & Kearsley, 2012). Transactional theory is a theory of teaching and

learning in online education focusing on the psychological distances between teachers and learners (Moore, 1993). Online education is different from traditional education in that teacher and learner are separated by geographical space and time (Ekwunife-Orakwue & Teng, 2014; Moore & Kearsley, 2012). Moore (1993) used transactional distance theory to analyze the influences that distance creates on both teaching and learning. The theory has three contributing factors: dialogue, structure, and learner autonomy (Moore & Kearsley, 2012).

Dialogue refers to all forms of interaction between teacher and student with the goal of improved understanding of the student (Ekwunife-Orakwue & Teng, 2014; Falloon, 2011; Moore & Kearsley, 2012). Some contributing factors for dialogue are the personalities of both teacher and students, size of the class, and medium of communication (Moore & Kearsley, 2012). Structure refers to design of the course such as "learning objectives, content themes, information presentations, case studies, pictorial and other illustrations, exercises, projects, and tests" (Moore & Kearsley, 2012, p. 211). The structure of a course describes the flexibility or rigidity of the course components to accommodate to the needs of the student learner (Moore & Kearsley, 2012). Lastly, learner autonomy refers to the learner's sense of self-direction and control over his or her learning (Moore & Kearsley, 2012).

Moore and Kearsley (2012) noted that the most important variable for dialogue is the medium of communication. According to McLuhan (2003), the medium in which content is distributed affects the shape and form of human interactions. In this study, I assessed the relationships between counselor educators' teaching satisfaction, burnout,

and the two different levels of interactions based on communication modes. Using transactional distance theory as the theoretical foundation for this study provided a framework for discussing the relationships of teaching satisfaction and psychological distance as related to synchronous and asynchronous communication mediums. Moore and Kearsley (2012) discussed the importance of dialogue in relation to psychological distance for both educators and students. I focused my study on the aspect of dialogue when assessing modes of communication with counselor educator satisfaction and burnout. I will discuss transactional distance theory in more detail in Chapter 2.

Nature of the Study

The nature of this study was a causal-comparative quantitative research design. Quantitative research allowed me to analyze the statistical differences dependent on the type of online communication mode used by counselor education faculty (Creswell, 2009). A causal-comparative research design is useful when assessing for the relationships between variables when there is one independent variables but two or more groups (Field, 2012). I used two pre-existing groups: higher education counselor educators who teach primarily using a synchronous or asynchronous communication mode. The independent variable was communication mode with two levels: synchronous and asynchronous communication modes. The dependent variables were counselor educator satisfaction and burnout.

I used two instruments in this study. The first was the Online Instructor Satisfaction Measure (OISM), which measures satisfaction of professors specifically in online environments (Bolliger, Inan, & Wasilik, 2014). The second instrument I used

was Maslach's Burnout Inventory-Educators Survey (MBI-ES). I also asked counselor education faculty to self-report whether they primarily used synchronous or asynchronous communication in their online courses.

Participants were comprised of counselor educators teaching online at master's and doctoral counseling programs. Participants must have had at least one year of teaching experience in the online environment. In order for me to obtain a sample, I solicited participants using the Counselor Education and Supervision Network (CESNET) listserv. The listserv is composed of professional counselors, counselor educators, and supervisors with the purpose of providing a medium for discourse about professional issues and resources (Jencius, 2013). I asked participants to complete an online survey incorporating the OISM, the MBI-ES, and faculty's' self-report as to which communication mode they primarily used. I specifically defined the word "primarily" in Chapter 3. Since online education is accessible worldwide and in order to solicit for a larger participant pool, I placed no restrictions regarding participants' geographical locations.

For the research question: Is there a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report? I used a *t*-test to analyze the data related this question.

For the research question: Is there a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report? I used a Pearson product moment correlation to analyze the data related to this question. For detailed discussion about the data analysis plan, please refer to Chapter 3.

Definitions

Throughout this chapter, key terminologies must be defined to understand the different technological and systemic concepts pertaining to online education.

Asynchronous communication: Asynchronous communication does not require real-time interactions between students and instructors (Huang & Hsiao, 2012). Some examples of asynchronous communication modes are e-mails and discussion boards (Huang & Hsiao, 2012).

Blended/hybrid course: A blended/hybrid course in one in which faculty use online technologies for a substantial portion of the course delivery (Allen & Seaman, 2013, 2015).

Burnout: Burnout is a psychological and physical response to workplace stress characterized by emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Maslach & Leiter, 2008).

Council for Accreditation of Counseling and Related Educational Programs (CACREP): This is an organization created in 1981 with the purpose of accrediting

counselor preparation educational programs (Council for Accreditation of Counseling and Related Educational Programs, 2017a).

Counseling-related: Counseling related programs are programs of study CACREP has deemed as related to counseling, such as addiction counselors; career counselors; clinical mental health counselors; clinical rehabilitation counselors; college counselors; marriage, couples, and family counselors; school counselors (Council for Accreditation of Counseling and Related Educational Programs, 2015).

Course delivery: Faculty in educational institution deliver online courses in ranges depending on the instruction-delivery method. According to Allen and Seaman (2013), there are four types of course classifications when it comes to delivery methods: traditional, web facilitated, blended/hybrid, and online.

Counselor education: Counselor education programs are academic programs based in "educational and vocational guidance and counseling, human development, supervision, and clinical practice" (Council for Accreditation of Counseling and Related Educational Programs, 2015, p. 44). The focus of these programs is to train and prepare students to be professional counselors with strong professional counselor identities, competencies, and ethical practices (Council for Accreditation of Counseling and Related Educational Programs, 2015).

Distance education: The U.S. Department of Education defines distance education as a "formal education process in which the student and instructor are not in the same place" (Parsad & Lewis, 2008, p. 1). Teaching involves asynchronous or

synchronous instruction and communication through video, audio, computer

technologies, or correspondence (Parsad & Lewis, 2008).

Faculty satisfaction: Faculty satisfaction is defined as the perception that teaching

online is effective, efficient, and beneficial to the student (Bolliger & Wasilik, 2009).

Learning management systems (LMS): Learning management systems (LMS) are

the online systems that facilitate distance learning (Gautreau, 2011). An LMS contains

the electronic tools used in the online classroom for content delivery and organization of

courses (Gautreau, 2011). Some of the common tools included in an LMS are discussion

boards, grade books, assessment tools, and grade books. An example of an LMS is

Blackboard Learning Management System, which was first developed in 1995 (Gautreau,

2011).

Online course: An online course is one in which there are typically no face-to-

face meetings and online delivery is used for the majority of instruction (Allen &

Seaman, 2013, 2015).

Synchronous communications: Synchronous communications are live interactions

between students and instructors (Huang & Hsiao, 2012). These live exchanges could be

used through the use of chat rooms, instant messaging, and web conferencing using audio

and video capabilities (Huang & Hsiao, 2012).

Traditional course: A traditional course is one in which there is no use of online

technologies (Allen & Seaman, 2013).

Web facilitated course: A web facilitated course is one in which faculty use online technology as an assistive technology to a face-to-face course (Allen & Seaman, 2013, 2015).

Assumptions

In this study, I assumed that the responses given by participants were honest for the OISM and the MBI-ES questionnaires, as well as in counselor education faculty self-report about their primary mode of communication: synchronous or asynchronous. This was imperative due to the influences participants' answers had on the overall analysis between counselor education faculty satisfaction and burnout. As reported by Bolliger, Inan, and Wasilik (2014), I also assumed that the OISM accurately measures counselor education faculty satisfaction. The instrument was developed in the last couple of years and used in two other studies (Al-Zahrani, 2015; Larkin, Brantley-Dias, & Lokey-Vega, 2016).

Another assumption I had was that the experiences of counselor educators online are similar to that of other online instructors. The current existing literature did not specify differences between the online experiences of counselor educators versus instructors of other disciplines. However, Sangganjanavanich and Balkin (2013) found that counselor educators did experience high levels of emotional exhaustion as a predictor of burnout. Furthermore, it was assumed that the MBI-ES accurately measures faculty burnout of counselor educators similar to other types of online instructors.

Lastly, I assumed that there existed an inverse relationship between counselor education faculty's satisfaction and burnout. Satisfaction is the perception that online

education is effective, efficient, and beneficial to the student (Bolliger & Wasilik, 2009).

Whereas, burnout are heightened levels of negative feelings pertaining to emotional

exhaustion, depersonalization, and reduced feelings of personal accomplishment

(Maslach & Leiter, 2008). I assumed that when higher levels of satisfaction are present,

lower levels of burnout exist and vice versa (Sangganjanavanich & Balkin, 2013).

Scope and Delimitations

There was a lack of literature discussing the relationship of communication

modes on satisfaction and burnout of counselor educators. Therefore, I focused this

study on the satisfaction and burnout rates of counselor educators teaching in online

programs using synchronous and asynchronous modes of communication. In distance

education, synchronous and asynchronous technologies are the platforms for all

interactions between teachers and learners (Moore & Kearsley, 2012).

In order to assess for significant differences, and relationships, of teaching using

synchronous and asynchronous modes of communication have on faculty satisfaction and

burnout, I only invited counselor educators of online courses to participate. In addition,

faculty must have had at least one year of online graduate program teaching experience in

order to minimize the adjustments that teaching in a new online environment could have

on counselor educator satisfaction and burnout. Both master's level and doctoral level

counselor educators were eligible for this study. At the time of the study, I did not

delineate based on program level. I will discuss this in more depth in Chapter 5.

Lastly, counselor educators must have also used either synchronous or

asynchronous communication at least 75% of the time, in their teacher-student

interactions. Due to the lack of literature distinguishing how much synchronous (or asynchronous) communications needed to be present within an online course for it to be considered primarily synchronous (or asynchronous), it was necessary to specify a minimum percentage of communication mode. After consulting with my methodologist, I chose the designation of 75% to operationalize the term "primarily." Counselor educators who taught using both communication modes equally were not be included in the study. I also excluded counselor educators who taught undergraduate courses online.

With these being the only requirements for participation, I hoped to have a large sample size in order to make the results have greater generalizability among counselor educators. The population this study applied to were counselor educators teaching in master's and doctoral programs online. Results were not generalizable to counselor educators who teach in traditional or blended/hybrid classrooms. The desired sample size I calculated by G*Power by imputing an $\alpha = .05$, power level (1-β) being .8, $r = .3$, and four dependent variables resulted in a minimum of 120 participants. I needed a minimum of 60 participants for each type of communication mode (synchronous and asynchronous) studied.

Limitations

There are potential limitations that may have affected the results of the study. First, I did not take into account faculty comfort levels with technology. Therefore, it was important for me to acknowledge that, although participants are using online systems, they may not have been comfortable in their knowledge of using them (Holden & Rada, 2011). Another limitation that may have impacted the results of the study is the

potential fallibilities of technologies that educators use when teaching online. For instance, limited Internet speeds, the condition of the computers, or software malfunctions can affect both satisfaction and burnout (Fathema, Shannon, & Ross, 2015; Zare-ee, 2011). To address these challenges to internal validity, participants were asked to focus only on their experiences using synchronous or asynchronous communication modes in their answers to the survey.

In terms of bias, selection bias could be a factor that could have impacted my results. Selection bias occurs when participants are separated into different groups using different criteria (Pannucci & Wilkins, 2010). In order to avoid selection bias in this study, the same criteria were used for all participants volunteering for the surveys.

Self-selection bias may have also been problematic for my study. Online surveys offer the potential of accessing large groups of potential participants, although only those with access to the Internet (Bethlehem, 2010). Self-selection is problematic due to the lack of control over the selection process pertaining to participants who volunteer for the survey. Participants who may fulfill the criteria for this research project may have been missed due to their lack of volunteering. In order to attract as many qualifying participants possible, I sent out requests for participation three times on the listserv. To get the required sample size, I also contacted faculty directly using the program directory listed on the CACREP website that listed online counselor education programs.

Another limitation was that participants self-categorized whether they primarily use asynchronous or asynchronous technologies as well as the levels of synchronous and asynchronous technologies implemented in courses. There are many varying degrees of

each type of communication within courses. Asynchronous communications are the most prevalent type of communication used in online courses (Oztok et al., 2013). The existing literature did not discuss synchronous communications separate from asynchronous courses. Rather, they both are discussed as present within courses in varying degrees (Oztok et al., 2013). Although asynchronous communications are the most prevalent form of interaction in distance programs, synchronous technologies are being are being increasingly used by counselor education programs. Carlisle, Hays, Pribesh, and Wood (2017) found that counselor education programs used 26 different software platforms to facilitate real time communication between students and counselor educators. Skype, Adobe Connect, Blackboard Collaborate, FaceTime, Global Meeting, GoToMeeting, WebCT, WebEx, Wimba, Google Open Meeting, and Illuminate were the most commonly used software programs for synchronous communications (Carlisle et al., 2017). Furthermore, there are many examples of universities using synchronous communication modes in their programs. For instance, students at Oregon State University must meet twice a week using Adobe Connect for class participation (Oregon State University, 2018). Students at NOVA Southeastern University (2018) use chat rooms and electronic classroom sessions for synchronous communications. Although there is a growing presence of synchronous communications in counselor education programs, it was problematic reaching the required sample size for faculty members using synchronous technologies online. I will discuss this in more detail in Chapter 4. In order to decrease the threat to construct validity, participants needed to teach at least 75% of the time using either synchronous or asynchronous technologies.

There may exist confounding variables that were not accounted for within this study. For instance, whether counselor educators taught in CACREP or non-CACREP accredited programs could have been a confounding variable. Given the lack of research regarding counselor educators' levels of satisfaction and burnout when teaching in online programs, CACREP accreditation status was also an unknown factor. I discuss the implication for future research in more depth in Chapter 5.

Finally, I did not address the level of graduate students taught by counselor educators in this study. There may have been an influence on counselor educators' levels of satisfaction and burnout whether educators taught master's or doctoral level students online. My focus was on the relationship of online communication modes on counselor educator satisfaction and burnout. This study was just a first step in determining if there was a relationship and provided information for future researchers to determine if there are further variables that need to be explored.

Significance

The current study contributed to filling the gap in the literature by providing data pertaining to the relationship that synchronous and asynchronous technologies might have on counselor educator satisfaction and burnout while teaching in an online graduate program.   This study will potentially contribute to social change by providing information that could be useful for the implementation of teaching methods that improve overall counselor education faculty satisfaction and reduction of burnout. The results of this study could be used to help educators construct future online programs that minimize

counselor educator burnout and positively influence the teaching satisfaction of counselor educators (Huang & Hsiao, 2012; Moore & Kearsley, 2012).

Students could benefit from the focus on counselor education faculty satisfaction in online learning environments since there is a correlation between student satisfaction with online courses and faculty satisfaction (Cherng-Jyh & M'hammed, 2011). With a growing need for counselors, it is imperative that counselor education programs focus on factors that could increase student success in training programs (Bureau of Labor Statistics, 2015). Retention rates for students in online programs have been observed to increase depending on the interactions with instructors (Hart, 2012). Student satisfaction could lead to an increase in counselors in the workforce.

Furthermore, I was interested in studying counselor educators because of their influence on quality mental health care in society. Faculty satisfaction has been identified as a factor in the quality of online education (Online Learning Consortium, 2016a). Counselor educators influence the quality of counseling students working with clients in the future (Hill, 2009). With the data potentially provided by my study on the satisfaction rates between communication modes, educational institutions can minimize factors that contribute to faculty burnout, which could in turn increase student satisfaction.

Summary

In this chapter, I discussed an introduction to the study. The purpose of the study was for me to assess for significant differences between synchronous and asynchronous communication modes on job satisfaction for counselor educators. Furthermore, within

this study I evaluated for significant differences between satisfaction and burnout for online faculty members depending on the dominant communication mode used in the classroom. I used Moore's transactional distance theory as the theoretical framework for this quantitative research project.

In the next chapter, I outline the literature search strategies. I also discuss in more detail the theoretical foundation. Furthermore, I discuss a review of the most current literature pertaining to online education and technological modalities.

Chapter 2

Since the beginning of Internet-based education, the numbers of online degree

programs and students enrolled have grown exponentially (Bristow, Shepherd,

Humphreys, & Ziebell, 2011). Approximately 70.7% of all universities that are open to

the public have online courses (Allen & Seaman, 2015). Allen and Seaman (2013)

estimated in 2012 that 6.7 million students took at least one online course. As online

education continues to expand, the demands on online counselor educators are also

increasing (McCann & Holt, 2009). There are significant correlations between the

number of students taught, numerical student evaluations, and online professor burnout

(Cherng-Jyh & M'hammed, 2011; Lackritz, 2004).

The problem is that online educators have reported numerous stressors associated

with asynchronous communication modes of communication in distance or online

educational programs. For example, e-mail was found to be the most frequently used

asynchronous tool, which instructors found to be overwhelming (Huang & Hsiao, 2012).

Educators found that the amount of emails received was hard to manage. Educators also

found that asynchronous communication modes were time consuming. It was also noted

that the lack of visual feedback from students led to miscommunications and instructors

felt separated and disconnected from students.

There were also stressors associated with using synchronous communication

modes. For instance, educators found it difficult to coordinate scheduling for all students

to participate simultaneously (Huang & Hsiao, 2012). They also mentioned that text

based chatrooms were not helpful as it was difficult to keep up with conversations. As

educators were responding to students' comments, responses were usually irrelevant due to the continuation of the online discussion.

Counselor education programs have grown exponentially. At this time there are 864 CACREP accredited programs, 56 of which offer at least 50% of their program online (Council for Accreditation of Counseling and Related Educational Programs, 2017c). As student enrollment in online counselor education programs increases, so do the stressors of counselor education teaching professors (Hogan & McKnight, 2007; McCann & Holt, 2009; Portugal, 2015). Online counselor educators can experience high levels of emotional exhaustion (Sangganjanavanich & Balkin, 2013). With the correlations between faculty satisfaction and the success of online education, there are concerns about the influences of synchronous and asynchronous teaching technologies on counselor educator faculty satisfaction (Moore, 2012).

There is a gap in the literature on comparing counselor educator job satisfaction and burnout rates depending on whether these faculty use primarily synchronous or asynchronous communication modes. This information is applicable to future development of online counselor education programs. By assessing for any significant differences between synchronous and asynchronous communication modes on counselor educators' job satisfaction, universities can adapt educational program delivery to have a positive impact on counselor educators (Falloon, 2011; McCann & Holt, 2009).

The purpose of this quantitative causal-comparative survey study was to assess for significant differences and correlations between synchronous and asynchronous communication modes on online counselor educators' job satisfaction levels as measured

by the Online Instructor Satisfaction Measure (OISM), and levels of burnout, as measured by the Maslach Burnout Inventory – Educators Survey (MBI-ES). For the purpose of this study, the independent variables used were synchronous and asynchronous communication modes in the online classroom.

In this chapter, I discuss the procedures I used to conduct an exhaustive review of current literature and key terminologies. Furthermore, I provided an outline of the theoretical foundation that underpins this study and discuss the history of distance education and technology. Lastly, I discuss existing research relevant to this study.

Literature Search Strategy

To obtain the most comprehensive review of current literature, I used several search terms in different research libraries. Some of the keywords I searched for in varying combinations were: online education, Internet education, distance learning, higher education, synchronous communication, asynchronous communication, professor, teacher, faculty, counselor educator, counseling education, burnout, and satisfaction. These search terms were used on the ProQuest, PsychInfo, and Thoreau research databases. The Google Scholar search engine was used with the same keywords, but all search results were accessed through Walden University library by connecting Google Scholar to the Walden University Library via the Google Scholar Library Links option.

In order to achieve an exhaustive literature search, at first, articles were searched for from the years 2007 to 2015. The main sources were books, peer reviewed journal articles, and institutional reports focusing on distance education. It became apparent that many of the qualitative and quantitative studies conducted in the articles that were

located relied on foundational studies earlier than the searched timeframe. In order to include these theoretical foundations, I included articles from 1980 to 2007 in order to incorporate information necessary for the theoretical framework with underpinnings in those years.

After an exhaustive literature review, few studies were found pertaining to counselor educator satisfaction dependent on communication modes. The vast majority of research studies I found pertained to student factors. In order to accommodate for the lack of research pertaining to faculty satisfaction, I had to broaden my search to include student experiences of online education in order to find relevant information pertaining to instructors. Using ProQuest, PsychInfo, and Thoreau research databases, some of the keywords used were: faculty presence, student satisfaction, satisfaction in online education, interactions, and engagement.

Theoretical Framework

To understand the relationship of synchronous and asynchronous communication technologies on counselor educators' teaching satisfaction, I used Moore's transactional distance theory as the foundation for my study. The core idea of transactional distance relates to the application of the concept of transactions to distance education (Moore & Kearsley, 2012). The concept of transaction was first developed to describe relationships between a learning environment, the individuals, and the situational behaviors (Moore & Kearsley, 2012). Moore and Kearsley (2012) applied the concept of transactions for online education to describe the behavioral relationship between teachers and students in learning environments that have the special characteristic of being geographically

separated from one another. This separation can lead to miscommunication between teacher and student (Falloon, 2011; Moore, 1993). The miscommunication problems can have negative impacts on the quality and success of distance education, satisfaction for both students and instructors, and contribute to faculty burnout (Bolliger & Wasilik, 2009; Falloon, 2011; Moore, 1993; Moore & Kearsley, 2012; Online Learning Consortium, 2016a).

