

ABSTRACT

The current study examines faculty data from the National Science Foundation's 2015 National Survey of College Graduates on 4,311 full-time and part-time faculty. Little research exists investigating job satisfaction of adjunct faculty in higher education. Overall job satisfaction was divided into two scales: intangible and financial satisfaction. Researchers found significantly different results with full-time faculty reporting higher levels of satisfaction when compared to part-time faculty. Limitations and implications for future research are discussed.

OBJECTIVE

To analyze differences in job satisfaction between adjunct faculty and full-time faculty

BACKGROUND

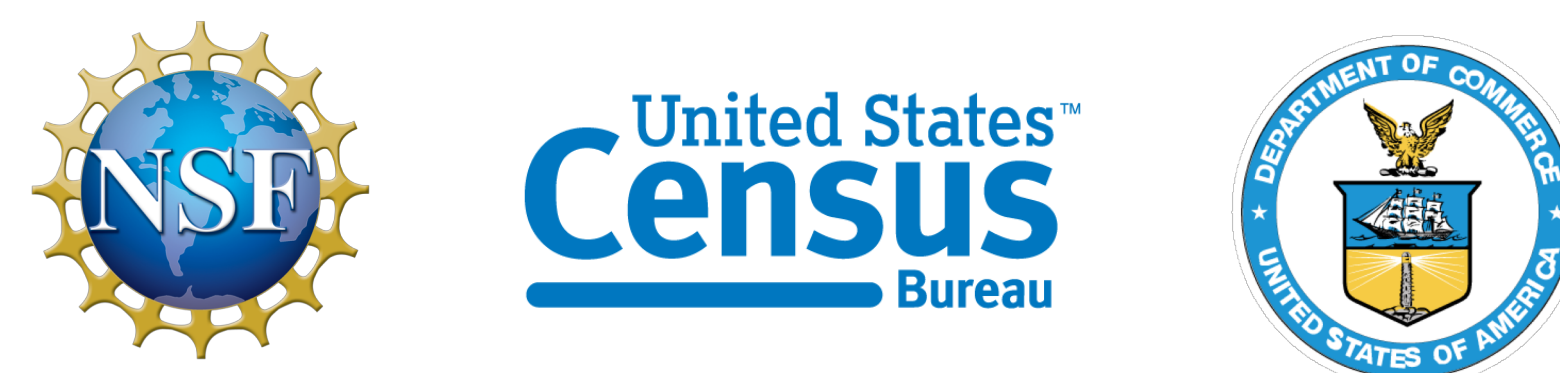
Administrators have often been found to ignore the greater context of adjunct faculty job satisfaction and failing to see the lack of institutional support encountered by adjunct faculty (Eagan Jr., Jaeger, & Grantham, 2015). Overwhelmingly, AF are found to be dissatisfied with their positions on campus (Kezar & Sam, 2011), but many continue to stay in these positions for lack of other options (Eagan Jr. et al., 2015).

ACKNOWLEDGEMENTS

Dr. Chris Glass, Dr. Peggy Gesing, Laura Soulsby, Shanda Jenkins, NSF, Census Bureau, U.S. Department of Commerce

METHOD

Using data from the National Science Foundation's (NSF) 2015 National Survey of College Graduates (NSCG), a quantitative approach was employed, and this *ex post facto* study examined faculty in postsecondary education.