Theoretical Concepts

Transactional theory provides researchers a way of analyzing the psychological distance between teachers and learners rather than focusing on the geographical distance (Benson & Samarawickrema, 2009; Moore, 1993). John Dewey conceived the concept of *transactions,* which was later developed further by Boyd and Apps (Boyd & Apps, 1980). Transactions refer to the interplay between an environment, individuals, and their behaviors in situations (Boyd & Apps, 1980).

Moore (1993) applied this notion of transaction to distance education with the special environmental characteristic that the teacher and learner are geographically separated. There are three factors that affect this psychological distance: dialogue, structure, and learner autonomy (Benson & Samarawickrema, 2009; Falloon, 2011). These three variables affect the nature of the transactions between student and teacher in distance learning (Falloon, 2011).

Moore and Kearsley (2012) described dialogue as the interactions or series of interactions between teacher and learner where one gives instruction and the other responds. These interactions are not limited to two-way communications, but rather all

forms of interactions between student and teacher (Falloon, 2011; Moore & Kearsley, 2012). It is important to note that dialogue is not the same as interpersonal interactions, but interpersonal interactions are a necessity for the existence of dialogue (Moore & Kearsley, 2012). These dialogues are purposeful and constructive communication between both parties with the goal being student learning (Falloon, 2011; Moore & Kearsley, 2012; Ustati & Hassan, 2013). Each party is an active listener and respectful (Ustati & Hassan, 2013).

Active listening is a communication skill in which a participant listens for the content and feelings of another's statements and is able to convey understanding by addressing those underlying feelings (Rogers & Farson, 1987). This type of listening can facilitate relationships (Rogers & Farson, 1987). Although there could be negative or neutral interactions, dialogues refer to the positive ones where both parties get benefits out of the interactions (Ustati & Hassan, 2013).

Dialogue can be affected by different factors as well. For instance, Moore and Kearsley (2012) found that the extent and nature of dialogue is determined by such things as environmental factors, the personalities of instructors and learners, the subject matter of the course, and the "educational philosophy of the individual or group responsible for the design of the course" (p. 210). The learning group and the size are also factors since there would be more dialogue between a single instructor and student versus an instructor and a group of learners (Moore & Kearsley, 2012).

A course is composed of the learning objectives, educational information, exercises, projects, and tests (Moore & Kearsley, 2012). This is also influenced by the

instructors, the learners, and the content of the course (Moore & Kearsley, 2012). In transactional distance theory, structure refers to the flexibility or rigidity of the course necessary in addressing each individual learner's needs (Falloon, 2011; Moore & Kearsley, 2012). The structure is the system in which information and learning are facilitated (Ustati & Hassan, 2013). Within the concept of structure, course objectives, evaluation, and implementation are prepared and adapted with the consideration to the needs of individual learners (Ustati & Hassan, 2013).

Learner autonomy is the third factor in transactional distance theory. Learner autonomy refers to the sense of self-direction or self-determination of the learner as they engage in the course (Falloon, 2011). The degree of freedom to choose a personal learning plan, the resources accessed, and self-determined progress reflects the degree of learner autonomy (Moore & Kearsley, 2012). Learner autonomy is dependent on the individual's capacity to be a self-learner as well as the level of autonomy allowed by educational programs (Moore, 1993) The greater the learner autonomy, the more freedom the student, not the teacher, has in determining these factors within the course. After an exhaustive literature review, I could find no specific nuances in online counselor education instruction compared to other distance education programs.

Theoretical Assumptions

Moore asserted that there is an inverse relationship between the dialogue and structure variables (Benson & Samarawickrema, 2009; Falloon, 2011; Moore & Kearsley, 2012). Increases in one can lead to decreases in the other. For instance, if a course presents with high levels of structure combined with lower levels of dialogue, the

greater the experience of transactional distance (Benson & Samarawickrema, 2009; Falloon, 2011; Moore, 1993). By increasing the amount of dialogue, it is possible to decrease the amount of transactional distance present (Benson & Samarawickrema, 2009; Falloon, 2011; Moore & Kearsley, 2012).

Learner autonomy is influenced by the degree of transactional distance. For instance, in courses or programs with less dialogue and structure, learners must "take responsibility for making judgments and taking decisions about study strategies" (Moore, 1993, p. 27). Students are forced to exercise more autonomy in their learning as a result of the low levels of dialogue and structure. Moore (1993) noted that the more structure a program has, and the less teacher-learner dialogue present, the greater the learner autonomy due to increased transactional distance. This does not mean that little to no structure has a positive influence on transactional distance. If structure is too low, a greater degree of transactional distance can be experienced by the learner due to confusion or dissatisfaction (Benson & Samarawickrema, 2009; Falloon, 2011). Therefore, learner autonomy is not a variable independent of structure and dialogue, but rather part of the inverse relationship (Falloon, 2011; McIsaac & Gunawardena, 1996).

Moore emphasized that transactional distance should be viewed as a continuum ranging from more distance to less distant (Moore, 1993). When applying the assumptions to methods of distance education, the continuum of transactional distance can be seen. Moore used the example of a recorded video course program to demonstrate this relationship. In a recorded video course, the structure is very high with a nonexistent teacher-learner dialogue. The end result is a high level of transactional distance (Moore

& Kearsley, 2012). In the case of correspondence courses, where there is some teacher-learner dialogue and less structure, there is less transactional distance experienced (Moore & Kearsley, 2012). In cases with live video or audio teleconferences with less structure and higher dialogue, there is an even less degree of transactional distance (Moore & Kearsley, 2012).

Studies Using Transactional Distance

In one of the earliest quantitative studies conducted testing the transactional distance theory, Bischoff (1993) compared the three variables of structure, dialogue, and transactional distance in face-to-face and distance classroom settings. Bischoff (1993) also assessed whether courses that incorporated e-mail correspondence between students and teachers influenced dialogue, structure, and transactional distance.

Graduate students at the University of Hawaii in both traditional and distance courses were used as participants in the study ($N = 221$) (Bischoff, 1993). Of the participants, 73% ($n = 158$) were female and 27% ($n = 58$) were male (Bischoff, 1993). The ethnicity of the participants varied with 51% ($n = 112$) identifying as Caucasian, 15% ($n = 33$) Japanese, and 7% ($n = 16$) as Hawaiian (Bischoff, 1993). Of the participants, 66% ($n = 145$) were enrolled as Public Health or Nursing students while 34% ($n = 74$) were either new students or were not planning on enrolling into a degree program (Bischoff, 1993). While some of the students attended traditional courses, the distance-format courses were delivered through the Hawaii Interactive Television Service (HITS) (Bischoff, 1993).

Bischoff (1993) created an instrument to measure the three variables. The majority of the questions pertained the use of e-mail throughout the course and descriptive information about the student. Four questions pertained to dialogue and structure. Transactional distance was measured by three questions. Two questions pertained only to those students in HITS courses (Bischoff, 1993). To ensure reliability, Cronbach's test of internal consistency was used on the Structure and Transactional Distance scales. For the structure scale, Cronbach's alpha was $\alpha = 0.7662$. Cronbach's alpha for the transactional distance scale was $\alpha = 0.7682$. To ensure validity, Bischoff (1993) consulted with experts in the field of education for content validity. A three-factor solution resulted in a 82.5% of variance (Bischoff, 1993).

Bischoff had three research questions. The first question asked if there was a relationship between dialogue and structure scale scores, dialogue and transactional distance scale scores, structure and transactional distance scale scores, and if there was a predictive relationship between dialogue and structure scores on the transactional distance scale (Bischoff, 1993). A Pearson product moment correlation coefficient that Bischoff computed found a moderately low inverse correlation between dialogue and structure ($r = -0.3555$, $p = 0.000$). A moderately low positive correlation between structure and transactional distance ($r = 0.2528$, $p = 0.000$) was also determined. A multiple regression analysis accounted for 13% of the variance in the dependent variable of the transactional distance scale score by the independent variables of the structure and dialogue (Bischoff, 1993).

The second question pertained to whether there were significant differences in graduate face-to-face and distance courses on measures of structure, dialogue, and transactional distance (Bischoff, 1993). *T*-test scores resulted in mean dialogue scores in face-to-face courses ($\bar{x}$ = 3.2) as significantly lower (*t* = -2.72, *df* = 218, *p* = 0.007) when compared to distance courses ($\bar{x}$ = 3.6). No significant differences were found between face-to-face and distance course groups on the structure (*t* = -0.68, *df* = 216, *p* = 0.499) and transactional distance (*t* = -0.95, *df* = 218, *p* = 0.342) scales (Bischoff, 1993).

The third question pertained to significant differences in scores for structure, dialogue, and transactional distance between courses that did or did not offer e-mail communications (Bischoff, 1993). Courses that did not offer e-mail communication ($\bar{x}$ = 3.3) had significantly lower mean dialogue scores than those that did offer e-mail ($\bar{x}$ = 3.6)(*t* = -2.05, *df* = 216, *p* = 0.042) (Bischoff, 1993). Mean structure scores were significantly lower in courses without e-mail ($\bar{x}$ = 6.6) when compared to those with e-mail ($\bar{x}$ = 7.5)(*t* = -2.44, *df* = 214, *p* = 0.015) (Bischoff, 1993). There were also significantly higher mean transactional distance scores when comparing courses that did not offer e-mail communication ($\bar{x}$ = 6.2) with courses that did offer e-mail communication ($\bar{x}$ = 5.5) (*t* = 2.76, *df* = 216, *p* = 0.006) (Bischoff, 1993).

Bischoff's (1993) results were instrumental as this was the first study to empirically validate transactional distance theory. Bischoff found that as the interactions between teachers and learners increased, the amount of transactional distance perceived by students decreased. Results also confirmed the predictiveness of transactional distance based on structure and dialogue. Results also showed no significant differences

between face-to-face and distance courses concerning structure and transactional distance scales (Bischoff, 1993). Bischoff found that dialogue scores were higher in distance courses when compared to face-to-face ones. When e-mail was incorporated with a course, significantly lower transactional distance scores resulted due to higher dialogue and structure (Bischoff, 1993). The results showed the usefulness of technology in distance education when compared to traditional learning environments.

The generalizability of Bischoff's study is high. The results of this study were later replicated by other researchers (Chen, 2001; Dron, Seidel, & Litten, 2004; Moore & Kearsley, 2012; Saba & Shearer, 1994; Ustati & Hassan, 2013). One of the limitations of the study was that the results were all based on the answers given by students. In my research project, I sought to gather data from the perspective of the instructors.

Saba and Shearer (1994) conducted a mix-methods study in order to empirically test Moore's theoretical concepts of distance, structure, and dialogue. Using discourse analysis, which is a technique for analyzing and coding speech, the authors defined four variables necessary for analysis of teacher and learner interactions: active, passive, direct, and indirect (Saba & Shearer, 1994). Active refers to speech acts by the learner that indicate involvement, such as asking questions or requesting clarification (Saba & Shearer, 1994). Passive is indicated by simple responses by the student or long periods of time in silence (Saba & Shearer, 1994). The variable of direct refers to the instructor's speech behaviors towards the student in which provide guidance, feedback, and information (Saba & Shearer, 1994). Indirect refers to instructor's speech patterns that require the learner to clarify and elaborate on information (Saba & Shearer, 1994).

Saba and Shearer (1994) conceptualized that the variables of active and passive speech patterns influence another variable: learner control. Learner control is influenced by the dialogues between instructor and student (Saba & Shearer, 1994). If the learner is more active, then the level of learner control increases. If the students are more passive, the level of learner control decreases. Similarly, the direct and indirect variables influence instructor control (Saba & Shearer, 1994). Instructor control is a dynamic variable influenced by the interactions between instructor and student, which in turn influences the structure of the online course (Saba & Shearer, 1994).

Saba and Shearer (1994) created a system dynamic model using the relationships between the variables of dialogue, structure, transactional distance, learner control, active, passive, instructor control, direct, and indirect. The researchers used this model to test and validate the transactional distance theory. Their study consisted of utilizing a desktop video conferencing system with integrated data, voice and video, to create a distance lesson (Saba & Shearer, 1994). This system was used to connect individual participants with an individual instructor. The student and teacher could see one another via a closed-loop video circuit and talked through regular telephones with one another. Furthermore, teachers and students were video recorded for transactional content analysis (Saba & Shearer, 1994).

Using the model, they created and the prototype video conferencing system, the researchers tested two hypotheses based on the relationship between structure, dialogue, and transactional distance. Saba and Shearer's first hypothesis was when dialogue increases, structure and transactional distance would decrease (Saba & Shearer, 1994).

The second hypothesis was that an increase in structure would result in an increase in

transactional distance and a decrease of dialogue.

Participants ($N = 30$) were selected from a pool of graduate students. Out of 30

participants, 53% ($n = 16$) were male and 47% ($n = 14$) were female. All but one

participant were students in a Master's of Arts in Education program. Ten of the students

had previous experience with distance education courses (Saba & Shearer, 1994).

Results supported both hypotheses the researchers proposed. As dialogue

increased, the structure and experience of transactional distance decreased (Saba &

Shearer, 1994). This was observed as the students' active speech acts increased in their

responses to the instructor. Furthermore, with increases in direct responses by an

instructor, structure and transactional distance increased. The result supported the

hypothesis that if structure is increased, transactional distance also increases while

dialogue decreases (Saba & Shearer, 1994).

At the conclusion of the study, the researchers asked the participants eleven

questions in an interview by one of the co-authors (Saba & Shearer, 1994). The results

of this qualitative inquiry showed three important themes. First, students stated that it

was the instructor that made the experience very positive. They stated that the instructor

had a positive attitude and style. Lastly, students mentioned the importance of being able

to see the instructor on the overall experience (Saba & Shearer, 1994). These themes are

an example of the important roles instructors have on the online experience of students.

One of the limitations of Saba and Shearer's study was the participant size. Since

the researchers measured nine variables, the generalizability of the conclusions would

have been increased with a greater sampling of participants (Creswell, 2009). Another limitation related to the confusion of some of the students regarding their understanding of some of the definitions for the variables. The researchers mentioned that students misunderstood the terms direct and indirect when classifying their instructor's style (Saba & Shearer, 1994). This led eleven students to classify instructor's style as direct while they perceived their own participation as active (Saba & Shearer, 1994).

Using a case study approach, Dron, Seidel, and Litten (2004) tested Moore's theory in a blended learning environment. The University of Brighton, a consortium of two universities, four colleges for further education, and various employers received funding by the Higher Education Funding Council for England to develop a pilot program. The pilot program was to create a course for a Foundation Degree that would be available for individuals with unconventional qualifications and/or working, who otherwise would be unable to attend higher education (Dron et al., 2004). A course development team and a university-based leader were appointed for the development and quality of the course.

At the start of the first year, 28 students registered and 20 tutors volunteered to help develop and deliver online courses (Dron et al., 2004). There were many challenges from the beginning, such as many of the tutors did not have previous experience with course development or online teaching. There were also issues with student retention and high faculty turnover.

Tutors relied on face-to-face teaching methods and only used the online discussion boards occasionally for communications with students (Dron et al., 2004).

Early dialogue on the discussion was perceived to be more directive in nature due to the type of information delivered early in the course. Due to time and work constraints, students would not participate in online discussions. As the student's lack of online participation continued, tutors did not encourage more online contributions.

The researchers found that as dialogue decreased, the reliance on structure increased (Dron et al., 2004). Students would sign into their online classroom to get their reading materials and assignments but not participate in discussions. Due to the lack of dialogue taking place, course notes were cited by students as the main structural support used for learning. Learner autonomy suffered from the decrease in dialogue and, by the end of the first year, half of the students had left the course (Dron et al., 2004).

Dron et al. (2004) demonstrated the importance of dialogue and structure in the online classroom and the relationship on learner autonomy. The students' reliance on the course for structure increased as the amount of dialogue between students and tutors decreased online. This resulted in students, who were less autonomous in learning, to drop out of the course.

Dron et al. (2004) also demonstrated the importance of the faculty role in the online classroom. The tutors were not comfortable and were skeptical of online distance education and relied more frequently on the face-to-face sessions with students for communications. They also found that the discussions online were time consuming and did not encourage student participation. As tutors did not encourage student discussion online, dialogue decreased. This is a vital observation due to the importance on faculty satisfaction the current research project examines.

One of the limitations of this study was the reliance on asynchronous communication modes for student interactions online. The course developers used a blended-mode course structure in which discussion boards online would be the main source of communication with supplemental face-to-face meetings meant to provide social cohesion (Dron et al., 2004). For my research, I focused on online synchronous and asynchronous communication modes.

The researchers I have discussed in this section all have used transactional distance as a framework to understand the dynamics of teaching and learning in distance education. Saba and Shearer (1994) applied the principles of transactional distance to a videoconferencing environment and observed that as dialogue increases, structure decreases. Dron et al. (2004) applied transactional distance in a blended learning environment and found the same inverse relationship between structure and dialogue. Murphy and Cifuentes (2001) suggested using high levels of structure and dialogue, transactional distance could be decreased. These researchers validated the usefulness of transactional distance when looking at the variables influencing education taking place at any geographic distance. After an exhaustive literature search, there were no present studies applying transactional distance theory to online counselor education. In the next section, I discuss the applicability of transactional distance to my study.

Rationale

I selected transactional distance as the theoretical foundation for this study due to the explanation of the different components of online education. Moore's theory gives a foundation for understanding the way geographical and psychological distance affect

teaching and learning in online environments. Moore and Kearsley (2012) acknowledged that the medium of communication is one of the most important environmental factors affecting dialogue. Researchers have shown that this theory has been successfully applied to educators of online programs, but not specifically to counselor educators. To date, I could find no literature that demonstrated a difference between online instruction in counselor education programs compared to other disciplines.

In this study, I attempted to find significant differences between synchronous and asynchronous communication methods of online teaching in counselor education programs and their relationship to teaching satisfaction and burnout of counselor educators. Transactional distance theory provides a foundation for exploring how the modes of communication affect the quality of dialogue between counselor educators and learners online. Transactional distance theory is an appropriate theory foundational theory to explore the relationships that synchronous and asynchronous communications have with dialogue. Moore and Kearsley (2012) stated that the medium of communication used within an online classroom is an important factor in the quality of dialogue between instructors and students. The quality of dialogue contributes to psychological distance between counselor educators and students. Using the theoretical assumptions of transactional distance, I was able to explore how the structure provided by the two modes of communication influence dialogue (satisfaction and burnout) between counselor educators and students.

Literature Review

In the previous section, I discussed the theory of transactional distance. In the following section, I review the history and present state, of online education. I also discuss the factors of faculty satisfaction in relation to synchronous and asynchronous communication modes. Finally, I discuss online education in counselor education programs.

History of Distance Education and Technology

Technology has facilitated distance education since the 1800s (Casey, 2008; Moore & Kearsley, 2012). The first form of distance education began with the development of railway networks, which prompted a new technology: cost-effective and reliable postal services (Bower & Hardy, 2004; Moore & Kearsley, 2012). With educators' ability to offer instructional courses by mail, correspondence study courses offered the opportunity for people to study at home or work (Moore & Kearsley, 2012).

The first home study courses were "noncredit" courses usually in vocational subjects (Moore & Kearsley, 2012). In Britain, Isaac Pitman used the postal service to teach his system of shorthand writing in the 1840s (Bower & Hardy, 2004; Moore & Kearsley, 2012). In mid-1856, Charles Toussaint and Gustav Langenscheidt created a correspondence language school in Berlin (Bower & Hardy, 2004; Holmberg, 1995; Moore & Kearsley, 2012).

In 1873, distance education pioneer Anna Eliot Ticknor established the Society to Encourage Studies at home (Bergmann, 2001; Bower & Hardy, 2004; Moore & Kearsley, 2012). This was one of the first home study schools and educators offered over twenty

self-paced courses in a variety of subjects (Bower & Hardy, 2004). The requirements for admission were that women had to be at least seventeen years old and pay a fee of $2 for supplies, postage, and overhead (Bergmann, 2001; Caruth & Caruth, 2013).

In 1878, Bishop John H. Vincent created the Chautauqua Literary and Scientific Circle (Moore & Kearsley, 2012). The organization used a hybrid approach to education, with summer schools held in upstate New York and supplementary correspondence course of readings the rest of the year (Moore & Kearsley, 2012). In 1881, higher education courses were first taught through correspondence by the Chautauqua Correspondence College. In 1883, the state of New York authorized the college to award diplomas and degrees by correspondence (Moore & Kearsley, 2012).

The world's first formal correspondence study program at a college was implemented in 1892 at the University of Chicago (Moore & Kearsley, 2012). The first president of the university, William Rainey Harper, had previously taught Hebrew language courses via mail correspondence (Bower & Hardy, 2004; Holmberg, 1995). Students were able to take as much as a third of their coursework from a distance (Caruth & Caruth, 2013). With Harper's support of a correspondence study program at the university, he created the connection between distance education and community or junior colleges (Bower & Hardy, 2004).

The next technological advancement that changed distance education was broadcasting radio (Bower & Hardy, 2004; Moore & Kearsley, 2012). The first educational radio license was issued to the Latter Day Saints' University of Salt Lake City in 1921 (Moore & Kearsley, 2012). In 1925, the first for-credit radio course was

offered by the State University of Iowa (Moore & Kearsley, 2012). In the first semester, there were over 80 enrolled students, 64 of which would go on to finish their coursework at the university (Moore & Kearsley, 2012). By the 1920s, there were almost two hundred American radio stations broadcasting distance education courses (Bower & Hardy, 2004). Although radio educational broadcasts were popular, by 1940 there was only one college level credit course offered (Casey, 2008).

Another technological advancement that changed distance education was television broadcasting (Bower & Hardy, 2004; Moore & Kearsley, 2012). In 1934, the State University of Iowa produced television broadcasts in subjects such as astronomy and oral hygiene (Moore & Kearsley, 2012). By 1939, the university had televised over 400 educational programs (Moore & Kearsley, 2012). After World War II, 242 television channels out of 2,053 were allocated for educational, noncommercial use (Moore & Kearsley, 2012). By 1956, the first community colleges were utilizing televised educational programs (Moore & Kearsley, 2012).

As broadcasting innovations continued, so did the applications to educational programs. In 1961, the Midwest Program on Airborne Television Instruction connected six states with broadcasted educational programs by DC-6 airplanes affixed with transmitters (Moore & Kearsley, 2012). The program lasted six years and helped overcome geographic limitations to broadcasting (Moore & Kearsley, 2012).

The United States government helped expand distance education movements. In 1963, the Federal Communications Commission (FCC) created a band of 20 television channels available to educational institutions called the Instructional Television Fixed

Service (ITFS) (Casey, 2008). The ITFS was a low-cost, low-power, subscriber-based system that could broadcast educational programs to a distance of up to 25 miles (Casey, 2008; Moore & Kearsley, 2012). After the creation of cable television in 1952, the FCC began requiring all cable operators to allot an educational channel for educational programs (Moore & Kearsley, 2012). In 1974 the world's first educational satellite, the ATS-6, was in orbit and initiated the U.S. Office of Education to fund the Educational Satellite Communication Demonstration project (Moore & Kearsley, 2012). The project was intended to experiment the broadcasting of educational programming, via satellite, to rural areas such as Alaska, Appalachia, and the Rocky Mountain regions (Moore & Kearsley, 2012). Initial satellite broadcasting services were low power and far reaching, but the equipment was expensive for receiving and distributing transmissions (Moore & Kearsley, 2012). It was not until the 1990s, when newer technology for Direct Broadcast Satellites (DBS), were individuals able to receive educational programs in their homes or directly in schools (Moore & Kearsley, 2012).

In 1965, the first educational audio-conferencing system was created at the University of Wisconsin by Dr. Lorne Parker (Moore & Kearsley, 2012). Known as the Educational Telephone Network (ETN), the system had over 200 locations, over 35,000 users, and offered more than 100 educational weekly programs (Moore & Kearsley, 2012). It was mainly used for noncredit or continuing education for professionals (Curran, 2006; Moore & Kearsley, 2012). With the use of special equipment consisting of speakers and microphones, large groups of learners could be joined simultaneously

together using operators or a bridge (Moore & Kearsley, 2012). Audio-conferencing became widely used in the 1970s and into the 1980s.

In January 1986, the first graduate courses were delivered using two-way video teleconference at Penn State University (Moore & Kearsley, 2012). Up until this point, distance education was held broadcasting one-way video of the presenters and teleconferencing all participants together (Moore & Kearsley, 2012). A new technological device, called a codec, made video compression possible for transmission from one studio to another (Moore & Kearsley, 2012). The codecs were large and costly, but in the 1990s they were small enough to fit inside personal computers (Moore & Kearsley, 2012). The development of fiber-optic telephone lines also increased the accessibility of video-conferencing (Bower & Hardy, 2004; Moore & Kearsley, 2012).

In 1975, the first personal computer, the Altair 8800, started selling (Moore & Kearsley, 2012). Early computers were expensive and large enough to fill rooms, but for the first time costs and sizes decreased to allow consumers the opportunity to afford their own computers (Moore & Kearsley, 2012). The U.S. Bureau of the Census estimated in 1989 that 15% of all American households had a personal computer. Furthermore, it was found that nearly half of all students had access to personal computers in the classrooms or at home (Moore & Kearsley, 2012).

Educational settings began experimenting with networking. The University of Illinois initiated the idea of a computer network for instruction in the 1970s (Moore & Kearsley, 2012). The project was called PLATO (Programmed Logic for Automatic Teaching) and allowed different sites to communicate together using dial-up lines or

dedicated connections (Moore & Kearsley, 2012). In 1980, Duke University students

created the Usenet system (Moore & Kearsley, 2012). Yale and the City University of

New York created the first educational Internet, which linked 500 organizations and

3,000 educational nodes by 1991 (Moore & Kearsley, 2012). Apple Computers

conducted small-scale field tests demonstrating the technological capabilities of

distributed online educational approaches (Dede, 1996). Apple Computers allowed

learners to be connected to the same data sources distributed and updated online by

faculty and other learners (Dede, 1996).

In 1969, the foundations of the Internet were started by the U.S. Department of

Defense (Mowery & Simcoe, 2002). The Defense Advanced Research Projects Agency

(DARPA), funded by the U.S. Department of Defense, created a computer network

connecting the armed forces, universities, and defense contractors called the Advanced

Research Projects Agency Network (ARPANET) (Mowery & Simcoe, 2002). Electronic

mail (e-mail) was introduced to ARPANET in 1972 and in 1 year accounted for 73% of

traffic on the network (Mowery & Simcoe, 2002). The ARPANET started with the

connection of the University of California, Los Angeles, the University of South Carolina

Beaufort, Utah University, the consulting firm BBN, and the Stanford Research Institute

(Mowery & Simcoe, 2002). By 1975, the network has added more than 100 nodes

consisting of universities and other defense research sites (Mowery & Simcoe, 2002). In

1982, the first intercontinental nodes were added to ARPANET at the University College

in London and Norwegian Seismic Array (NORSAR), a research laboratory in Norway

(Mowery & Simcoe, 2002). Up until 1985, the Internet was used only by researchers, computer scientists, and networking engineers (Mowery & Simcoe, 2002).

In May 1991, Tim Berners-Lee and Robert Cailliau released a new document format called hypertext markup language (HTML) and a document retrieval protocol called hypertext transfer protocol (HTTP) (Mowery & Simcoe, 2002). This was the beginning of the World Wide Web (WWW) (Moore & Kearsley, 2012; Mowery & Simcoe, 2002). This allowed different computers, with different operating systems, resolutions, and software, to access any document on the Internet (Moore & Kearsley, 2012). In 1993, the first free Web browser, Mosaic, was created by Marc Andreesen, a graduate student (Moore & Kearsley, 2012; Mowery & Simcoe, 2002).

The creation of the WWW and Mosaic helped fuel the growth of the Internet. It was estimated that in 1992, the Web only had 50 pages (Moore & Kearsley, 2012). By 2000, there were at least one billion pages. The number of households accessing the Internet also grew. In 1995, it was estimated that only 9% of American adults were online. By 2010, 77% of all Americans had Internet access (Moore & Kearsley, 2012).

With the rapid growth of the Internet in the 1990s, universities began running Internet educational programs. The Online Campus of the New York Institute of Technology, Connect Ed in conjunction with the New School for Social Research, and the International School of Information Management all began offering entire degree programs online (Moore & Kearsley, 2012). The Jones International University began using the Web in 1995 and claims to be the "first fully online, accredited university" (Moore & Kearsley, 2012, p. 42). By 1999, one in three U.S. colleges offered some sort

of accredited online degrees and one million students were online (Hogan & McKnight, 2007). In 1995, there were 745,000 students online (Allen & Seaman, 2013; Moore, 2012). That number grew to more than 6.7 million by 2012 (Allen & Seaman, 2013).

History of Counselor Education at a Distance

The first evidence of counselor educators using a computer in teaching counselor-in-training (CIT) was in the mid-1960s. Computer scientists created a naturalized human language software that would respond with reflective statements or questions based on user input (Wiezenbaum, 1966). The software was called ELIZA and was an initial attempt at assessing if software programs could replace human counseling services. Although it was not a suitable replacement for counseling, ELIZA was used as a tool for counselor training (Phillips, 1983).

In the 1980s, counselor educators began researching ways in which computers could help with counselor training (Granello, 2000). In 1984, the *Counselor Education and Supervision* journal ran a special issue on the role of technology in counselor education. Within that issue, scholars discussed the lack of trained counselor educators in computers and the expense of educational software (Granello, 2000). As an introduction to counselors on technology, Green (1984) wrote an article discussing different types of computers, hardware, computer software and programming languages, and networking. Lambert (1988) also provided the counseling field with a summation of all the current computer technologies at the time, the applicability of computers in the profession, and how new technologies would influence counselor education. The counseling profession was slower at incorporating technology than other professions due

to faculty resistance of technology and lack of counseling software (Granello, 2000; Lambert, 1988).

By the late 1990s, Internet communications were seen as a valuable mode of communication (Granello, 2000; Shorkey & Uebel, 2014). Technology continued to improve and Internet access became more widespread, encouraging counselor educators to continue expanding their use of technology (Granello, 2000; Wantz et al., 2003). Counselor educators acknowledged benefits of using it between in-class discussions to allow students to reflect on lectures, readings, and discussions. Mailing lists and bulletin boards provided asynchronous communications between educators and students, such as the International Counseling Network (ICN) and the Counselor Educators and Supervisors Network (CESNET) (Granello, 2000).

Counselor educators increasingly began to use synchronous technologies in the distance education (Hayes, 1999). By 1998, interactive televised instruction was one of the most popular formats for distance learning for counseling and psychology courses throughout the United States, Asia, and Europe (Ancis, 1998). This distance format used video, audio, and computer transmissions to connect multiple off-site classrooms together. Multimedia presentations and other online materials were used as enhancements to lectures (Baggerly, 2002). Compact discs, DVDs, online test banks, and links to online resources were also increasingly used (Wantz et al., 2003).

Counselor educators began testing different distance courses at that time. Quinn, Hohenshil, and Fortune (2002) surveyed 44 counselor educators in CACREP approved programs to assess the types of courses offered online at different universities. The most

common courses taught fully online were: research and program evaluation (11%); internship (9%); human growth and development (9%); career and lifestyle development (7%); practicum (7%); helping relationships (4%); professional orientation (4%); appraisal (4%); social and cultural foundations (2%, and group work (2%). By the end of 2003, only 11 counselor education programs offered one or more courses online (Wantz et al., 2003). Today, there are more than 56 counselor education programs offering 50% or more of their courses online (Council for Accreditation of Counseling and Related Educational Programs, 2017c).

Distance Learning: Present

The National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) data shows that 70.7% of degree-granting public education institutions offer distance education courses (Allen & Seaman, 2015). Allen and Seaman (2013) estimated that over 6.7 million students and at least 32% of higher education students took at least one course online. The number of universities dedicated solely to distance education has also grown. Braun (2008) found 650 accredited Master's degree programs offered by 86 colleges and universities, such as University of Phoenix, Walden University, and Capella University. Distance education rates are expected to continued due to 70.8% of institutions stating that online learning is critical to their institution's long term strategy (Allen & Seaman, 2015).

The popularity of online counselor education programs has prompted professional organizations to make policy changes addressing the influence of technology on the counseling profession. For instance, the Council for Accreditation of Counseling and

Related Educational Programs (CACREP) added learning standards to their policies addressing the need for instruction on technology, its impact on the counseling profession, ethical and cultural implications,, and technology on the counseling process (Holmes & Kozlowski, 2016). Furthermore, as part of the learning objectives for doctoral students, CACREP states that counselor educator programs must teach effective approaches for online instruction (Council for Accreditation of Counseling and Related Educational Programs, 2015). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also emphasizes that distance programs will be accredited using the same standards and review methods as traditional counselor education programs (Council for Accreditation of Counseling and Related Educational Programs, 2015). The Center for Credentialing and Education established a new Distance Credentialed Counselor certification in an attempt to standardize online and distance counseling practices (Trepal, Haberstroh, Duffey, & Evans, 2007).

Counselor education online has grown exponentially (Smith et al., 2015). This growth and expansion of today's online education has been driven by accessibility to the Internet and the use of learning management systems, or course management systems, such as Blackboard, eCollege, and DesireToLearn (Moore & Kearsley, 2012). Blackboard has become the most popular online course management system (Braun, 2008). Over 90% of academic institutions use some sort of learning management system (Lai & Savage, 2013). These types of systems provide a platform for both asynchronous and synchronous communications, student management functions, and testing capabilities (Moore & Kearsley, 2012).

The conversion of counselor education programs to the online format was questionable due to the need for students to master interpersonal skills that have been traditionally observed in face-to-face settings (Cicco, 2013). Counseling students are expected to learn and be proficient in the skills of empathy, paraphrasing, summarizing, reflecting, and encouragement (Meyer, 2015). The challenge becomes ensuring quality clinical training with the transition to online education (Meyer, 2015; Reicherzer et al., 2012).

Numerous studies show the efficacy of counselor education using online education. Maki, Maki, Patterson, and Whittaker (2000) found that the online learning environment is effective for training mental health professionals. Students were able to show increased content knowledge and refinement of critical thinking, self-reflection, problem solving, and empathy skills online (Maki et al., 2000). Meyer (2015) found no significant differences between on-campus or online classroom in the learning of counseling skills of graduate level rehabilitation counseling students. Smith et al. (2015) found that master's students perceived greater levels of learning in the online environment versus face-to-face classrooms.

Clinical supervision, a tenant of counseling education programs, was also seen to be effective when conducted in an online program. Chapman, Baker, Nassar-McMillan, and Gerler (2011) found that using synchronous and asynchronous technologies were effective in the development of competence and confidence for counseling practicum students. Bender and Dykeman (2016) found that Master's level counseling students

found fully synchronous online supervision course to be just as effective as face-to-face supervision in a classroom.

Web-based asynchronous teaching was reported to be the most common instructional method used in online education (Huang & Hsiao, 2012; Skylar, 2009). Asynchronous communication in the online learning environment consists of e-mails, forum discussions, blogs, wikis, or multimedia presentations (Huang & Hsiao, 2012; Moore & Kearsley, 2012; Skylar, 2009). It could be used as the primary teaching format or supplementary to either face-to-face or synchronous class sessions (Skylar, 2009). This type of communication does not require real-time interactions between students and faculty (Huang & Hsiao, 2012).

There are many benefits and limitations to utilizing asynchronous communication in online education. Researchers have shown that asynchronous learning environments help students with increased critical thinking for comprehension and responding due to the lack of real-time communication (Braun, 2008; Huang & Hsiao, 2012; Skylar, 2009). Students can take their time when reading and responding to discussions or directions online. Learners also have flexibility as far as date and times to engage in the online learning environment (Skylar, 2009). However, the delayed feedback of asynchronous communication has contributed to decreased opportunities for social interactions (Huang & Hsiao, 2012). There is a lack of social cues and interactions between students and teachers, increasing the sense of separation between all participants in a course (Huang & Hsiao, 2012; Regan et al., 2012; Tu & McIsaac, 2002).

Synchronous communication modes provide highly interactive real-time interactions using technologies such as web-conferencing, chat rooms, or instant messaging (Huang & Hsiao, 2012; Skylar, 2009). In the past, special equipment or classrooms were necessary to use synchronous communications (Skylar, 2009). With today's technologies, students and teachers can access this type of communication through desktop, laptops, or mobile devices (Park, 2011; Skylar, 2009). This type of communication mode allows for interactions closer to the traditional class environment (Karal, Cebi, & Turgut, 2011; Moore & Kearsley, 2012). Although it is used less frequently in the online learning environment than asynchronous communication, synchronous communication is increasing in popularity (Huang & Hsiao, 2012).

Synchronous communication has strengths and limitations as well. For instance, synchronous communication gives teachers and learners immediate feedback through real-time interactions (Huang & Hsiao, 2012; Moore & Kearsley, 2012; Skylar, 2009). Synchronous communications have also been found to help build social connections between students and teachers (Huang & Hsiao, 2012). It has also shown efficacy in group dynamics, involvement, and student satisfaction (Huang & Hsiao, 2012; Moore & Kearsley, 2012; Skylar, 2009). However, time restrictions pose a problem for synchronous communications. Using real-time communication means having to coordinate a specific day and time for collaboration and lessons (Skylar, 2009). This limits the flexibility of online education that is a benefit to online students and teachers.

There are many studies relating to communication modes and the relationship on student learning and satisfaction, but not many focus on counselor education faculty

experiences (Huang & Hsiao, 2012). In the next section, I will discuss the educator's perspective of online teaching as well as topics related to online education, faculty satisfaction, and how communication modes contribute to satisfaction and burnout.

Faculty Satisfaction

Satisfaction in the workplace has numerous benefits, such as reduced absenteeism, medical expenses, and employee turnover (Hogan & McKnight, 2007; Schubert-Irastorza & Fabry, 2014). Satisfied workers also enjoy less health issues, are happier, and experience fewer accidents/injuries (Schubert-Irastorza & Fabry, 2014). Furthermore, faculty satisfaction has been identified as one of the five pillars of quality online education, along with learning effectiveness, scale (cost effectiveness and commitment), access, and student satisfaction (Online Learning Consortium, 2016a). For this study, faculty satisfaction refers to the satisfaction from the "format, type, frequency, and quality of two-way communication and interaction with online students in order to facilitate student engagement and learning" (Bolliger et al., 2014, p. 187).

In the online environment, faculty satisfaction is crucial due to its importance and relationship on student satisfaction. Researchers have found that faculty and student satisfaction affect one another (Bolliger et al., 2014; Bolliger & Wasilik, 2009). In courses where student performance is better, faculty satisfaction is higher (Bolliger & Wasilik, 2009; Lackritz, 2004; Tucker, 2012). Student satisfaction is dependent on the instructor, technology, and interactivity (Bolliger et al., 2014; Online Learning Consortium, 2016a, 2016b). When instructors are perceived as personable and engaging, students are better connected and engaged in the online environment (Horzum, 2015;

Regan et al., 2012). Abdous and Yen (2011) found that learner-to-teacher interactions tended to increase learner satisfaction.

Faculty satisfaction is an important factor due to its role in the quality of online education and its relationship to another critical pillar of quality online education: student satisfaction (Online Learning Consortium, 2016a). With retention of students being a concern for online education (Allen & Seaman, 2015), and student satisfaction is heavily reliant on faculty satisfaction, it is imperative to focus on the variables affecting instructor satisfaction. The following section discusses factors that affect faculty satisfaction.

Factors Affecting Counselor Educator Satisfaction and Burnout

In the previous section, the importance of faculty satisfaction was discussed. The quality and success of online education is dependent on counselor education faculty and student satisfaction rates. There are many factors that affect faculty satisfaction in the online environment.

The greatest challenge to faculty satisfaction and the widespread adoption of online education is the perception that teaching online is more work and more time consuming than traditional face-to-face teaching (Allen & Seaman, 2015; Bolliger & Wasilik, 2009; Hogan & McKnight, 2007; Roby, Ashe, Singh, & Clark, 2013). There is a greater time necessary for online course development and online teaching (Allen & Seaman, 2015; Bolliger & Wasilik, 2009). A strong online presence by faculty is necessary to facilitate interactions in the online teaching environment, therefore more

time online is necessary (Hogan & McKnight, 2007; Roby et al., 2013). The time necessary for online teaching affects faculty satisfaction.

Technology skills are another factor influencing faculty satisfaction (Gautreau, 2011). Instructors must take into consideration their computer literacy skills, their online experience, and their time management skills when teaching online (Regan et al., 2012). Gautreau (2011) found that the level of proficiency of technology in personal use coincided with faculty acceptance of using it for teaching. Other factors important in faculty motivation to adopt technology were salary, responsibility, and achievement provided by institutions (Gautreau, 2011). Limited institutional support and training for online teaching pose a barrier for faculty members (Regan et al., 2012). Institutional support is necessary for training and time accommodations for online faculty (Bolliger & Wasilik, 2009; Hogan & McKnight, 2007).

The online environment also presents other affordances that contribute to faculty satisfaction. Teaching online gives faculty members greater flexibility in their work schedules (Bolliger & Wasilik, 2009; Green, Alejandro, & Brown, 2009). Instructors teaching in the online environment are exposed to a more diverse student population (Bolliger & Wasilik, 2009). With the increase in access to online education, more students can access from all over the world (Bolliger et al., 2014; Bolliger & Wasilik, 2009). With an increase in different types of students, teaching online also provides instructors with the opportunity to address the needs of different types of learners (Bolliger et al., 2014; Bolliger & Wasilik, 2009). Instructors can provide extra resources that otherwise could not be used in a traditional face-to-face environment. Audio and

video files, external links, tutorials, and other files can be easily posted online to provide

easy access for students (Bolliger et al., 2014; Bolliger & Wasilik, 2009; Moore &

Kearsley, 2012).

Counselor educators face multiple factors that contribute to their career

satisfaction. Role overload, time constraints, and the lack of collegial relationship and

support negatively affect satisfaction (Hill, 2009). Unrealistic expectations, lack of clear

feedback and recognition, and the inability to have a work-life balance were also

contributing factors to poor satisfaction. These difficulties begin within the first couple

of years of counselor educators' teaching experiences (Magnuson, Shaw, Tubin, &

Norem, 2004). Hill (2009) found that pretenured counselor educators showed increased

frustrations and anxiety due to inconsistencies in tenure processes. Counselor educators

were found more likely to have symptoms of anxiety and stress-related health concerns

(Hill, 2009). These stressors put counselor educators at risk for burnout (Hill, 2009).

Notably, Hill (2009) found no statistical influences in gender or minority status on faculty

satisfaction. Sangganjanavanich and Balkin (2013) further explored if the numbers of

years as a full-time counselor educator influenced job satisfaction but found no

significant relationship.