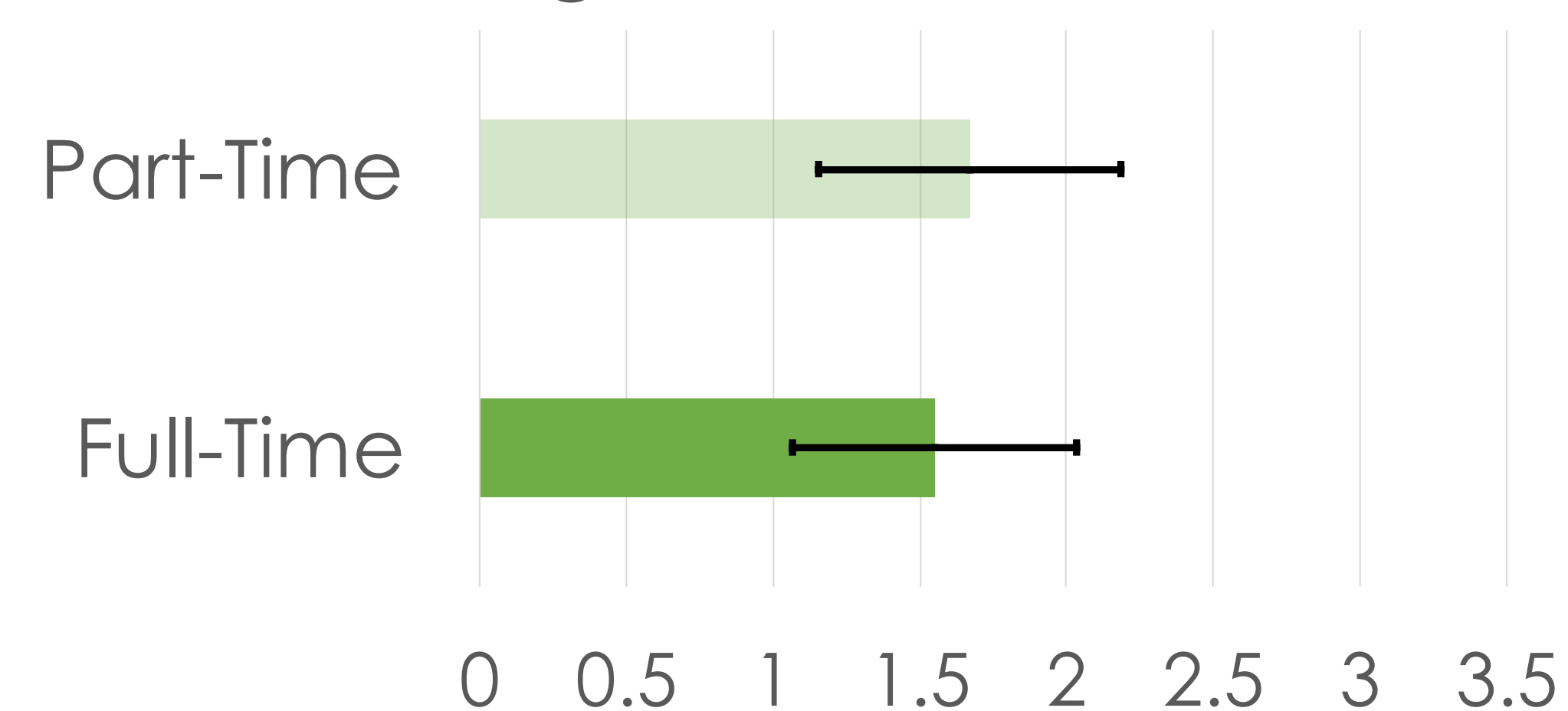


INTANGIBLE SATISFACTION

$\alpha = .77$

Items
Principal job opportunities for advancement
Principal job's degree of independence
Principal job location
Principal job's level of responsibility
Principal job's contribution to society

Intangible Satisfaction



There was a statistically significant difference, $F(1, 4309) = 60.47, p < .001$. The effect size ($\eta^2 = .014$), calculated using partial eta squared, indicated that only 1% of intangible satisfaction is attributable to faculty type.