The literature pertaining to the experiences of counselor educators teaching online

is similar to those of other disciplines. Oswald, Huber, Wilson, and Embree (2015) stated

there are four concerns faced by counselor educators teaching online. The first is the

isolating experience of teaching online. Human interactions are an essential component

in counseling education (Benshoff & Gibbons, 2011; Oswald et al., 2015). The second

concern is limited opportunities for collaboration and consultation with colleagues (Oswald et al., 2015). The third concern is that counselor educators may find that teaching online is time-consuming and relationally unrewarding (Oswald et al., 2015). Lastly, counselor educators may find frustrations when confronted with technical difficulties in the online classrooms (Benshoff & Gibbons, 2011; Oswald et al., 2015).

When discussing factors that affect counselor educator satisfaction, it is important to discuss burnout. Since the factors that affect the satisfaction levels for counselor educators are similar to those experienced by other online educators, the factors involved in burnout could also be similar to those of other educators. Burnout in the teaching profession is common due to the demands of the profession and the increased interactions with others (Hogan & McKnight, 2007; McCann & Holt, 2009; Sangganjanavanich & Balkin, 2013; Watts & Robertson, 2011).

Counselor educators are at risk of burnout due to the high stress of academic work (Hill, 2009). Sangganjanavanich and Balkin (2013) determined that there is a significant relationship between job satisfaction and burnout. Prolonged stressful factors affecting counselor educators can contribute to burnout levels (Hill, 2009; Moate, Gnilka, West, & Bruns, 2016; Sangganjanavanich & Balkin, 2013). The stressful factors begin with assistant counselor educators, who experience long work hours, increased workload, lack of mentorship, poor collegiality amongst faculty members in their program, and isolation (Magnuson et al., 2004). New faculty members are expected to perform at a high level without feedback and recognition (Hill, 2009). Pretenured counselor educators

experience more role overload with unclear expectations, feelings of isolation, and interpersonal strain (Hill, 2009).

Lackritz (2004) found that the number of students taught, student evaluations, and scholarly activities significantly contributed to counselor educator burnout. Students place high demands on counselor educators for mentoring and guidance (Sangganjanavanich & Balkin, 2013). There was no existing literature pertaining to the level of education of a student and the influences on counselor educator experiences. As online counselor education programs continue to grow, so do the demands and pressures placed on online instructors that could potentially increase burnout (Hogan & McKnight, 2007).

Maslach and Leiter's research on burnout have been the basis of numerous studies concerning the well-being of workers (Hogan & McKnight, 2007; Iwanicki & Schwab, 1981; Leiter & Maslach, 2005; Maslach & Leiter, 2008; Schubert-Irastorza & Fabry, 2014). Burnout is a psychological and physical response to workplace stress characterized by emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Maslach & Leiter, 2008). Emotional exhaustion refers to the feelings of "being overextended and depleted of one's emotional and physical resources" (Maslach & Leiter, 2008, p. 498). Depersonalization refers to the negative response to various aspects of a job and can lead to excessive detachment from it (Maslach & Leiter, 2008). Reduced feelings of personal accomplishment refer to the reduced feelings of efficacy, achievement, and productivity in work (Maslach & Leiter, 2008).

Maslach and Leiter (2008) described a continuum where negative feelings of burnout are on one end of the spectrum and the positive experience of engagement is on the other. Engagement refers to the positive opposite of the three dimensions of burnout (Maslach & Leiter, 2008). Engagement has been described as "an energetic state of involvement with personally fulfilling activities that enhance one's sense of professional efficacy" (Maslach & Leiter, 2008, p. 498).

Interaction

Moore and Kearsley (2012) stated that interactions through technology is fundamental for effective online education. There are three types of interactions in the online education environment. The first is learner-content interactions, where the learner must interact with the educational materials presented by the instructor. The second type is learner-instructor interaction, where the instructor directly interacts with the learner (Moore & Kearsley, 2012). The final type is learner-learner interaction, where students interact with one another. It is the responsibility of the instructor to facilitate all three types of interactions within the online distance classroom (Moore & Kearsley, 2012).

Learners and educators view learner-instructor interactions as the most important of the three types of interactions (Moore & Kearsley, 2012). These types of interactions are pivotal in the comprehension and application of course materials and concepts. Instructors, through direct interaction with students, help build motivation and interest in the materials presented in the course. Through these interactions, instructors give clarification and evaluation of student application of materials (Moore & Kearsley, 2012).

Throughout the previous discussions of faculty satisfaction, student satisfaction, and burnout, there is an interconnecting theme of interactions. Faculty satisfaction is influenced by student satisfaction (Bolliger & Wasilik, 2009; Lackritz, 2004; Tucker, 2012). Student satisfaction is reliant on the quality interactions and engagement from faculty members in the online teaching environment (He et al., 2014; Hogan & McKnight, 2007; Roby et al., 2013). Interactions in the online learning environment are dependent on synchronous and asynchronous technologies between instructor and learner. In my proposed study, I focus on these communication modes to assess the relationship the interactions have on counselor educator satisfaction and burnout.

Related Research

Through qualitative and quantitative methods, Tu and McIsaac (2002) explored social presence and interactions in online learning environments. The researchers explored ways that online communications influenced the concepts of social presence and interactivity for online learners. This was an important study due to the researchers being the first to argue the necessity of increasing the level of online interaction in the classroom to increase social presence (Cui, Lockee, & Meng, 2013). They defined social presence as "the degree of awareness of another person in an interaction and the consequent appreciation of an interpersonal relationship" (Tu & McIsaac, 2002, p. 133). Tu and McIsaac (2002) stated that social presence online is dependent on social context, online communication, and interactivity between and among users.

Researchers used the computer-mediated communication (CMC) questionnaire to evaluate the use of e-mail, bulletin board, and real-time communication in their

quantitative research (Tu & McIsaac, 2002). The questionnaire was a Likert scale assessment comprised of seventeen items pertaining to social presence and thirteen items pertaining to privacy. The five factors measured in the questionnaire were social context, online communication, interactivity, system privacy, and the feeling of privacy (Tu & McIsaac, 2002).

The participant pool the researchers used for both the qualitative and quantitative research was based on 51 graduate students. Forty-three of the 51 participants responded to the questionnaire with 65.12% ($n = 28$) of the participants being female and 34.88% ($n = 15$) were male (Tu & McIsaac, 2002). The participants were students enrolled in a graduate course. The researchers did not distinguish if the participants were master's or doctoral level students. The ages of the participants varied from 18 to over 45 years old (Tu & McIsaac, 2002). Ethnic composition of the participants also varied, with 72.09% ($n = 31$) identifying as Caucasian, 9.3% ($n = 4$) Latinos, 9.3% ($n = 4$) African-Americans, and 9.3% ($n = 4$) Asian and Pacific Islanders (Tu & McIsaac, 2002).

Tu and McIsaac (2002) hypothesized that by implementing strategies to improve social context, online communication and interactivity between instructors and students would positively affect interactivity in the online classroom. To test this hypothesis, the researchers examined the relationship between social presence and online interactions. They also explored how social relationships affect online communication, how interactions on CMC are affected by online communication, and how interactivity affects online interactions. Lastly, the researchers wanted to assess whether privacy issues influence online social interactions.

The researchers found that the perception of social presence ($M = 3.32$, $SD = .39$) and privacy were high, yet there was no statistically significant correlation between social presence and privacy ($r = 0.286$, $p < .05$) (Tu & McIsaac, 2002). The researchers also noted that there was not a variance in the level of social presence with frequency of CMC (Tu & McIsaac, 2002).

For the qualitative research, Tu and McIsaac (2002) used an observation method with eight students in different settings, such as the offices, classroom, computer labs, and online synchronous and asynchronous chats. The researchers conducted eight semi-structured in-depth interviews to explore different aspects of social presence and used documents such as e-mail and online class discussions for analysis (Tu & McIsaac, 2002). The results concluded that there were many more variables contributing to social presence than the research projected included and that theories of social presence were much more complicated than previously thought (Tu & McIsaac, 2002). For instance, students' familiarity with one another and level of assertiveness online influenced levels of interaction in the classroom. Also important was the location in which students were able to access the online classroom. Tu and McIsaac (2002) found that students who accessed the online classroom from home presented with greater willingness and motivation to engage in CMC activities due to privacy, a relaxed atmosphere, and flexibility in their scheduling.

Technical skills also affected synchronous and asynchronous communications online. When utilizing synchronous communications, typing skills were necessary since there are faster responses necessary (Tu & McIsaac, 2002). When utilizing an

asynchronous communication mode, such as the bulletin board, students would often decrease their communication and have negative feelings.

Interactivity was affected by response time in asynchronous communications. Participants felt a lesser degree of social presence if responses were not received in a timely manner or if there was no response at all (Tu & McIsaac, 2002). Another factor that influenced interactivity was the level of formality used in discussions. When students perceived the message as more formal, a greater psychological distance was perceived. Messages perceived less formal by students decreased psychological distance (Tu & McIsaac, 2002).

One of the limitations of this study was the participants used. The researchers used a small sample from one online course to gather their quantitative data. They also did not specify the level of graduate degree the students were pursuing. Due to the limited, non-random sampling, the generalizability is low for this study. Another limitation of the study was the technology they used for synchronous communications when trying to understand social presence and interactivity. The researcher noted that the use of text-only communications were limiting and students were not able to convey their feelings or emotions fully (Tu & McIsaac, 2002). At the time of this proposed study, technology has advanced enough that video-audio synchronous communications are readily available and accessible by students and faculty. This would allow for synchronous communication closer to those experienced face-to-face classrooms.

Tucker (2012) conducted quantitative research to assess the relationship of synchronous technology on social presence for students. It was hypothesized that by

using synchronous technologies to enhance online communication, social presence would

be promoted. There were 93 participants from a large university in North Carolina. Out

of the total participants, 73% ($N = 68$) were female students and 27% ($N = 25$) were male

(Tucker, 2012). There were 46 undergraduate students majoring in information

technology and 47 graduate students majoring in technical education. Students were

placed in group of five or six each (Tucker, 2012). Synchronous communications were

conducted either through chat rooms in the Blackboard online environment or the audio-

video software Centra. All students were required to have video cameras and

microphones. Asynchronous communications were done through Blackboard discussion

forums (Tucker, 2012).

Tucker (2012) gathered information from the students using a modified version of

the community of inquiry (COI) instrument. This Likert instrument was comprised of ten

questions pertaining to the technical aspects of the Centra platform, eight about the

instructor, and thirty-four focused on the student. The data was then analyzed through

SPSS and, using an analysis of variance, there was a significant correlation at $p = 0.01$

among all of the questions in the questionnaire. The model was found to be significant in

this study, $F (6,65) = 4.11$, $p = .001$ (Tucker, 2012). The dependent variable was that the

instructor promoted a sense of community was predicted by the combination of six

independent variables. The six independent variables were based on questions pertaining

to the students' liking of using audio/visual to communicate, how comfortable they were

using the technology, their sense of community, how comfortable they were chatting with

other students, and how Centra helped formulate their sense of community (Tucker, 2012).

A potential limitation to the generalizability of the study is the participants used. All of the participants were either undergraduate or graduate level students in areas of study concerning technology. It can be assumed that this population is acquainted with the use of technology and the findings cannot be generalized to all distance education students. Furthermore, the combination of undergraduate and graduate students used as participants reduces the generalizability of the results to either population. There may be other factors differentiating the different levels of students that were unaccounted for in the study.

One of the ways that the current proposed study will contribute to Tucker's (2012) findings are by focusing on the relationships that communication modes and interactions have to counselor educator satisfaction and burnout. Although student evaluations were high for the instructor, the instrument does not take into consideration the experiences of the instructor in the course. Tucker (2012) noted that students perceived the use of synchronous technologies and teaching presence to facilitate learning, but there was no account of instructor satisfaction reported.

Yen and Abdous (2011) conducted a quantitative study to assess the predictive relationship between faculty engagement and learner satisfaction. Another question the researchers attempted to analyze was if there was a predictive relationship between faculty engagement and student final grades dependent on three learning delivery modes: face-to-face, satellite broadcasting, and real-time video streaming (Yen & Abdous, 2011).

Face-to-face classes were conducted in a classroom with two-way video broadcasting

equipment. Students using the satellite broadcasting delivery mode went to specified

remote sites equipped with student desks and microphones. Students were able to

participate to the main face-to-face classroom using audio connection. The video-

streaming students were connected to the face-to-face classroom via personal computers

and were able to interact with the instructor and other video-streaming students using text

messages.

There were 482 participants used for the study from a large public higher

education in the mid-Atlantic region (Yen & Abdous, 2011). The researchers did not

distinguish if the students were enrolled in undergraduate or graduate programs. The

genders of the participants were 71.16% ($n = 343$) female and 28.84% ($n = 139$) male. A

majority of the participants, 52.91% ($n = 255$) were under the age of 30. Participants in

each of the delivery modes were as follows: 104 students were in the face-to-face group,

278 students were in the satellite broadcast group, and 100 were in the video-streaming

group (Yen & Abdous, 2011).

Yen and Abdous (2011) developed a Likert scale to measure the variables of

faculty engagement and learner satisfaction. Using SPSS 17.0 for data analyses, the

researchers found that there was in fact a predictive relationship between faculty

engagement and learner satisfaction, $F(1, 480) = 195.06$, $p < .05$, as well as faculty

engagement and student final grades, $x^2(1, N = 482) = 35.54$, $p < .05$, despite the delivery

mode used by students. Interaction between faculty and students was "positively

associated with positive learning outcomes" (Yen & Abdous, 2011, p. 66). The results of the study are generalizable due to the large participant sampling used.

A limitation of the Yen and Abdous (2011) study was the limited synchronous communications between students and instructor. Although the students at the satellite sites were able to communicate with the instructor and other students using auto connections, there was no video transmission broadcasting the satellite sites to the face-to-face or video-streaming groups. Likewise, the video-streaming group did not broadcast video streams to the face-to-face or satellite groups. Furthermore, the video-streaming group could not communicate with the instructor using audio communications. Instead, the video-streaming students were able to participate in discussions via text messages to the instructor as well as to other video-streaming students. The present study will attempt to decrease inconsistencies in varying levels of synchronous communications by narrowing down synchronous delivery modes to those enabling full video and audio transmissions between faculty and graduate students.

Huang and Hsiao (2012) researched online instructors experiences pertaining to synchronous and asynchronous communications with students. In a qualitative study, the researchers attempted to explore the perceptions of instructors about online teaching, the use of communication modes online, the perceived strengths and limitations of synchronous and asynchronous communications, and the impacts of communication modes on teaching and learning online (Huang & Hsiao, 2012). There were three inclusion criteria for participation in the study: (a) the instructors must teach at learn on course delivered fully online, (b) instructors must use either synchronous and

asynchronous communication or fully asynchronous in the classroom, and (c) instructors must represent a variety of subject matters (Huang & Hsiao, 2012).

Using a stratified purposeful sampling for the first two criterion and a maximum heterogeneity sampling for the third criteria, the researchers conducted in-depth semistructured interviews with sixteen instructors from a Midwestern university (Huang & Hsiao, 2012). The participants represented 13 departments in 5 colleges at the university, with 62.5% ($N = 10$) participants being female and 37.5% ($N = 6$) males. The authors did not give further demographical details about the participants. All participants used the university's Blackboard Course Management System 7.3. All of the instructors used asynchronous communication modes in the courses, while eight participants incorporated synchronous communications to the courses (Huang & Hsiao, 2012).

Instructors were generally positive about online teaching. They reported that online teaching was convenient and flexible (Huang & Hsiao, 2012). Instructors also enjoyed the amount of ethnic and cultural diversity in the students they taught. Although instructors described strengths of online teaching, they also described some limitations they encountered. For instance, instructors reported that teaching online was more work than traditional face-to-face courses. The increased workload was due to preparation of course materials before the course began and the increase of text-based communications online. Instructors were frustrated with the amount of time they spent trying to resolve technical difficulties students were experiencing. Huang and Hsiao (2012) also found that instructors had more frequent miscommunication due to the lack of visual cues. Instructors using asynchronous communication methods, such as discussion boards,

found that misinterpretation could interfere in the learning process and there was time spent in clarification that may not have occurred in a face-to-face classroom (Huang & Hsiao, 2012).

With respect to instructors' experiences with asynchronous communications such as e-mail, discussion boards, announcements, and other text-based forms of communications, it was found that e-mail was the prevalent tool used by students (Huang & Hsiao, 2012). This was attributed to student comfort, but instructors found the amount of e-mail communication overwhelming. In discussion boards, instructors felt that the quality of discussion was "more thoughtful and richer" (Huang & Hsiao, 2012, p. 21). Asynchronous communications gave students the ability to participate equally with opportunities for higher levels of critical thinking. Huang and Hsiao (2012) found that although the quality of discussion was increased, instructors felt a lack of connection with the students. It was reported that there was a sense of physical separation experienced by instructors and students alike using asynchronous communications (Huang & Hsiao, 2012).

Instructors who incorporated synchronous communication modes in the teaching environment used Blackboard Collaborate and a text-based synchronous chat room (Huang & Hsiao, 2012). Using Blackboard Collaborate, a video-audio web conferencing software, instructors found it easier to establish personal connections with students. This type of communication was helpful in reducing communication barriers between instructors and students (Huang & Hsiao, 2012). Although using synchronous modalities was helpful, it also had limitations in participation. The text-based chat room was

underused by students in comparison to e-mail. There were many students who never used the chat room. Not all students were able to participate in the web conferencing at the same time due to different time zones or conflicting schedules. This was also identified as the main reason instructors do not opt to use synchronous communications in the classroom (Huang & Hsiao, 2012).

There were limitations in the study conducted by Huang and Hsiao. For instance, the authors noted that most of the instructors in the study relied heavily on asynchronous communication tools. Some of the instructors stated that they missed face-to-face interactions with students, but the majority elected to rely solely on asynchronous communications (Huang & Hsiao, 2012). One of the potential explanations for this is lack of experience teaching online. Six out of the eight instructors using only asynchronous communication modes had less than four years of experience teaching online. In fact, there were two instructors noted that refused to use synchronous communication technologies until they had examples of successful applications in the classroom (Huang & Hsiao, 2012). This type of bias is problematic when researchers are attempting to examine the experiences of faculty using asynchronous and synchronous communication modes.

Another limitation was the persistent reliance on asynchronous communication modes throughout the study. All participants used forms of asynchronous communications online while the authors reported that most of the instructors relied solely on this communication mode (Huang & Hsiao, 2012). Synchronous communication modes were used as a supplementary rather than a primary

communication tool. The present study will attempt to correct this by using instructors

that primarily use either synchronous or asynchronous communication modes in the

online environment.

Sangganjanavanich and Balkin (2013) investigated the relationship between

satisfaction and burnout in full time counselor educators. In this quantitative study, the

researchers attempted to understand wellness for counselor educators in relation to their

demographic backgrounds. The study assessed for relationships between satisfaction and

burnout, the levels of burnout in relation to demographic background, and the level of

career satisfaction in relation to demographic factors (Sangganjanavanich & Balkin,

2013).

Sangganjanavanich and Balkin (2013) used CESNET to obtain their participant

pool, which at the time had 1,097 members. The study had a total sample size of 220

participants with a 26% response rate. Out of the participants, 68% were female ($n =$

149) and 32% were male ($n = 71$). The ethnicities of the participants were as follows:

79% Caucasians ($n = 173$), 9.5% were African Americans ($n = 21$), 5.5% were Latin ($n =$

12), 4% were Asian Americans ($n = 8$), 1% considered themselves multiethnic ($n = 2$),

<1% Asian ($n = 2$), <1% Alaskan Natives ($n = 1$), and <1% Native American ($n = 1$)

(Sangganjanavanich & Balkin, 2013). The average age of the participants was 46.95

years ($SD = 10.88$). The average time they worked as full time counselor educators was

8.53 years ($SD = 7.23$) (Sangganjanavanich & Balkin, 2013).

Sangganjanavanich and Balkin (2013) used both the MBI-ES and the Job

Satisfaction Survey (JSS) in their study. The JSS is a self-report instrument comprised of

36 Likert items measuring nine aspects of job satisfaction in human service, public, and nonprofit organizations: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. For each item, there are six potential responses ranging from 1 (disagree very much) to 6 (agree very much).

The authors used SPSS to conduct a regression and analysis of variance, Sangganjanavanich and Balkin (2013) found a statistically significant relationship between job satisfaction and burnout $F(3, 198) = 11.04$, $p < .001$, $R^2 = .14$. Emotional exhaustion, depersonalization, and personal accomplishment accounted for 14% of the variance in job satisfaction. The researchers also found that exhaustion appeared to be the most significant predictor ($sr^2 = .11$, $\beta = .39$), accounting for 11% of the variance in the model.

The researchers grouped participants into Caucasian and non-Caucasian in order to maintain appropriate sample sizes and address ethnic differences between groups. This resulted in 173 Caucasian participants and 47 non-Caucasian participants. They were unable to conduct a factorial regression analysis due to limitations in generalizeability if the groups were divided into gender by ethnicity (Sangganjanavanich & Balkin, 2013). The researchers used an alpha level of .01 to control for Type I error and assumptions for normality and homogeneity of variance were met. The researchers did not find any statistically significant differences with respect to gender, ethnicity, or relationship statuses (Sangganjanavanich & Balkin, 2013).

Lastly, Sangganjanavanich and Balkin (2013) used a multiple regression analysis to assess the relationship between years of full time experience as counselor educators and job satisfaction and burnout. Using those variables, no significant relationships were found, $F(4, 196) = 2.64$, $p = .035$, $R^2 = .051$. Job satisfaction, emotional exhaustion, depersonalization, and personal accomplishment accounted for 5% of the variance in number of years as full-time counselor educators, creating a small effect size (Sangganjanavanich & Balkin, 2013).

One of the limitations of the study conducted by Sangganjanavanich and Balkin (2013) was the lack of generalizability of the results to all counselor educators. The participants of the study were mostly Caucasian female counselor educators. The results are limited concerning nonethnic minority counselor educators.

Sangganjanavanich and Balkin (2013) were able to rule out influences of demographic factors with job satisfaction and burnout. For instance, they were able to conclude no statistical relationships between factors such as age, gender, tenure status, gender, or ethnic identity (Sangganjanavanich & Balkin, 2013). Although the researchers were able to confirm a relationship between burnout and satisfaction among counselor educators, they did not account for educators who taught courses online. The present study proposed will attempt to assess for relationships between counselor educator satisfaction and burnout pertaining to those who teach online.

Summary

Distance education has matured throughout the years as technological advancements presented more opportunities for synchronous and asynchronous

communications between instructors and students. Furthermore, counselor educators

have a long history of adapting technology for counseling education (Ancis, 1998;

Granello, 2000; Hayes, 1999; Lambert, 1988; Wantz et al., 2003). Synchronous and

asynchronous communication modes can have significant influences on instructor and

student experiences of online education. Distance education faculty play a vital role in

the success of student distant learning and online education (Allen & Seaman, 2015;

Bolliger et al., 2014; Bolliger & Wasilik, 2009; Online Learning Consortium, 2016a,

2016b). Furthermore, the satisfaction of instructors affects the engagement in the online

environment, student engagement, interactions, and student satisfaction (Allen &

Seaman, 2015; Bolliger et al., 2014; Bolliger & Wasilik, 2009; Lackritz, 2004; Moore &

Kearsley, 2012; Tucker, 2012; Yen & Abdous, 2011). Although there have been studies

pertaining to faculty satisfaction, they only focused on satisfaction pertaining to online

education without discussing influences of asynchronous and synchronous technologies.

Prior research focuses primarily on the variables affecting student satisfaction and

interaction (Horzum, 2015; Huang & Hsiao, 2012; Moore & Kearsley, 2012; Tu &

McIsaac, 2002; Tucker, 2012; Yen & Abdous, 2011). The importance of the faculty role

is discussed, although only in relation to student experiences and outcomes. Counselor

educators have adapted various synchronous and asynchronous technologies throughout

the years for the training of students (Granello, 2000; Hayes, 1999; Quinn et al., 2002;

Wantz et al., 2003). With the only means of interactions online being synchronous and

asynchronous, there is a gap in the literature discussing the relationship on counselor

educators' satisfaction and burnout depending on these two communication modes. The

present study contributed to the literature by studying the influence of synchronous and asynchronous communication modes on counselor education faculty satisfaction and burnout.

In the next chapter, I outline the elements of the research study. I also discuss the research design, rationale, methodology, and participants. Furthermore, I address the instrumentation and threats to validity for this research project.

Chapter 3: Research Method

My purpose for this causal-comparative quantitative study was to assess for significant differences in satisfaction and burnout levels of online counselor educators based on the use of synchronous versus asynchronous communication modes in the digital classroom. In this study, I also evaluated for significant differences and correlations between satisfaction and burnout levels for online counselor educators. As online counselor education programs continue to grow in popularity, understanding the influences of communication modes to counselor educator satisfaction and burnout levels can provide insight into factors contributing to satisfaction and burnout in online education.

In this chapter, I discuss the research design and rationale used for the study. I outline the methodology, such as population, sampling, sampling procedure, procedures for recruitment, and data collection procedures for study replicating. I conclude this chapter by discussing the instrumentation, threats to validity, reliability, and ethical procedures related to this study.

Research Design and Rationale

For this research, the independent variables were synchronous and asynchronous communication modes used in the online learning environment. I used counselor education faculty satisfaction and burnout as the dependent variables. In order to assess the relationship between the variables, I used a causal-comparative quantitative research design for the study. Using a quantitative research design allows researchers to use

statistical procedures to assess relationships between variables, often with the use of instruments (Creswell, 2009).

Using this research method, I compared two groups of online counselor educators: those utilizing synchronous (real time) communication modes versus those using asynchronous (delayed in time) communication in the delivery of their online courses. I analyzed the scores obtained from the online instructor satisfaction measure (OISM) and Maslach's burnout inventory-educators survey (MBI-ES) between the two groups of online counselor educators for differences. The two groups were comprised of counselor educators who use either synchronous or asynchronous communication modes at least 75% of the time in their online learning environment.

A causal-comparative research design was an appropriate approach for the purposes of evaluating influences between two or more groups with one independent variable using the results of the instruments used. Researchers using a causal-comparative design are able to assess for influences between independent and dependent variables (Williams, 2011). Using this approach allowed for statistical evaluation of the relationship between the independent variable of modes of communication on the dependent variables, counselor educators' level of satisfaction and burnout based on the results of the two instruments. Using a nonexperimental survey design for sampling allowed me to generalize the results from participants about their satisfaction rates to the larger population of counselor educators teaching online (Creswell, 2009). There are no identified time and resource constraints related to this research design.

Again, my research questions and hypotheses were:

Research Question 1: Is there a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM) , and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report? I will use a t-test to analyze the data related this question.

$H_0 1$- There is not a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report?

$H_1 1$: There is a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report?

Research Question 2: Is there a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report? I will use a Pearson product moment correlation to analyze the data related to this question.

$H_0 2$- There is not a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

$H_1 2$: There a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

Methodology

In the previous section, I discussed the rationale for the use of a causal-comparative quantitative research design. In the following section, I discuss relevant aspects for the research project including participant population and sampling. I also discuss the instrumentations used for the study.

Population

For the purpose of this research, participants consisted of all online counselor educators teaching in graduate and doctoral counseling programs. As a requisite to participate, educators must have had at least one year of teaching experience in an online environment. Participants must have used either synchronous or asynchronous communication modes for a majority (i.e., at least 75%) of their online teaching in their classes.

These were self-identified participants recruited through emailed participation requests. For sampling purposes, participants were solicited from the Counselor Education and Supervision Network (CESNET) listserv. As of January 2017, there were 3,400 members of the CESNET listserv comprised of a majority of professional counselor educators and small portion of doctoral students (Jencius, 2017a). Another resource I used for participants is the CACREP program directory. The CACREP directory listed 65 graduate online programs with more than 50% of their courses available online (Council for Accreditation of Counseling and Related Educational Programs, 2017c). The directory also included contact information I used to contact program faculty directly.

Sampling and Sampling Procedures

In order to conduct the research project, I used a non-probability convenience sampling method. Convenience sampling is the most popular type of sampling method in quantitative research due to the ease of accessibility to test subjects and affordability (Etikan, Musa, & Alkassim, 2016). The results derived from studies using convenience sampling methods also are generalizable due to the assumption that the target populations are homogeneous (Etikan et al., 2016). A convenience sampling was best suited for this research project due to the availability of appropriate participants registered on the CESNET listserv. I recruited participants on a voluntary basis through solicitation on CESNET. Furthermore, I used the CACREP graduate program directory to contact faculty directly. Counselor educators participated voluntarily based on the prerequisites of the research project. The delimitations for volunteers were based on teaching and

experience.   At a minimum, counselor educators must have possessed an earned doctoral

degree in counseling or a counseling-related field. Examples of counseling-related fields

are addiction counselors, career counselors, clinical mental health counselors, clinical

rehabilitation counselors, college counselors, marriage, couples, and family counselors

and school counselors (Council for Accreditation of Counseling and Related Educational

Programs, 2015). Participants were not excluded due to the type of counseling program

they attended as part of their professional development. Participants eligible to complete

the survey consisted of those instructors, teaching at least one online course, in counselor

education at the master's or doctoral graduate program levels. Educators must have had a

minimum of one year of experience in online teaching. I used these questions to assess

whether candidates were eligible participants. The preliminary screening questions were

confidential and anonymous. I divided participants into two groups depending on

whether they primarily teach, at least 75% of the time, using either synchronous or

asynchronous communication. Participants who taught using both asynchronous and

synchronous communication modes equally were not included in the study.

      I used the software package G*Power to compute the sample size for the study.

G*Power is a statistical tool researchers use to determine statistical power analyses for

different types of tests (Universitat Dusseldorf, 2016).   I could not find any other similar

studies at the time that conducted assessing for relationships between communication

mode, satisfaction, and burnout. Therefore, I used generally accepted values for

nonexperimental research studies for effect size, alpha, and power levels (Field, 2012).

The α-level for this study is .05, meaning there is a 5% chance of a Type I error

occurring. Type I errors occur when there is an erroneous conclusion that there is an effect on the populations studied. The β-level for the study is .2, meaning there is 20% chance of a Type II error occurring (Field, 2012). A Type II error occurs when it is concluded that there is an effect on the populations studied when there is not (Field, 2012). The power level I will use for the calculations, which comes from 1-β, results in .8. Lastly, the effect size established to account for 9% of the total variance was $r = .30$ (Field, 2012). The f test family linear multiple regression statistical test was used to compute the sample size in G*Power version 3.1.9.2 (Universitat Dusseldorf, 2016). The desired sample size as a result of $α = .05$, power level (1-β) being .8, $r = .3$, and four dependent variables totals to a minimum of 120 participants. There were a minimum of 60 participants for each type of communication mode (synchronous and asynchronous) studied.

Procedures for Recruitment, Participation, and Data Collection

I solicited participants through a general request for participation e-mailed through CESNET. Before sending out the solicitation for participation, permission had to be requested to the owner of CESNET (Jencius, 2017b). I e-mailed information to the owner such as name and contact information for the researcher and school advisor, institutional affiliation, IRB approval, purpose and reason for the study, how the results will be used, schedule for solicitation emails, and how to withdraw permission from the study (Jencius, 2017b). Approval was received on February 11, 2017 (see Appendix A). After approval from the IRB (#04-18-18-0263352) for the research project, I sent the solicitation email to the listserv with the same information as requested in the approval

process (see Appendix B). The listserv manager distributed the solicitation email to all

the members without giving the researcher any identifying information. I sent two more

solicitation announcements through CESNET spaced three weeks apart (see Appendix

C). I sent out the final solicitation out six weeks after the initial solicitation email (see

Appendix D).

In order to gather the minimum of 120 participants for the study, I also contacted

universities for solicitation. There were numerous counselor education graduate

programs whose faculty participate in online instruction. Using the CACREP graduate

program directory, there were 65 universities with graduate counseling programs offering

the majority of their program online (Council for Accreditation of Counseling and

Related Educational Programs, 2017c). Each university listed on the public directory had

contact information for the departments. I contacted the faculty of counseling programs

with a solicitation email containing researcher and school advisor contact information,

IRB approval information, institutional affiliation, information about the project

(purpose, how results will be used, etc.), and the web link for participation. Solicitation

to other schools continued until the minimum was met for participants.

Within the solicitation, a link to the study led interested participants to the data

collection site SurveyMonkey (SurveyMonkey Inc., 2016b). SurveyMonkey allows

researchers to create custom surveys, which was used to combine both the OISM and

MBI-ES for this research project (SurveyMonkey Inc., 2016b). Upon arrival to the

SurveyMonkey website, participants arrived to a page containing the delimitation

questions for inclusion in the study. The questions were:

• Do you have a doctoral degree in a counseling-related field (e.g. Addiction

Counselors; Career Counselors; Clinical Mental Health Counselors; Clinical

Rehabilitation Counselors; College Counselors; Marriage, Couples, and Family

Counselors; School Counselors)?

• Do you teach at least one counselor education course online?

• Do you teach to master's or doctoral level students, or both?

• Do you have at least one year's experience teaching online?

If the answers to any of the questions were "no," the participants were redirected

to a webpage, thanking them for their interest in the study and stating that they did not

fulfill requirements for participation in the survey. For all other participants answering

"yes" to all of the questions, participants then proceeded to the informed consent portion

of the study. In the informed consent portion, it was be explained to participants that

their participation is voluntary (see Appendix E). Participation could have been

withdrawn at any point in the study, at any time and for any reason, by discontinuing

answering questions. All answers were confidential and anonymous, with no identifying

information assigned to their answers.

After giving their consent for the study, participants were then redirected to the

demographic collection webpage. Demographic information, including gender, age,

ethnicity, years of experience in teaching online, CACREP status of the programs they

teach at, types of students taught (master's or doctoral), and degree will be collected.

After collecting demographic information, participants were then redirected to a page

asking them which communication technology they primarily use, at least 75% of the

time, in the counselor education online classroom: either synchronous or asynchronous. Next, participants were directed to the OISM and the MBI-ES surveys. At the end of the questionnaire, volunteers were thanked for their participation and given the contact information for the researcher in order to obtain a copy of the results of the study. I also reiterated information about the confidential nature of participation and the security of the data collected. There were no follow up procedures necessary for participants.

Afterwards, I retrieved the results through the SurveyMonkey system for edification and analysis using SPSS version 24. The data was stored and provided by SurveyMonkey in a spreadsheet consisting of raw scores (SurveyMonkey Inc., 2016a). Data stored by SurveyMonkey are encrypted and only accessible to the researcher through password authentication and verification (SurveyMonkey Inc., 2016a). I will keep the downloaded data confidential and stored in a password protected computer for five years.

Instrumentation

The two instruments that I used for this study are the online instructor satisfaction measure (OISM) and the Maslach burnout inventory-educator survey (MBI-ES). In the following section, I discuss each inventory. Information includes appropriateness to the current study, permissions to use the inventory, reliability and validity, and how the inventories were previously used.

Online instructor satisfaction measure. Bolliger, Inan, and Wasilik (2014) developed the OISM in order to measure satisfaction of online instructors. Since the purpose of this research project was to measure counselor education faculty satisfaction

in online education, this inventory was appropriate for the use in this study. The two

attributes that were crucial for the current research project that are relevant in the OISM

is the measurement of satisfaction levels and the relevant population studied: online

counselor educators (Bolliger et al., 2014). Permission for use of the OISM was obtained

by the author for this research project (see Appendix F).

The OISM consists of 27 Likert questions with five potential responses ranging

from 1-strongly disagree to 5-strongly agree (Bolliger et al., 2014). Typical questions

from the OISM are "My online students participate enthusiastically" and "I do not get to

know my online students well." There are five subscales within the OSIM. The first

subscale is the instructor-to-student interaction, which measures the instructor's

satisfaction depending on the format, frequency, and technology used for

communications and interactions between themselves and students (Bolliger et al., 2014).

The second subscale is affordances, which pertains to instructor satisfaction about the

potential benefits of teaching online. Next is institutional support, which refers to

instructor satisfaction pertaining to the institutional assistance they receive when teaching

online. The next subscale is student-to-student interaction, which measures instructor

satisfaction with the quality and quantity of peer interactions. The final subscale is

course design/development/teaching, which assesses for satisfaction from course design,

development, delivery, and assessment (Bolliger et al., 2014). Overall scores range from

27 to 137, with higher scores indicating higher levels of satisfaction than lower scores.

In a study by Bolliger, Inan, and Wasilik (2014), the OISM was administered to

172 ($N = 172$) faculty members at a master-level public university. Participants taught in

departments of health professions (20.4%), science and technology (16.8%), and arts and humanities (16.8%). The vast majority of respondents were full-time faculty (64.3%), followed by adjunct faculty (34.4%). There was a small percentage (1.3%) of participants who were part-time faculty (Bolliger et al., 2014). Years of experience teaching in an online environment ranged from 1 to 21 years ($M = 7.5$). Participant ages ranged from 26 to 70 years old ($M = 51.5$). Participant genders were 51% female and 49% male (Bolliger et al., 2014). It was anticipated that participants for the current research study will be similar to these.

The OISM was determined to be valid after analysis using a principal component analysis with promax rotation. Bolliger et al. (2014) determined the OISM was a reliable instrument with a Cronbach's alpha of 0.87. The reliability for each of the five subscales were also found to be reliable with Cronbach alpha results of .82 for instructor-to-student interaction, .80 for affordances, .75 for institutional support, .77 for student-to-student interaction, and .64 for course design/development/teaching (Bolliger et al., 2014).

For the purpose of this research study, I only used the subscale for instructor-to-student interaction (see Appendix G). This subscale was used because of the focus on the satisfaction derived from the communication and interactions between faculty and students, which were the interactions of interest in this study. Although the other subscales pertain to faculty satisfaction, they referred to other aspects of teaching online apart from interactions between faculty and students (Bolliger et al., 2014). Calculated scores for this subscale represent a continuum of satisfaction ranging from 6 to 30, with

lower scores representing less satisfaction than higher scores pertaining to instructor and student interactions (Bolliger et al., 2014).

Maslach burnout inventory-educator survey. Maslach, Jackson, and Schwab adapted the original Maslach's burnout inventory for use with educators, resulting in the MBI-ES, for measuring burnout in 1986 (Maslach, Jackson, & Leiter, 1996). The MBI-ES is relevant for this research project due to the content that is measured. Burnout is a phenomenon encountered in the teaching profession with many negative consequences (Maslach et al., 1996). When discussing satisfaction as a spectrum, burnout is at the opposite end. Another benefit of using the MBI-ES is that it was constructed for the targeted population of educators. Permission for the use of the MBI-ES was obtained through the site Mindgarden (see Appendix H).

The MBI-ES is an ordinal inventory consisting of 22 Likert questions with seven potential responses (Maslach et al., 1996). Responses range from: never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, and every day. There are three subscales that comprise the MBI-ES: emotional exhaustion, depersonalization, and personal accomplishment. Examples from the MBI-ES include "I feel emotionally drained from my work" and "I don't really care what happen to some recipients" (Maslach et al., 1996). Scores for each subscale are calculated separately using numerical values ranging from 0 to 6 assigned to each answer (see Appendix I). Burnout is characterized by higher scores of emotional exhaustion, depersonalization, and low scores of personal accomplishment (Hogan & McKnight, 2007; Maslach et al., 1996).

The MBI-ES was shown to be reliable by two notable studies. The first study conducted by Iwanicki and Schwab (1981) used responses from 469 teachers from the Massachusetts Teachers Association. The sample included regular classroom teachers, special education teachers, and guidance counselors. The results supported the applicability of the Maslach burnout inventory to educators and produced Cronbach alpha estimates of .90 for emotional exhaustion, .76 for depersonalization, and .76 for personal accomplishment (Iwanicki & Schwab, 1981). The participant sample was different in this study in that it will focus only on educators teaching online at graduate counseling programs.

A second study conducted by Gold (1984) produced similar findings. In this study, 462 elementary and junior high school teachers were used as participants (Gold, 1984). Participants worked at 18 different schools from six school districts in Southern California. Approximately 81% were female instructors. In the present study, instructors will be teaching students online rather than face-to-face students. Furthermore, the level of education will be different. Whereas Gold (1984) used instructors teaching at the elementary and junior high school level, participants in the current study will be teaching university graduate students. Validity was confirmed through factor analysis of the three-factor structure (Gold, 1984).

Operationalization

This causal-comparative research study incorporated dependent and independent variables. The variable of interest was one independent variable, communication modes, with two levels: synchronous and asynchronous. My dependent variables were the

satisfaction and burnout of counselor educators who teach online using either synchronous or asynchronous communication modes as measured by the OISM and the MBI-ES. The operational definitions of each variable are discussed for clarity.

Synchronous communication. Synchronous communication is a level of the independent variable of communication mode, and it presents the online communication that is instantaneous between faculty and students (Oztok et al., 2013). Synchronous communication must be used for at least 75% of a faculty's teaching time online, representing a majority, of the communications between educators and student. This limitation was enacted to distinguish synchronous courses from asynchronous due to lack of definition in the literature. Synchronous communication was determined by the identification of the primary use of synchronous communication mode in the survey.

Asynchronous communication. Asynchronous communication is a level of the independent variable, communication mode, representing online communication between faculty and students that are not instantaneous (i.e., communication has a time delay) (Oztok et al., 2013). Asynchronous communication was determined by the identification of the primary use, of at least 75% of the time, the asynchronous communication mode in the survey.

CACREP status. This is a demographic variable intended to capture whether a participant is teaching at a CACREP accredited school. The potential answers were "yes" or "no."

Satisfaction. Satisfaction is the perception that teaching online is effective, efficient, and beneficial to the individual pertaining to the interactions between educator

and student as measured by using the Instructor-to-Student Interaction (ISI) subscale of the OISM (Bolliger et al., 2014). This subscale measures the instructor satisfaction depending on the quality, frequency, and format of two-way communications and interactions with online students (Bolliger et al., 2014). The ISI subscale of the OISM consists of 6 Likert questions with five potential responses ranging from 1-strongly disagree to 5-strongly agree (Bolliger et al., 2014). Overall scores range from 6 to 30, with higher scores indicating higher levels of satisfaction than lower scores. A typical question from the subscale is "I am pleased with the quality of student work in online courses."

Burnout. Burnout is a psychological and physical response to workplace stress characterized by emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Maslach & Leiter, 2008). The three variables used to determine burnout are derived from the subscales of emotional exhaustion, depersonalization, and personal accomplishment. Higher scores in both the emotional exhaustion and depersonalization subscales are associated with higher degrees of burnout (Maslach, Jackson, & Leiter, 1996). Another indicator of higher degrees of burnout are low scores in the personal accomplishment subscale (Maslach et al., 1996). Therefore, burnout is characterized by high levels of emotional exhaustion and depersonalization with reduced feelings of personal accomplishment (Hogan & McKnight, 2007). In order to assess levels of burnout, the scores from the MBI-ES subscales (emotional exhaustion, depersonalization, and personal accomplishment) were used.