DATA ANALYSIS

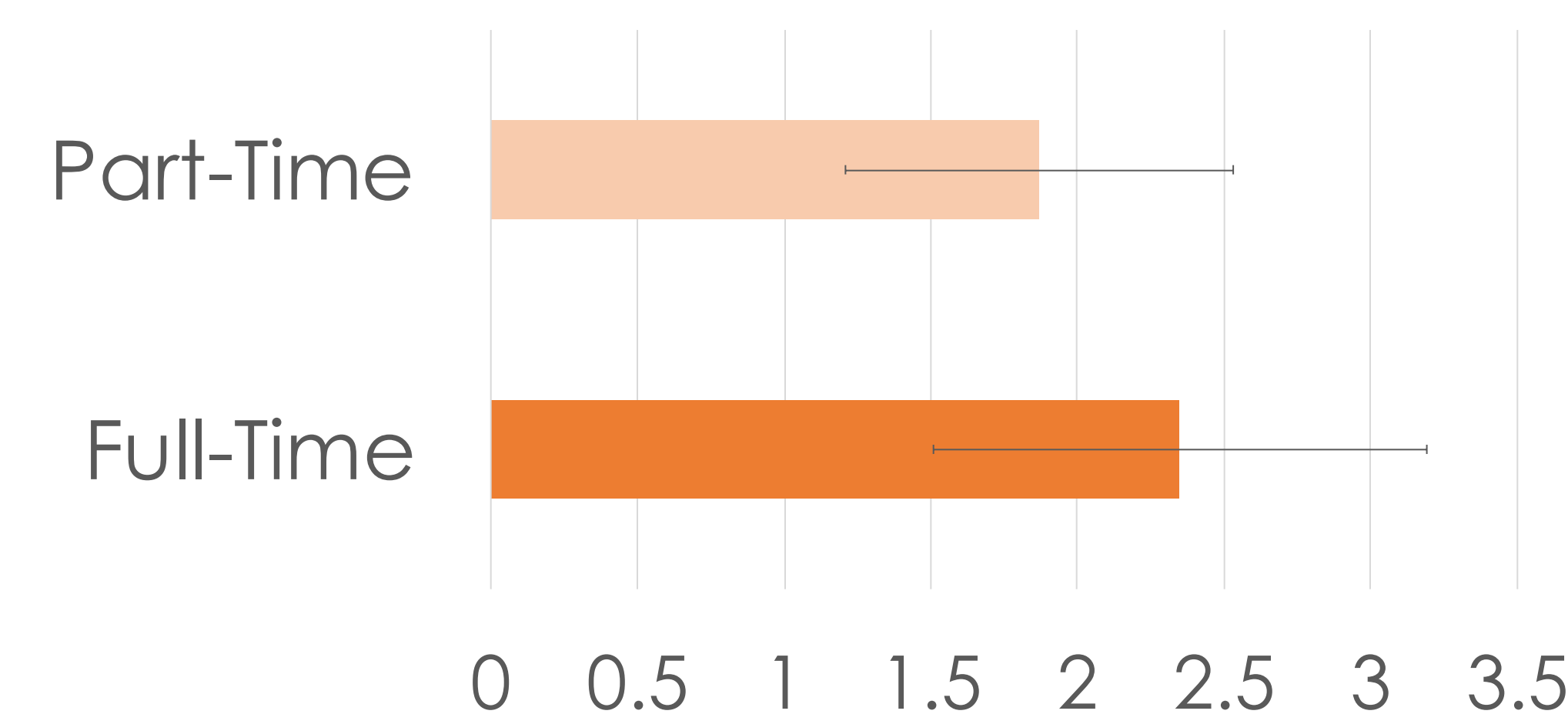
Three one-way analysis of variance (ANOVA) were conducted. Given that t^2 is equal to F , ANOVAs were the preferred method conducted to interpret between group and within group mean differences. Analysis of overall satisfaction by faculty type was conducted as a baseline test for differences between full-time faculty and full-time faculty.

FINANCIAL SATISFACTION

$\alpha = .73$

Items
Principal job salary
Principal job benefits
Principal job security

Financial Satisfaction



There was a statistically significant difference, $F(1, 4309) = 420.15, p < .001$. The effect size ($\eta^2 = .088$), calculated using partial eta squared indicated that only 9% of financial satisfaction is attributable to faculty type.

DISCUSSION

Slight mean differences between full-time faculty and part-time faculty were found among intangible satisfaction.

A larger mean difference was found between full-time faculty and part-time faculty for financial factors of satisfaction, which mirrors the impact found in the literature. It was found that job salary, benefits, and security are the major influences of job satisfaction between faculty type.

LIMITATIONS

The researchers lacked control over the survey instrument or data collection. Similarly, the 2015 NSCG data is limited to individuals with four-year degrees and was entirely self-reported. Likewise, researchers computed the part-time faculty variable as hours worked; however, some part-time faculty may work full-time hours. Our analyses could not account for these possible distinctions within the data. Also, time constraints limited any analysis on teaching length, which is another possible influence on factors of job satisfaction.

FUTURE RESEARCH

We could further investigate the individual factors of the intangible and financial satisfaction scales, as the current study failed to recognize the factors in the literature. Furthermore, a more representative sample should be analyzed for a greater likelihood of generalizability.

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