Emotional exhaustion. Emotional exhaustion is a variable representing the feeling of being overwhelmed and being exhausted by one's work and was measured by the emotional exhaustion subscale of the MBI-ES (Maslach et al., 1996). (Maslach et al., 1996). The average score is reported for research purposes by adding the scores from questions 1, 2, 3, 6, 8, 13, 14, 16, and 20 (Maslach et al., 1996). The total score is then divided by the number of answered items (Maslach et al., 1996). Higher scores on this subscale mean higher experiences of emotional exhaustion (Maslach et al., 1996). Lower scores represent the inverse. A sample question from the emotional exhaustion subscale was "I feel used up at the end of the workday" (Maslach et al., 1996). This subscale was used as a component to assess burnout.

Depersonalization. Depersonalization is a variable representing a lack of caring towards instruction (Maslach et al., 1996). Depersonalization was measured by the depersonalization subscale of the MBI-ES(Maslach et al., 1996) The average score is reported for research purposes by adding the scores from Questions 5, 10, 11, 15, and 22 (Maslach et al., 1996). The total score is then divided by the number of answered items (Maslach et al., 1996). The higher the score in this subscale, the higher the experience of depersonalization. Likewise, the lower the score is, the less depersonalization experienced by the individual. A sample item from this subscale was "I've become more callous toward people since I took this job" (Maslach et al., 1996). This subscale was used as a component to assess burnout.

Personal accomplishment. Personal accomplishment is a variable representing a sense of competence and success in an individual's work (Maslach et al., 1996). Personal

accomplishment was measured by the personal accomplishment subscale of the MBI-ES

(Maslach et al., 1996). The average score is reported for research purposes by adding the

scores from Questions 4, 7, 9, 12, 17, 18, 19, and 21 (Maslach et al., 1996). The total

score is then divided by the number of answered items (Maslach et al., 1996). Higher

scores represent a higher sense of personal accomplishment with work (Maslach et al.,

1996). A sample item from this subscale was "I deal very effectively with the problems

of my students" (Maslach et al., 1996). This subscale is used as a component to assess

burnout.

Data Analysis Plan

I conducted the analysis of the data with the most recent version of the

International Business Machines (IBM) Statistical Package for the Social Sciences

(SPSS) version 24 (IBM, n.d.). The SPSS software package allows researchers to

manipulate and analyze collected data. The SPSS software package is the most used

statistical analysis software due to affordability, power, and ease-of-use (Muenchen,

2017). I also used the software for data cleaning and screening processes.

Survey data collection methods are prevalent in the social sciences due to the

possibility of collecting large amounts of data with the use of minimal resources

(DeSimone, Harms, & DeSimone, 2015). Some of the limitations to conducting surveys

are the researchers' inability to monitor the participants' completion of the survey.

Screening techniques must be used in order to increase confidence in the accuracy of the

research project (DeSimone et al., 2015). The current project was vulnerable to

incomplete survey responses. Missing data affected the analysis of the data. In order to

ensure correct and valid data for analysis, I screened the data for completeness. I excluded any surveys with missing data fields from the final analysis.

Another vulnerability to the data was participant effort. Participants may not give the surveys attention or effort while answering questions (DeSimone et al., 2015). This may affect the meaningfulness of the study. One method of screening for participant effort is for the researcher to include a bogus question. A bogus question has content that is either ridiculous or obvious to assess whether the participant is paying attention. At the middle of this questionnaire, I used the question "Were you born on planet earth?" If participants answered "no," their responses to the questionnaire were removed due to the assumption that they may not have been paying attention throughout. Bogus questions are rarely selected by attentive participants. The limitation of using this type of screening technique is the possibility that participants will answer inaccurately on purpose (DeSimone et al., 2015).

The research questions for this project were as follows:

Research Question 1: Is there a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES) based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report? I will use a t-test to analyze the data related this question.

$H_0 1$- There is not a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and

burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report?

$H_1 1$: There is a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report?

Research Question 2: Is there a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report? I used a Pearson product moment correlation to analyze the data related to this question.

$H_0 2$: There is not a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report?

$H_1 2$: There a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES),

depending on use of synchronous and asynchronous communication mode as measured by faculty self-report??

I analyzed the results using various methods. First, I checked for missing data from all of the surveys. I excluded any surveys with missing data points from the analysis. Also, I removed surveys with an inappropriate answer for the bogus question since it indicates that the participant was not paying attention to the survey questions. I used SPSS version 24 for analysis.

For the first question of this research project, I performed an independent samples *t* test analysis to assess for significant differences between the two groups using synchronous versus asynchronous communication mode on online counselor educators' job satisfaction and burnout levels. An independent-means t-test is used when there are two different groups of participants (Field, 2012). The two groups were the two levels of the independent variable: synchronous and asynchronous modes of communication. The independent-samples *t* test function in SPSS was used to compare the mean scores from the ISI and MBI-ES subscales between groups. I compared the scores of the ISI subscale from the OISM and the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) from the MBI-ES for each group to assess for differences.

I assessed the second question of this research project using a Pearson product moment correlation analysis. A Pearson *r* allows researchers to assess for any potential relationships between two variables (Field, 2012). For me to conduct the Pearson correlation coefficient, the following assumptions had to be met: data is interval and that sampling distribution was normally distributed (Field, 2012). For each of the two levels

of independent variables, scores from the ISI, emotional exhaustion, depersonalization,

and personal accomplishment subscales were all inputted into SPSS and analyzed using

the Pearson analysis function. A total of three Pearson correlation coefficients were

conducted for synchronous and asynchronous communication modes. For instance, for

synchronous communication mode, I used a Pearson correlation coefficient analysis with

the ISI score with emotional exhaustion score, ISI score with depersonalization score, and

finally the ISI score with personal accomplishment score. I repeated the same test with

data from asynchronous communication mode. This form of quantitative analysis was an

effective way of examining if counselor education faculty satisfaction and burnout are

related depending on technologies used in the online classroom.

Threats to Validity

A threat to external validity is interaction of selection. The characteristics of the

participants I used for the study made generalizing the results for a larger population

limited (Polit & Beck, 2010). Also, not all universities were represented due to

participants being voluntary. In order to limit this threat to validity, I restricted claims

made about counselor educators, such as those from non-CACREP accredited

universities, and discuss future research to validate the reliability of the results (Creswell,

2009).

Another threat to external validity was the use of convenience sampling.

Convenience sampling is a type of nonprobability sampling in which researchers gather

data from a population readily available (Etikan et al., 2016). The main audience of

CESNET is the population I was interested in studying: counselor educators (Jencius,

2017a). Use of the listserv has proven successful since it has been used previously for studies pertaining to counselor educators (Quinn et al., 2002; Robey, 2009; Sangganjanavanich & Balkin, 2013). I also used the CACREP program directory to contact the faculty of graduate counseling courses. The use of this directory limited the participation of counselor educators teaching in non-CACREP programs. There may have also been counselor educators that were not part of CESNET and therefore may not be represented in the results. Therefore, I restricted generalizable claims about counselor educators since they did not all have the opportunity for participation.

One of the threats to internal validity was the construct of the courses taught by counselor educators. With online instruction, each course may have elements of both synchronous and asynchronous communication. To accommodate for the existence of both types of communication modes in courses, I selected volunteers for participation based on the majority of time they spend teaching using either synchronous or asynchronous communication within the online counselor education classroom setting. For the purposes of this research, participants must have taught using either synchronous or asynchronous communication at least 75% of the time within the classroom.

There are extraneous variables that may threaten internal validity that were not controlled for in the current study. Potential variables included the types of students taught by counselor educators, years of teaching experience, and whether programs are CACREP accredited or not. The scope of this research was to establish whether there were correlations or significant differences between satisfaction, burnout, and the type of communication modes utilized in the online classroom. This is addressed in Chapter 5.

Ethical Procedures

In order to ensure all ethical considerations were adhered to throughout the study, I requested IRB approval from the Walden University Institutional Review Board (IRB). Participation in the study was strictly voluntary, and participants were given consent prior to participating in the study by clicking an option within the informed consent in Survey Monkey stating "I accept." Participants were not able to access the surveys until informed consent has been granted. Since this was a survey-based research project, there was a minimal risk of harm to participants (see Appendix J). However, it was possible that particular questions could cause a participant to become triggered or emotional. Therefore, upon completion of the survey, there was a link to the Psychology Today directory where participants can find a counselor in their geographical area if needed (Psychology Today, 2016).

There may have been participants from my university. Since my university is an online university, and many are members of CESNET, some may have volunteered to participate. No counselor educators were excluded from participation as long as they met the inclusion criteria. Because data collection is anonymous with no individual participant identifiers, I do not know if any of my university's faculty participated. I did not include the participation of vulnerable populations, including minors, developmentally challenged populations, individuals with cognitive disabilities, or any other special populations in this study.

I kept data secure on SurveyMonkey and on my computer. I encrypted the data stored on SurveyMonkey and had to validate my identity through password

authentication and verification before accessing the information (SurveyMonkey Inc., 2016a). I downloaded the data from SurveyMonkey to my computer. To further ensure participant anonymity, I disabled the Internet protocol (IP) address tracking in the survey (SurveyMonkey Inc., 2016b). Therefore, I did not keep any identifying information with responses. After five years of storage, I will securely delete the data from the computer and SurveyMonkey. SurveyMonkey will keep all data stored until I chose to delete them (SurveyMonkey Inc., 2017). After I deleted the data on SurveyMonkey, it will take up to 12 months for the data to be completely deleted from all backups by SurveyMonkey (SurveyMonkey Inc., 2017). Participants were able to withdraw from the study at any time without penalty. No adverse events were experienced, but should one occur, I would have notified my chair and the IRB immediately.

After completion of data analysis, I aggregated the data and no individual scores or identifying information were existent. I encrypted the data that I kept on my password protected computer and data files and I will keep them password protected for five years after the completion of the study. At that time, I will delete the data from the computer and SurveyMonkey. No other ethical issues were apparent in the study.

Summary

In this chapter, I discussed aspects of data collection, data security, confidentiality, and data analysis procedures for the research project. I outlined the research design and rationale leading to the selection of a quantitative research method and the population, sampling procedures, procedures for recruitment and data collection After IRB approval from Walden University, I solicited for participation from users of

the CESNET listserv in order to gather the data necessary to assess for significant

differences in counselor educators' teaching satisfaction depending on the

communication mode most frequently used in the online classroom. I analyzed the data

using an independent samples *t* test and a Pearson product moment correlation coefficient

using SPSS version 24.

In chapter four, I will discuss information pertaining to the data from the study

such as demographics of the participants, response rates, and time frames for the data

collection as well as the statistical analysis of the data. I will also discuss the data as it

pertained to the research questions.

Chapter 4: Results

My purpose for this causal-comparative quantitative study was for me to assess for significant differences in satisfaction and burnout levels of online counselor educators based on the use of synchronous versus asynchronous communication modes in the digital classroom. In this study, I also evaluated for significant differences and correlations between satisfaction and burnout levels for online counselor educators. As online counselor education programs continue to grow in popularity, understanding the influences of communication modes on counselor educator satisfaction and burnout levels can provide insight into factors contributing to satisfaction and burnout in online education.

The research questions I intended to answer in this study were as follows:

Research Question 1: Is there a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report? I will use a t test to analyze the data related this question.

$H_0 1$: There is not a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report.

$H_1$1: There is a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes as measured by faculty self-report.

Research Question 2: Is there a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report? I will use a Pearson product moment correlation to analyze the data related to this question.

$H_0$2: There is not a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

$H_1$2: There a significant relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication mode as measured by faculty self-report.

In this chapter, I discuss the results of the completed study. I discuss the data collection procedures, such as the time frame for data collection, descriptive and demographic characteristics of the sample, and representation of the sample to the population studied. I conclude this chapter by discussing the results of the surveys.

Data Collection

As I described in Chapter 3, the sources for data collection consisted of CESNET members and faculty members from graduate programs listed on the CACREP website. For a total of six weeks, I collected data using the CESNET listserv. I sent the initial email was on May 2, 2018 and the final email was sent on June 6, 2018.

For individual faculty members, the initial solicitation emails began on May 2, 2018. In an attempt to achieve the minimum sample size for counselor educators who taught using synchronous communications, it was necessary to extend the solicitation timeframe longer. On August 17, 2018, I received IRB approval through a change of procedure request to continue soliciting individual faculty members who taught using synchronous technologies. The final email was sent on September 19, 2018. The timeframe for data collection was four months. A total of 26 online schools listed faulty members' contact information online.

Throughout the data collection phase, it was necessary for me to make a change in the solicitation procedures. On August 8, a change in procedures request was submitted to the IRB. The first change in procedure pertained to the length of time necessary to solicit participants. In the initial IRB proposal for data collection, I estimated that data collection would be completed in six weeks. Due to low response rates, it was necessary

to extend the data collection phase longer. It was necessary to extend the solicitation period for individual faculty members and end CESNET solicitation at the approved six-week mark. On August 17, 2018, I received IRB approval to extend the solicitation period.

The IRB change of procedures approval from August 17, 2018 also included a change for soliciting counselor educators using synchronous communication modes. Halfway through the collection phase, the target sample size for asynchronous participants was reached, but not enough synchronous faculty members had participated. At the end of the six weeks, there were approximately 21 responses from counselor educators utilizing synchronous communication modes. As participant solicitation continued, it was apparent that it was necessary to target synchronous faculty members for data analysis. I received IRB approval on August 17, 2018 to continue sending solicitation emails targeting synchronous counselor educators and a change in the survey. An exact duplicate survey was created with the inclusion of a new screening question asking participants if they taught primarily using synchronous technologies. If the answer was "no," participants were not allowed to progress.

I sent a total of three solicitation emails to CESNET members and 4,272 emails to individual faculty members. There were 161 participants, but due to missing data, there were only 125 completed surveys for analysis. The response rate for this research project was 3.7%. Due to missing and invalid data, the number of surveys included in the data analysis was 125. There was a total of 42 synchronous and 83 asynchronous counselor educators. All participants included in the analysis held a doctoral degree in a

counseling-related field and had been teaching for at least one year. Demographic

information for this sample is presented in Table 1. Approximately 69% of the sample

identified as female (*n* = 107) while 28% identified as male (*n* = 44). Less than 2% of the

sample preferred not to say their gender (*n* = 4). A majority of participants were

between the ages of 30 and 50, with the average age of the sample being 44 years.

Approximately 75% of the sample identified as White or Caucasian.

Table 1

Sample Demographics

Demographic Category		*n*	*%*
Gender	Male	44	28.4
	Female	107	69.0
	Prefer not to Say	4	2.6
Age	20-29	1	0.6
	30-39	57	36.8
	40-49	49	31.6
	50-59	34	21.9
	60-69	13	8.4
	70-79	1	0.6
Race/Ethnicity	White or Caucasian	117	75.5
	Black or African American	11	7.1
	Asian	5	3.2

(table continues)

Demographic Category	*n*	*%*
Hispanic or Latino	10	6.5
Other	5	3.2
Prefer not to Answer	7	4.5

Note. Total $N = 161$. Age $M = 45.33$, $SD = 9.85$, Range $= 28 - 75$. Missing values for all categories $< 5\%$.

The job-related demographic information for the sample is presented in Table 2. For years of experience, 45% of respondents had between one and five years of teaching experience online. Thirty seven percent of the sample had between 6 and 10 years of teaching experience. The third largest group had 11 to 15 years teaching. Lastly, only 1.9% responded with 16 to 20 years of online teaching experience.

Accreditation status of the counselor education programs are also represented in Table 2. The majority of respondents worked in CACREP accredited programs (78.1%). Approximately 11.8% of the sample were from programs that were under CACREP review. Lastly, 10.3% of the sample were from unaccredited programs. The majority of faculty members taught master's level students (71.6%), followed by faculty who taught both master's and doctoral students (27.1%). Only 1.3% taught only doctoral students.

When it came to types of doctoral degrees for participants, approximately 83% of respondents held a doctoral degree in counselor education and supervision. Counseling psychology was the next largest type of doctoral degree with 5.8%. Participants with marriage, couples, and family counseling doctoral degrees equated to 3.9%. Faculty members with clinical rehabilitation counseling or school counseling degrees equaled

1.3% each. Lastly, faculty members with addiction counseling or career counseling degrees represented 0.6% of the participant pool each.

Table 2

Sample Job-Related Characteristics

Job-Related Variable Category		*n*	*%*
Years of Experience	1-5	70	45.2
	6-10	58	37.4
	11-15	24	15.5
	16-20	3	1.9
CACREP Status	Accredited	121	78.1
	Under Review	18	11.6
	Not Accredited	16	10.3
Types of Students Taught	Master's	111	71.6
	Doctoral	2	1.3
	Both	42	27.1
Doctoral Degree Area of Study	Counselor Education and Supervision	128	82.6
	Addiction Counseling	1	0.6
	Career Counseling	1	0.6
	Clinical Mental Health Counseling	6	3.9
	Clinical Rehabilitation Counseling	2	1.3

(table continues)

Job-Related Variable Category		*n*	*%*
	Marriage, Couples, and Family Counseling	6	3.9
	School Counseling	2	1.3
	Counseling Psychology	9	5.8
Type of Communication	Synchronous	46	29.7
	Asynchronous	109	70.3

Note. Total *N* = 161. Years of Experience *M* = 6.60, *SD* = 3.97, Range = 1 – 20 years.

Missing values for all categories < 5%.

The majority of participants for this study were female at 69% (*n* = 107) and 75%

(*n* = 177) Caucasian. Participants identifying as male represented 28% (*n* = 44).

According to the Council for Accreditation of Counseling and Related Educational

Programs, the majority of counselor educators are female (61%) and Caucasian (73%)

(Council for Accreditation of Counseling and Related Educational Programs, 2017b).

Male counselor educators comprised 39% of the workforce (Council for Accreditation of

Counseling and Related Educational Programs, 2017b). Therefore, the sample I collected

for this study is representative of the population in terms of gender and ethnicity.

Results

The purpose of this study was for me to assess for significant differences in

counselor educator satisfaction and burnout levels as measured by the OISM and the

MBI-ES. Prior to data analysis, I downloaded the data from SurveyMonkey in an Excel

table. I removed extraneous data, such as date the survey was taken, and added a data

label row to clearly label each column of data. I opened the file in SPSS (version 25) and saved as an SPSS file which was used for the data analysis. I filtered out invalid surveys by using a filter to exclude cases in which a nonqualifying response was given for the demographic data (such as teaching for less than one year, not teaching graduate students, etc.) or in which the data validation question was inaccurately answered. This resulted in a total of 125 usable surveys. I then used a data calculation function to calculate the total OISM-ISI, total MBI-Emotional Exhaustion, total MBI-Depersonalization, and total MBI-Personal Accomplishment scores. I examined the total scores to assure that they met the assumptions of normality.

Figure 1 presents the distribution of scores for the OISM-ISI. Overall, scores tended to be slightly positively distributed, indicating that the majority of participants reported a relatively high level of satisfaction. Only a few respondents reported extremely low satisfaction. Figure 2 presents the boxplot of OISM-ISI scores.
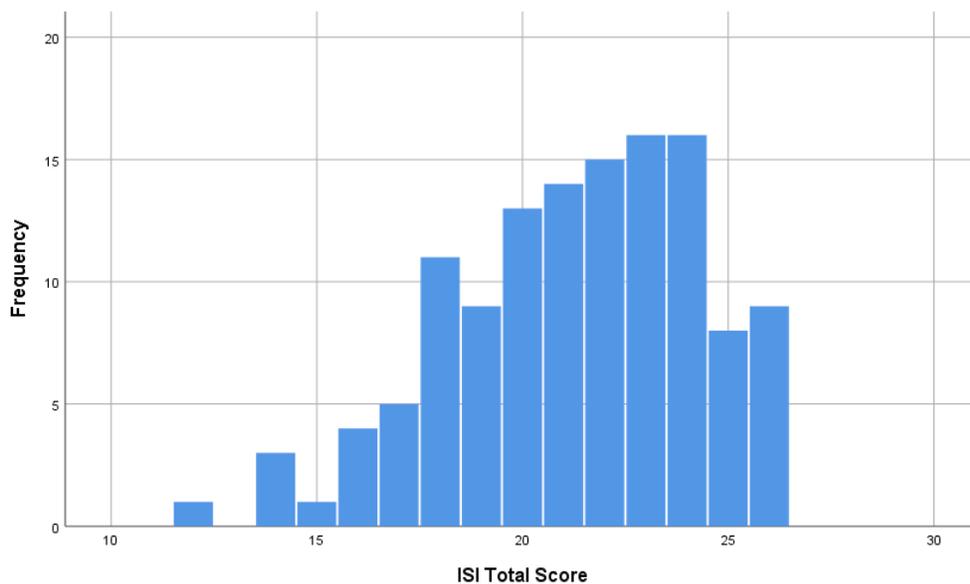
Figure 1. Distribution of OISM-ISI scores.
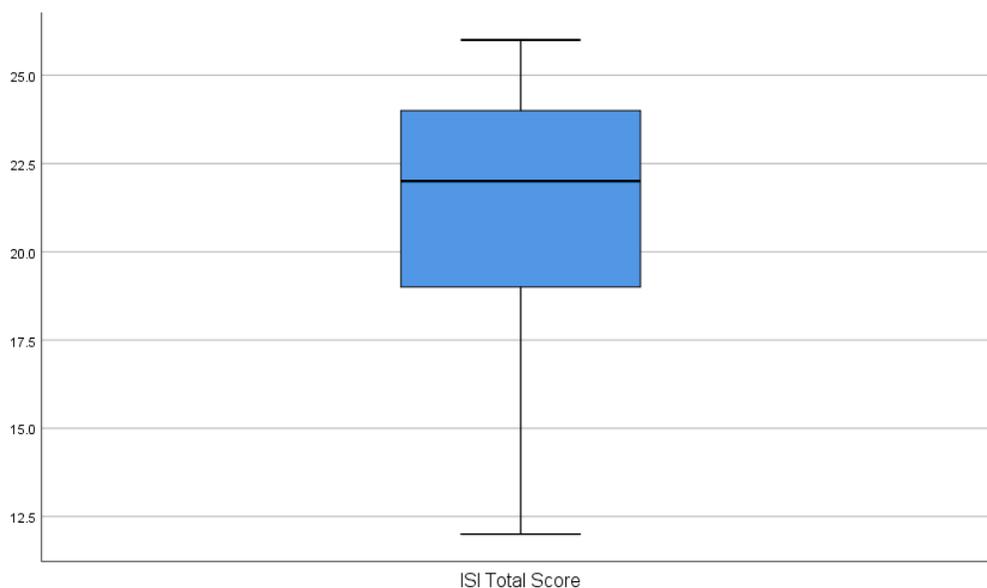
Figure 2. Boxplot of OISM-ISI scores.

When evaluating the assumption of normalcy, skewness and kurtosis provide an indication of suitability for analysis with parametric statistics (Brown, 1997). Skewness is a measure of the asymmetry of data around the mean. In a normally distributed

dataset, skewness equals 0. Any deviation from 0 indicates that the data is asymmetrically distributed. Generally, skewness scores between -2.00 and +2.00 indicate an insignificant level of asymmetry and appropriateness for analysis with parametric statistics. The skewness of the OISM-ISI scores was -0.53, indicating that the distribution was slightly negatively skewed but appropriate for the planned analysis with parametric statistics.

Kurtosis is a measure of the relative peakedness or flatness of the distribution (Brown, 1997). In a normal distribution, kurtosis scores above 0 indicate that the distribution is relatively high and narrow while scores below 0 indicate that the distribution is relatively low and wide. Overly narrow distributions can be problematic in that there is little variability in the scores, making cutoff points somewhat arbitrary. Generally, kurtosis scores between -2.00 and +2.00 indicate that the data is suitable for analysis with parametric statistics. The kurtosis of the OISM-ISI scores was -0.12, indicating an acceptable height and width of the distribution for analysis with the planned parametric statistics.

Figure 3 presents the distribution of scores for the MBI-Emotional Exhaustion scale. Figure 4 presents the boxplot of scores for the MBI-Emotional Exhaustion scale. Overall, scores were negatively distributed, with most participants reporting a relatively lower level of emotional exhaustion. Only a few participants reported relatively higher levels of emotional exhaustion.
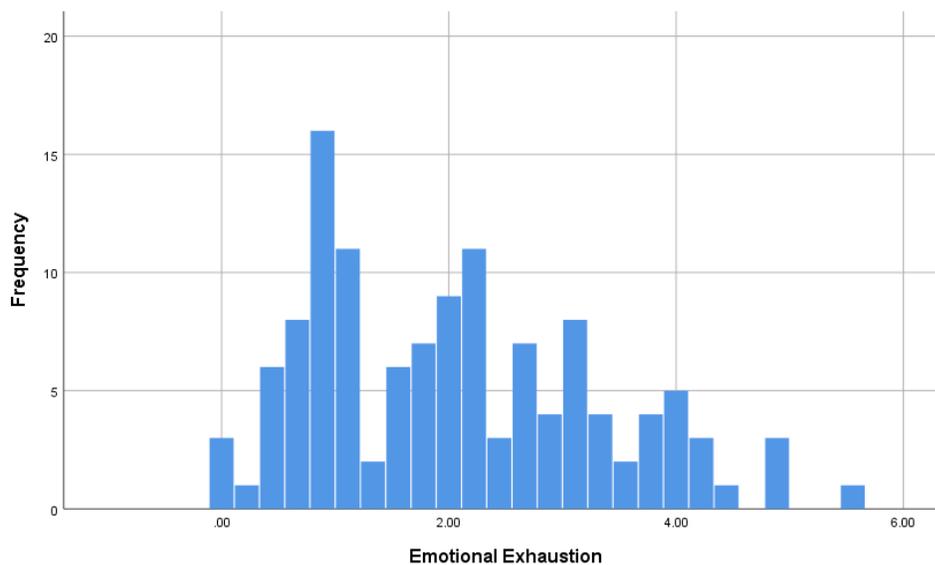
Figure 3. Distribution of MBI-Emotional Exhaustion scale scores.
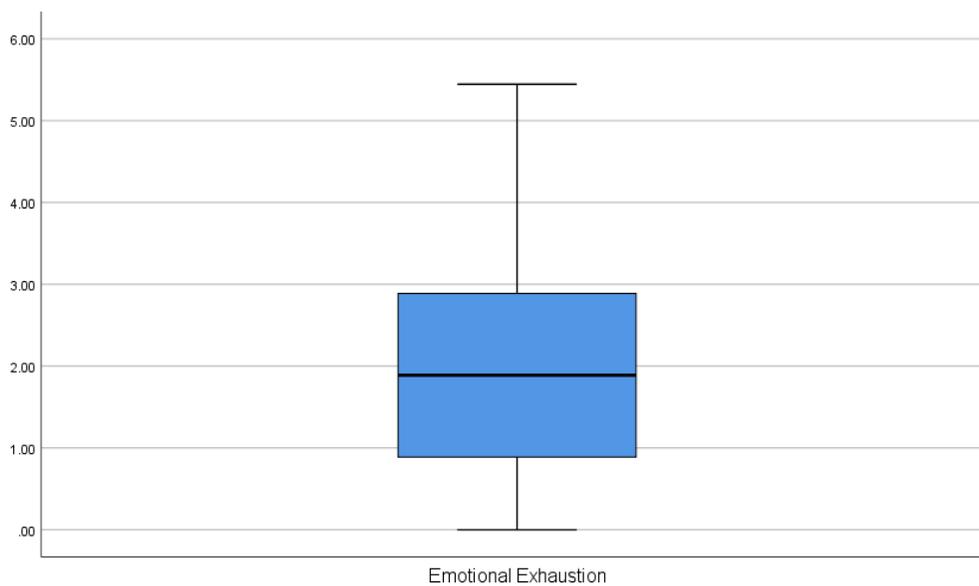
Figure 4. Boxplot of MBI-Emotional Exhaustion scale scores.

Skewness for the MBI-Emotional Exhaustion scale was 0.53, indicating that the distribution was slightly positively skewed but appropriate for the planned analysis with parametric statistics. Kurtosis for the MBI-Emotional Exhaustion scale was -0.46,

indicating an acceptable height and width of the distribution for analysis with the planned parametric statistics.

Figure 5 presents the distribution of scores for the MBI-Depersonalization scale. Figure 6 presents the boxplot of MBI-Depersonalization scale scores. Overall, scores were negatively distributed, indicating that most participants reported a relatively lower level of depersonalization. A few participants reported relatively higher levels of depersonalization.
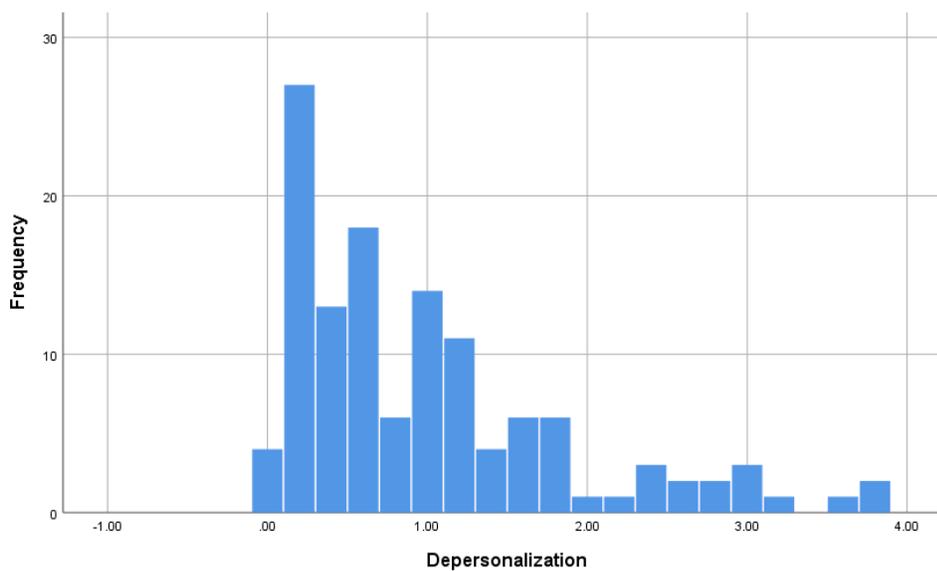
*Figure 5*. Distribution of MBI-Depersonalization scale scores.
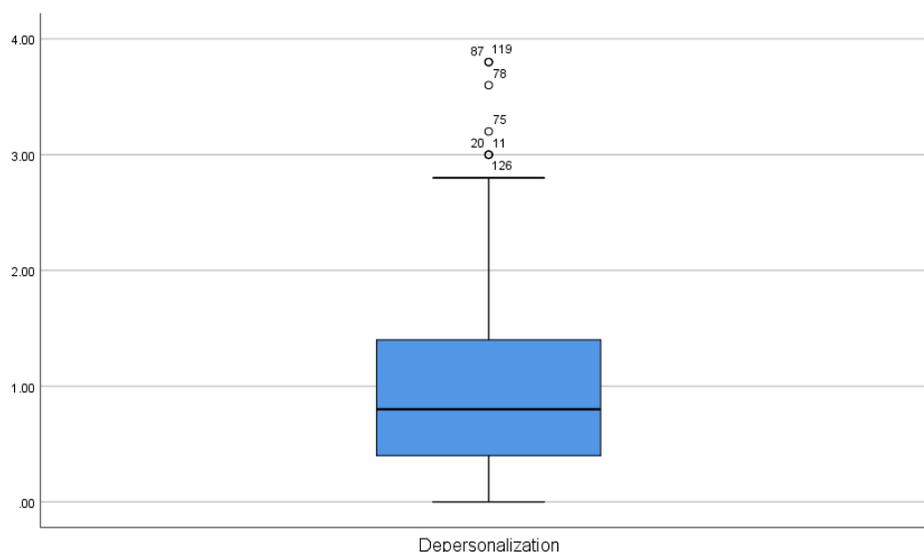
Figure 6. Boxplot of MBI-Depersonalization scale scores.

Skewness for the MBI-Depersonalization scale was 1.34, indicating that the distribution was slightly positively skewed but appropriate for the planned analysis with parametric statistics. Kurtosis for the MBI-Depersonalization scale was 1.35, indicating an acceptable height and width of the distribution for analysis with the planned parametric statistics. Since the skewness and kurtosis were within acceptable limits, I included the outliers with the rest of the data for analysis.

Figure 7 presents the distribution of scores for the MBI-Personal Accomplishment scale. Figure 8 presents the boxplot of MBI-Personal Accomplishment scale scores. Overall, the MBI-Personal Accomplishment scale scores were positively distributed, with most participants reporting a relatively higher level of personal accomplishment and a few participants reporting lower levels of personal accomplishment.
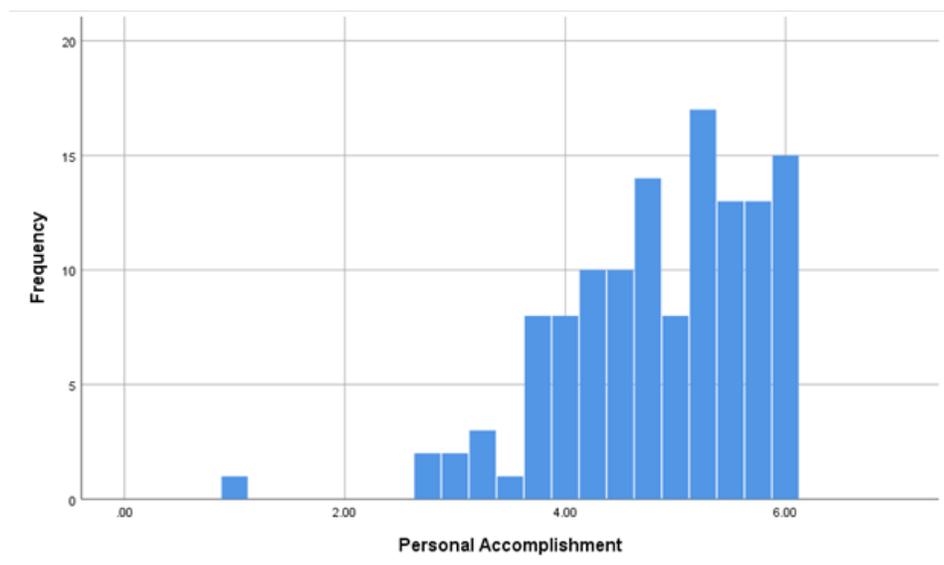
Figure 7. Distribution of MBI-Personal Accomplishment scale scores.
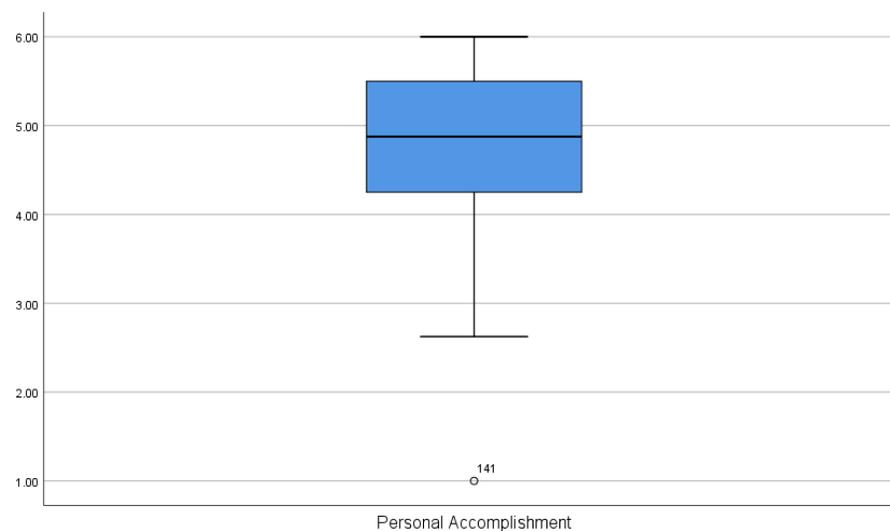

Figure 8. Boxplot of MBI-Personal Accomplishment scales.

Skewness for the MBI-Personal Accomplishment scale was -0.95, indicating that the distribution was slightly negatively skewed but appropriate for the planned analysis with parametric statistics. Kurtosis for the MBI-Personal Accomplishment scale was

1.56, indicating an acceptable height and width of the distribution for analysis with the planned parametric statistics

Table 3 presents the mean and standard deviation for the instructor to student interaction scale of the online instructor satisfaction measure. The mean of the scale was 21.26 out of a possible range of 12 to 26, indicating fairly strong satisfaction with counselor educator communication with their students.

Table 3

Means and Standard Deviations for Online Instructor Satisfaction Measure - Instructor to Student Interaction Scale

Measure	M	SD
OISM - Instructor to Student Interaction Scale	21.26	3.06

Note. Total $N = 125$, Likert Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Range = 12 – 26.

Table 4 presents the means and standard deviations for the MBI-ES scales. Consistent with current recommendations and Maslach's more recent work (Maslach & Leiter, 2008), average scores were used for each of the three scales. These were calculated by summing the total for each scale and then dividing by the number of questions in the scale. This allows for easy interpretation and comparison across the three scales. Participants scored highest on the Personal Accomplishment scale, indicating a moderately low level of burnout on that scale. Participants scored in the low range on both the Emotional Exhaustion and Depersonalization scales, further indicating an overall low level of burnout within the sample.

Table 4

Means and Standard Deviations for Maslach Burnout Inventory – Educators Survey Scales

Measure	*M*	*SD*
MBI – Emotional Exhaustion	2.01	1.24
MBI – Depersonalization	1.00	0.88
MBI – Personal Accomplishment	4.80	0.90

Note. All scales: Total $N = 125$, Likert Scale: 0 = Never, 1 = A few times a year or less, 2 = Once a month or less, 3 = A few times a month, 4 = Once a week, 5 = A few times a week, 6 = Every day. Emotional Exhaustion: Range = 0 – 5.44. Depersonalization: Range = 0 – 3.80. Personal Accomplishment: Range = 1.00 – 6.00.

Research Question 1 Results

I tested research question one by using a *t* test to compare the means between the synchronous and asynchronous communication types on the OISM-ISI, MBI-Emotional Exhaustion, MBI-Depersonalization, and MBI-Personal Accomplishment. The results of these comparisons are shown in Tables 5 through 9. Satisfaction with communication with students was found to significantly differ between instructors who communicated primarily in synchronous methods and those who communicated primarily in asynchronous methods as shown in Table 5. Participants who communicated synchronously reported significantly higher levels of satisfaction ($M = 22.24$, $SD = 2.94$) than participants who communicated asynchronously ($M = 20.76$, $SD = 3.02$, $t = 2.61$, $p < 0.01$). I used Hedges' *g* to calculate the effect size. I chose to use this measure due to the

differing sample sizes. The effect size was 0.49, indicating that the two groups differ by

approximately one half of a standard deviation, making this a medium sized effect.

Table 5

Means, Standard Deviations, and t-test Results for Online Instructor Satisfaction
Measure - Instructor to Student Interaction Scale

Measure	Variables	*M*	*SD*	*t*	*p*	95% CI *LL*	95% CI *UL*
OISM - Instructor to Student Interaction Scale							
Type of Communication	Synchronous	22.24	2.94	2.61	0.01	0.36	2.60
	Asynchronous	20.76	3.02				

Note. $N = 125$, Synchronous $n = 42$, Asynchronous $n = 83$. $df = 123$. Likert Scale: 1 =

Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Emotional Exhaustion was found to significantly differ between instructors who

communicated primarily in synchronous methods and those who communicated primarily

in asynchronous methods. Results are represented in Table 6. Participants who

communicated synchronously reported significantly lower levels of emotional exhaustion

($M = 1.69$, $SD = 1.22$) than participants who communicated asynchronously ($M = 2.17$,

$SD = 1.23$, $t = -2.10$, $p < 0.04$). The effect size I calculated using Hedges' g was 0.39,

indicating that the two groups differed by about four-tenths of a standard deviation,

making this a small effect size.

Table 6

Means, Standard Deviations, and t-test Results for MBI – ES Emotional Exhaustion Scale

Measure	Variables	*M*	*SD*	*t*	*p*	95% CI *LL*	95% CI *UL*
MBI – Emotional Exhaustion							
Type of Communication	Synchronous	1.69	1.22	-2.10	0.04	-0.94	-0.03
	Asynchronous	2.17	1.23				

Note. N = 125, Synchronous *n* = 42, Asynchronous *n* = 83. *df* = 123. Likert Scale: 0 = Never, 1 = A few times a year or less, 2 = Once a month or less, 3 = A few times a month, 4 = Once a week, 5 = A few times a week, 6 = Every day.

The last two scales were depersonalization and personal accomplishment. Depersonalization was not found to significantly differ between instructors who communicated primarily in synchronous methods (*M* = 1.00, *SD* = 0.89) and those who communicated primarily in asynchronous methods (*M* = 1.00, *SD* = 0.88, *t* = 0.00, *p* = 1.00) as represented in table 7. Personal Accomplishment was found to significantly differ between instructors who communicated primarily in synchronous methods and those who communicated primarily in asynchronous methods. Instructors who communicated primarily in synchronous methods reported higher levels of personal accomplishment (*M* = 5.03, *SD* = 0.83) than did instructors who communicated primarily in asynchronous methods (*M* = 4.68, *SD* = 0.91, *t* = 2.04, *p* = 0.04). The effect size I calculated using Hedges' *g* was 0.40, indicating that the two groups differed by four-tenths of a standard deviation, resulting in a small effect size. Results are presented in table 8. As a result of the t tests, the null hypothesis for research question one was rejected.

Table 7

Means, Standard Deviations, and t-test Results for Maslach Burnout Inventory –
Educators Survey Depersonalization Scale

Measure	Variables	*M*	*SD*	*t*	*p*	95% CI *LL*	95% CI *UL*
MBI – Depersonalization							
Type of Communication	Synchronous	1.00	0.89	0.00	1.00	-0.33	0.33
	Asynchronous	1.00	0.88				

Note. N = 125, Synchronous *n* = 42, Asynchronous *n* = 83. *df* = 123. Likert Scale: 0 =

Never, 1 = A few times a year or less, 2 = Once a month or less, 3 = A few times a

month, 4 = Once a week, 5 = A few times a week, 6 = Every day.

Table 8

Means, Standard Deviations, and t-test Results for Maslach Burnout Inventory –
Educators Survey Personal Accomplishment Scale

Measure	Variables	*M*	*SD*	*t*	*p*	95% CI *LL*	95% CI *UL*
MBI – Personal Accomplishment							
Type of Communication	Synchronous	5.03	0.83	2.04	0.04	-0.01	0.68
	Asynchronous	4.68	0.91				

Note. N = 125, Synchronous *n* = 42, Asynchronous *n* = 83. *df* = 123. Likert Scale: 0 =

Never, 1 = A few times a year or less, 2 = Once a month or less, 3 = A few times a

month, 4 = Once a week, 5 = A few times a week, 6 = Every day.

Research Question 2 Results

I tested research question two by running Pearson correlations between the

OISM-ISI, MBI-Emotional Exhaustion, MBI-Depersonalization, and MBI-Personal

Accomplishment scales for the two separate groups based on type of communication.

Within the group who primarily communicated synchronously, satisfaction with student communication was significantly negatively correlated with emotional exhaustion (r = -0.75, p = 0.00) and depersonalization (r = -0.78, p = 0.00). I calculated the effect size for emotional exhaustion using r^2. The effect size was large at 0.56, indicating that emotional exhaustion accounted for 56% of the variability in scores. The effect size for depersonalization calculated using r^2, was large at 0.61, indicating that depersonalization accounts for 61% of the variability in scores. These results are represented in table 9. The strength of these correlations was significant. Satisfaction with student communication was significantly positively correlated with personal accomplishment (r = 0.70 p = 0.00). The effect size for personal accomplishment, calculated using r^2, was large at 0.49, indicating, that personal accomplishment accounted for 49% of the variability in scores. The strength of this correlation was significantly high. The MBI scales were also significantly related to each other, with the strength of the relationships ranging from moderate to strong. This indicates that the variables all measured some part of a similar concept yet themselves were separate constructs, in keeping with Maslach et al.'s (1996) conceptualization of burnout.

Table 9

Correlation Between Online Instructor Satisfaction Measure - Instructor to Student Interaction Scale and Maslach Burnout Inventory Scales for Type of Communication - Synchronous Group

	OSIM - Instructor to Student Interaction	MBI - Emotional Exhaustion	MBI - Depersonalization
MBI - Emotional Exhaustion	-0.75***		

(table continues)

	OSIM - Instructor to Student Interaction	MBI - Emotional Exhaustion	MBI - Depersonalization
MBI – Depersonalization	-0.78***	0.81***	
MBI - Personal Accomplishment	0.70***	-0.54***	-0.71***

Note. $N = 42$. All measures: Higher scores indicate more of the construct. *** $p < 0.001$

Within the group that primarily communicated asynchronously, satisfaction with student communication was significantly negatively correlated with emotional exhaustion ($r = -0.36$, $p = 0.00$) and depersonalization ($r = -0.45$, $p = 0.00$). The strength of these correlations was moderate. The effect size I calculated for emotional exhaustion by using r^2 was 0.13, indicating that emotional exhaustion accounted for 13% of the variability in scores. The effect size I calculated for depersonalization by using r^2 was 0.20, indicating that depersonalization accounted for 20% of the variation in scores. Satisfaction with student communication was significantly positively correlated with personal accomplishment ($r = 0.65$, $p = 0.00$). These results are represented in table 10. The strength of this correlation was moderate. The effect size for personal accomplishment was large at 0.42, indicating that personal accomplishment accounted for 42% of the variation in scores. The MBI scales were also significantly related to each other, with the strength of the relationships ranging from moderate to strong. As a result of the Pearson correlations, the null hypothesis for research question two was rejected.

Table 10

Correlation Between Online Instructor Satisfaction Measure - Instructor to Student
Interaction Scale and Maslach Burnout Inventory Scales for Type of Communication -
Asynchronous Group

	OSIM - Instructor to Student Interaction	MBI - Emotional Exhaustion	MBI - Depersonalization
MBI - Emotional Exhaustion	-0.36***		
MBI – Depersonalization	-0.45***	0.69***	
MBI - Personal Accomplishment	0.65***	-0.37***	-0.53***

Note. N = 83. All measures: Higher scores indicate more of the construct. *** *p* < 0.01

Summary

In this chapter, I discussed the results of the completed study. I discussed the data

collection procedures, such as the time frame for data collection, descriptive and

demographic characteristics of the sample, and representation of the sample to the

population studied. Lastly, I discussed the results of the surveys. In the next chapter, I

will discuss the findings, the limitations, recommendations for future studies, and

implications on social change of this study.

Chapter 5: Discussion, Conclusions, and Recommendations

My purpose for this causal-comparative quantitative study was to assess for significant differences in satisfaction and burnout levels of online counselor educators based on the use of synchronous versus asynchronous communication modes in the digital classroom. The first research question was to determine if there was a significant difference in counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout levels as measured by the Maslach's burnout inventory educator survey (MBI-ES), based on whether the faculty member is using either synchronous or asynchronous communication modes. Using the data, I was able to show there were significant differences between counselor educators who use synchronous and asynchronous communication modes when comparing results from the OISM-ISI, MBI-ES emotional exhaustion, and the MBI-ES personal accomplishment scales. Counselor educators who used synchronous communication modes scored significantly higher in satisfaction, significantly higher in personal accomplishment, and significantly lower in emotional exhaustion than counselor educators using asynchronous technologies. It also resulted in no statistically significant differences between the two groups when looking at the MBI-ES depersonalization scale.

The second research question was to assess for a relationship between counselor education faculty satisfaction as measured by the online instructor satisfaction measure (OISM), and burnout as measured by the Maslach's burnout inventory educator survey (MBI-ES), depending on use of synchronous and asynchronous communication modes. Counselor educators who primarily used synchronous communications resulted with

strong negative correlational relationships between satisfaction, emotional exhaustion, and depersonalization. Satisfaction had a positive correlation with personal accomplishment. Asynchronous counselor educators were found to have moderate correlational relationships between satisfaction, emotional exhaustion, and depersonalization. They were also found to have a moderate positive correlation with personal accomplishment. In this chapter, I discuss the interpretation of the findings for the study. I also discuss the limitations of the study and future recommendations for continued investigation. I conclude this chapter by discussing the social implications related to this study.

Interpretation of Findings

I designed this study to assess for differences between counselor educator satisfaction and burnout depending on whether they used primarily synchronous or asynchronous technologies when teaching online. Furthermore, I wanted investigate if there was a relationship present between counselor educator satisfaction and burnout depending on the communication modes used online. There were 161 participants, but due to missing data, there were only 125 completed surveys for analysis. There were a total of 42 synchronous and 83 asynchronous counselor educators.

In the first research question, I examined satisfaction, emotional exhaustion, depersonalization, and personal accomplishment between counselor educators using synchronous and asynchronous communication modes. Using the results, I confirmed that there are differences between counselor educators teaching synchronously than their asynchronous counterparts. Among the variables that were statistically significant

between the two groups were satisfaction, emotional exhaustion, and personal accomplishment. The only variable that did not show statistical significance between the groups was depersonalization. Counselor educators who used synchronous communications for a majority of their online teaching had higher satisfaction and lower burnout rates when compared to their asynchronous counterparts.

In the second research question, I investigated for potential relationships between satisfaction, emotional exhaustion, depersonalization, and personal accomplishment within each group of counselor educators. I found that there were strong statistically significant relationships between the variables for counselor educators using synchronous communications. The more satisfied synchronous counselor educators were, the less burned out they reported to be as per the MBI-ES. The findings for relationships between the variables were not as strongly correlated when reviewing the results for the asynchronous group, although the group was larger. Among the asynchronous group, there were moderate correlations between satisfaction, emotional exhaustion, and depersonalization. What this leads me to conclude was that communication mode is a factor strengthening the relationships between satisfaction and burnout.

Using the results of this study, I was able to extend knowledge found by previous researchers in the field. For instance, Tu and McIsaac (2002) researched the importance of social interactions on the experience of presence for the student in the online classroom. They postulated that by implementing strategies to improve social context, online communication and interactivity between instructors and students would positively affect interactivity in the online classroom. Their study focused on the experience of the

student depending on whether synchronous or asynchronous communications were used. Tucker (2012) also conducted research concluding positive experiences for online students using varying communication modes, but not educators. My study extends the knowledge by highlighting the experiences of counselor educators depending on communication mode. Counselor educators who used synchronous communication modes reported significantly higher levels of satisfaction than participants who used asynchronous communications. Another difference signifying the importance of synchronous communication modes on counselor educators was the significant difference than asynchronous faculty in emotional exhaustion. Synchronous counselor educators reported significantly lower levels of emotional exhaustion than participants who communicated asynchronously. There was also strong significance by synchronous counselor educators pertaining to satisfaction and the three scales measuring burnout.

My research also extends the current knowledge by giving evidence of existing relationships between satisfaction and burnout based on communication modes. Sangganjanavanich and Balkin (2013) were able to rule out the influences of age, gender, relationship status, tenure status, gender, or ethnic identity on counselor educator satisfaction and burnout. They were able to establish a relationship between satisfaction and burnout but did not account for educators who taught courses online. Given the results of my research, I add to their findings by showing there are differences in satisfaction and burnout depending on what type of communication technologies they use in the online classroom.

Another way my research helps contribute to the current literature was the availability of synchronous technology available today. Previous researchers were limited in the availability or use of synchronous technologies (Huang & Hsiao, 2012; Tu & McIsaac, 2002; Yen & Abdous, 2011). At the time of their research, the available means of synchronous communications was online chat room (Tu & McIsaac, 2002). Yen and Abdous (2011) stated that counselor educators did not have fully synchronous video-broadcasting between groups of students and themselves. Huang and Hsiao (2012) researched online instructors experiences pertaining to synchronous and asynchronous communications but was limited due to the underuse of synchronous communications. My current study contributes to limitations of these past studies by incorporating more frequent and advanced synchronous technologies in the online classroom. One of the criteria for participation was the utilization of synchronous communication modes at least 75% of the online teaching time.

Transactional Distance

The results of my study can be explained by Moore's transactional distance theory. Transactional theory provides researchers a way of analyzing the psychological distance between teachers and learners rather than focusing on the geographical distance (Benson & Samarawickrema, 2009; Moore, 1993). There are three factors that affect this psychological distance within the online classroom between student and educators: dialogue, structure, and learner autonomy (Benson & Samarawickrema, 2009; Falloon, 2011; Moore, 1993). Moore asserted that there is an inverse relationship between the

dialogue and structure variables (Benson & Samarawickrema, 2009; Falloon, 2011; Moore & Kearsley, 2012). Increases in one can lead to decreases in the other.

Dialogue is the interactions or series of interactions between teacher and learner where one gives instruction and the other responds. Looking at the differences between dialogue pertaining to synchronous and asynchronous communication modes, the results of this study are not surprising. Synchronous technologies give increased, real time, dialogues between faculty and students. Moore believed that there was an inverse relationship between dialogue and structure variables when assessing for transactional distance. With increased interactions encompassing active listening, relationships can be facilitated. Counselor educators using synchronous technologies experienced greater senses of satisfaction and a greater sense of personal accomplishment than asynchronous faculty. They experience less transactional distance than their asynchronous colleagues.

Limitations of the Study

There were multiple limitations to this study. The first was the use of convenience sampling. Not all counselor educators and universities were able to participate in the study. Although the sample was found to be representative of the counselor educator field, the results cannot be easily generalizable. With this research, I intended to study satisfaction and burnout for faculty members who teach online using specific communication modes. I did not account for counselor educators who teach in other settings, such as hybrid or face-to-face courses. Therefore, results can only be generalized to counselor educators who teach online.

Another limitation was the sample size for synchronous counselor educators. I attempted to solicit a minimum of 60 participants who primarily used synchronous communications, but at the end of the study I was only able to recruit 42. This could be due to synchronous technologies not being as widely used as I anticipated or that there were limitations in my sources for solicitation. For this study, I only solicited for participants from CESNET and counselor educators whose contact information was publicly available. The contact information was attained from the CACREP directory. Although the results were favorable for counselor educators who used synchronous communications, generalizability was affected by the small sample.

Another limitation was that participants self-categorized whether they primarily used asynchronous or asynchronous technologies as well as the levels of synchronous and asynchronous technologies implemented in courses. Participants had to interpret for themselves the category in which they were primarily affiliated. There could have been some faculty who misinterpreted the differences between groups and self-categorized in an inappropriate one.

Another limitation pertained to self-selection bias. The response rate for the study was low at 3.7%. This could be attributed to not having access to the survey or not knowing about the study. Another possibility is that counselor educators did not wish to participate for other reasons. This means there are potentially many counselor educators who might have been eligible, but did not participate, in this study.

Recommendations

A recommendation for future research is to replicate the findings about counselor educators using synchronous technologies with a larger sample size. Participants for this research were recruited using limited sources: CESNET and individual faculty members with publicly listed contact information. Using different sources for recruitment may provide more participants who did not have access to this study.

One of the recommendations for future studies that is not addressed in this research study is the differences in synchronous communication methods on satisfaction and burnout. In this research study, all synchronous types of communication were studied as a group (instant messenger, real-time video or audio communications, chat rooms, etc). There may be differences that are present depending on the type of synchronous communication used within the classroom.

Another recommendation for future research is to assess for differences in satisfaction and burnout between CACREP and non-CACREP programs. In this study, I used the CACREP school directory to contact individual faculty members. This did not include counselor education programs that are not CACREP accredited. There may be differences in faculty satisfaction and burnout depending on CACREP accreditation.

Another recommendation for future research is to assess for differences in satisfaction and burnout depending on the type of student taught. The majority of participants in this research taught only master's students. There were two participants who taught doctoral students. There were 11 who taught both master's and doctoral students. I concluded in this research that there were significant differences in

satisfaction and burnout depending on the type of communication mode used, but did not consider types of students as a factor.

Implications

The current study contributed to filling the gap in the literature by providing data pertaining to the relationship that synchronous and asynchronous technologies have on counselor educator satisfaction and burnout while teaching in an online graduate program. At the individual level, this research may help provide further information that benefits counselor educators. It was established in this research that teaching synchronously results in higher satisfaction and lower burnout for counselor educators. Using this information, it may possible to create more online teaching curriculums focusing on the positive effects of synchronous communications.

At the organizational level, institutions could use this information to create online programs that attempt to maximize synchronous technologies for the benefit of their counselor educators and students. Prior research provided evidence of correlations between student satisfaction with online courses and faculty satisfaction (Cherng-Jyh & M'hammed, 2011). With the results of my research project, it is now evident that communication mode has a relationship with counselor educator satisfaction and lower symptoms of burnout.

At the societal level, I was interested in studying counselor educators because of their influence on quality mental health care in society. There is a growing need for counselors (Bureau of Labor Statistics, 2015). Faculty satisfaction has been identified as a factor in the quality of online education, in the retention of counseling students, and

student success (Online Learning Consortium, 2016a). Counselor educators influence the quality of counseling students working with clients in the future (Hill, 2009). With the data potentially provided by my study on the satisfaction rates between communication modes, educational institutions can minimize factors that contribute to faculty burnout, which could in turn increase qualified professional counselors in the workforce.

Conclusion

In conclusion, my purpose in conducting this study was to assess for significant differences and correlations between synchronous and asynchronous communication modes on online counselor educators' job satisfaction levels and levels of burnout. There was a gap in the literature pertaining to the effects of communication modes on counselor educator job satisfaction and burnout. As a result of this study, there are two main contributions to the literature. The first is that there are relationships between levels of counselor educator satisfaction and burnout depending on whether they used synchronous or asynchronous technologies. Secondly, it is evident that counselor educators who primarily teach using synchronous technologies have higher rates of satisfaction and lower experiences of burnout. These are important findings considering the increased rate that counseling programs are being taught online.

There is an intertwined relationship between counselor educator satisfaction and student success online (Bolliger et al., 2014; Bolliger & Wasilik, 2009; Lackritz, 2004; Tucker, 2012). The majority of the previous research highlighted the experiences and satisfaction factors of students, but not counselor educators. Counselor educator satisfaction was noted as being important for student success, but the influences of the

modes of communication were not investigated (Moore & Kearsley, 2012; Palmer & McBride, 2012; Yen & Abdous, 2011). It is my hope that through the results of this research project, it is evident the importance of communication modes on the engagement and success of counselor educators as more graduate programs transition to the online classroom.

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Appendix A: CESNET-L Permission

JENCIUS, MARTIN 🚩   📁 Inbox - School   February 11, 2017 at 11:33 PM   (MJ)

Re: Research Request

To: John-Mike Nelson

New contact info found in this email: Martin Jencius mjencius@kent.edu   add... ⊗

John-Mike,

Thank you for asking about posting your research survey request to CESNET-L listserv. Take a look at the survey recommendations at www.cesnet-l.net for ideas about doing research using CESNET-L. After that, feel free to proceed and post.

With best regards,

Dr. Marty Jencius
Associate Professor of Counseling
Kent State University
Counseling & Human Development Services
Rm 310 - White Hall Bldg
Kent, OH 44242
mjencius@kent.edu
www.jenci.us

Appendix B: First Solicitation Email

Greetings Counselor Educators:

My name is John-Mike Nelson, and I am currently a doctoral candidate at Walden University. I am seeking participants for my dissertation study pertaining to counselor educators teaching online courses. The purpose of this study is to assess faculty satisfaction and burnout when teaching online using synchronous or asynchronous technologies. I am requesting your participation in this IRB-approved study (#04-18-18-0263352) , which I hope will aid in understanding the influences of these communication technologies on counselor educator satisfaction and burnout.

In order to participate, counselor educators must:

- Have a doctoral degree in a counseling-related field (e.g. Addiction Counselors; Career Counselors; Clinical Mental Health Counselors; Clinical Rehabilitation Counselors; College Counselors; Marriage, Couples, and Family Counselors; School Counselors).

- Teach at least one counseling education course at the master's or doctoral graduate program levels.

- Educators will have a minimum of one year of experience in online teaching.

- Use either synchronous or asynchronous communication at least 75% of the time within the classroom.

The study is voluntary and will take approximately 10-15 minutes of your time.

You are free not to participate or to stop participating any time throughout the survey for any reason and without penalty. All data will be secured on a password protected and encrypted computer. Only my dissertation committee and I will have access to the data. The data will be anonymous as you will not be asked for any identifying information. IP addresses will not be tracked or recorded as a part of this research. Only summarized data will be presented at meetings or in publications.

If you are interested in participating, you may complete the survey at http://wwww.surveymonkey.com/

If there are any questions or concerns, please contact me at 804-694-9203 or my dissertation chair, Dr. Melinda Haley, at melinda.haley@mail.waldenu.edu.

Sincerely,

John-Mike Nelson

Appendix C: Second Solicitation Email

Greetings Counselor Educators:

My name is John-Mike Nelson, and I am currently a doctoral candidate at Walden University. This is the second request for participants for my dissertation study pertaining to counselor educators teaching online courses. The purpose of this study is to assess faculty satisfaction and burnout when teaching online using synchronous or asynchronous technologies. I am requesting your participation in this IRB-approved study (#04-18-18-0263352), which I hope will aid in understanding the influences of these communication technologies on counselor educator satisfaction and burnout.

In order to participate, counselor educators must:

- Have a doctoral degree in a counseling-related field (e.g. Addiction Counselors; Career Counselors; Clinical Mental Health Counselors; Clinical Rehabilitation Counselors; College Counselors; Marriage, Couples, and Family Counselors; School Counselors).

- Teach at least one counseling education course at the master's or doctoral graduate program levels.

- Educators will have a minimum of one year of experience in online teaching.

- Use either synchronous or asynchronous communication at least 75% of the time within the classroom.

The study is voluntary and will take approximately 10-15 minutes of your time.

You are free not to participate or stop participating any time throughout the survey. All data will be secured on a password protected and encrypted computer. Only my committee, and I will have access to the data. The data will be anonymous as you will not be asked for any identifying information. IP addresses will not be tracked or recorded as a part of this research. Only summarized data will be presented at meetings or in publications.

If you are interested in participating, you may complete the survey at http://wwww.surveymonkey.com/

If there are any questions or concerns, please contact me at 804-694-9203 or my dissertation chair, Dr. Melinda Haley, at melinda.haley@mail.waldenu.edu.

Sincerely,

John-Mike Nelson

Appendix D: Final Solicitation Email

Greetings Counselor Educators:

My name is John-Mike Nelson, and I am currently a doctoral candidate at Walden University. This is the final request for participants for my dissertation study pertaining to counselor educators teaching online courses. The purpose of this study is to assess faculty satisfaction and burnout when teaching online using synchronous or asynchronous technologies. I am requesting your participation in this IRB-approved study (#04-18-18-0263352), which I hope will aid in understanding the influences of these communication technologies on counselor educator satisfaction and burnout.

In order to participate, counselor educators must:

- Have a doctoral degree in a counseling-related field (e.g. Addiction Counselors; Career Counselors; Clinical Mental Health Counselors; Clinical Rehabilitation Counselors; College Counselors; Marriage, Couples, and Family Counselors; School Counselors).

- Teach at least one counseling education course at the master's or doctoral graduate program levels.

- Educators will have a minimum of one year of experience in online teaching.

- Use either synchronous or asynchronous communication at least 75% of the time within the classroom.

The study is voluntary and will take approximately 10-15 minutes of your time.

You are free not to participate or stop participating any time throughout the survey. All data will be secured on a password protected and encrypted computer. Only my committee and I will have access to the data. The data will be anonymous as you will not be asked for any identifying information. IP addresses will not be tracked or recorded as a part of this research. Only summarized data will be presented at meetings or in publications.

If you are interested in participating, you may complete the survey at http://wwww.surveymonkey.com/

If there are any questions or concerns, please contact me at 804-694-9203 or my dissertation chair, Dr. Melinda Haley, at melinda.haley@mail.waldenu.edu.

Sincerely,

John-Mike Nelson