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ATTITUDES OF ACADEMIC STAFF TOWARDS
DISTANCE EDUCATION AND JOB SATISFACTION
AT UNIVERSITAS TERBUKA

BY

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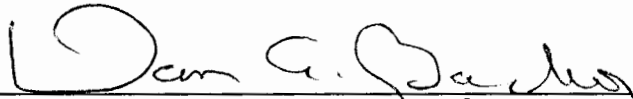
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We accept this thesis as conforming
to the required standard




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ABSTRACT

This study had three purposes. The first was to determine attitudes of Universitas Terbuka (UT) academic staff towards distance education. The second was to investigate levels of job satisfaction of UT academic staff. The third was to determine whether or not there was a relationship between attitudes of UT academic staff towards distance education and levels of job satisfaction of UT academic staff.

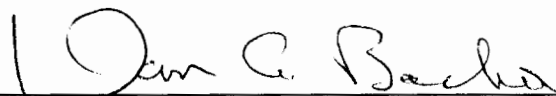
The sample of this study was UT junior academic staff members. A survey technique was employed to gather information from respondents. The instrument was divided into three parts: Part 1, Personal and professional information of academic staff; Part 2, Faculty Attitudes Questionnaire; and Part 3, Hill's (1986-1987) Faculty Job Satisfaction Questionnaire .

The questionnaire was mailed to 192 academic staff across faculties and service and support units at Universitas Terbuka's main office in Jakarta, Indonesia. One hundred, sixty-one academic staff returned the questionnaires, for a return rate of 83.85%.

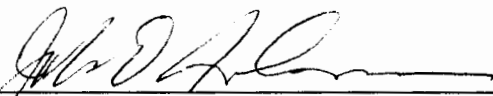
The results indicated that UT junior academic staff possessed fairly positive attitudes towards distance education. From the Hill's Faculty Job Satisfaction Questionnaire, respondents indicated slight dissatisfaction with their present jobs. A Pearson product-moment correlation showed a small positive correlation between the academic staff attitudes towards distance education and the levels of job satisfaction of the academic staff. The t -test results showed no significant differences in attitudes towards distance education between the respondents who worked in faculties and the respondents who were placed in units. In addition, the t -test results showed no significant differences in the levels of job satisfaction between the academic staff who were placed in faculties and the academic staff who were assigned to units.

The results are discussed in terms of implications for enhancing the attitudes of UT academic staff towards distance education and improving levels of UT academic staff job satisfaction.

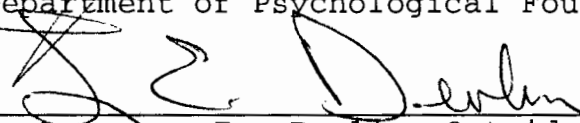
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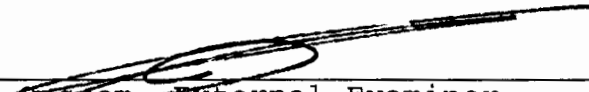
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I also offer special thanks to Dr. Susan Hill, wife of Dr. Malcolm D. Hill as his beneficiary, for permitting me to use Hill's Faculty Job Satisfaction Questionnaire in this study.

I acknowledge special appreciation for my Mom and my Dad, the Sudarmos, for keeping my spirits high and for taking care of my son; and for my parents-in-law, the Moeljadis, for their understanding and support.

Most of all, I am indebted to my beloved husband, Slamet Subagyo, for his endless love, his emotional support to me in pursuing this degree, and his understanding of living apart from me during the completion of my degree; to my wonderful son, Daniel Abimanyu Subagyo, for his cheer, caring, and patience. I owe a lot to both of you.

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DEDICATION

I dedicate this thesis with love
to my son
Daniel Abimanyu "Abi" Subagyo
and the future "ones".

May this endeavor inspire him in the beginning of his learning experience to believe that he could accomplish the goals he may set for himself.

Victoria, April 8, 1995

CHAPTER 1

Introduction

Background and Statement of the Problem

The major issues which have dominated distance education research have generally centered on distant learners or students, such as students' achievement, attitudes, and characteristics (Dillon & Walsh, 1992). Beaudoin (1990) asserted that little research has been conducted on faculty members. Supporting Dillon and Walsh's assertion, at Universitas Terbuka (UT) - The Indonesian Open Learning University, the researchers are mostly interested in conducting studies on aspects of instructional delivery and students' progress (Putra, 1993; Kesuma, 1993; Priadnyana, 1993). For example, Putra (1993) examined students' rates of persistence and drop out from UT, while, Kesuma (1993) conducted a study on the quality of course material and students' reactions to it. Given the limited amount of research on any aspect of the faculty at UT, the purpose of this thesis is threefold: to determine the attitudes of UT junior academic staff towards distance education, to examine the levels of job satisfaction of UT junior academic staff, and to determine the

relationship between the attitudes of UT junior academic staff and the levels of job satisfaction.

In order to explore these purposes, this chapter is divided into four general sections. First, faculty attitudes towards distance education and job satisfaction of academic staff are discussed. Next, the organizational structure and the placement of UT academic staff are given to provide a clear context for the present study. Following the overview of the structure of UT, several key terms used throughout this study are presented. Finally, the research questions addressed in the present study are presented.

Faculty Attitudes Towards Distance Education

Since the 1980s, distance education has provided an alternate teaching and learning delivery system in many countries (Beaudoin, 1990; Keegan, 1991). Beaudoin (1990) noted that the progress of distance education development is marked by the growth in student enrollment in combination with technological innovations in instructional delivery systems. As a consequence of this expansion and sophistication, distance education institutions have required more qualified academic staff in recent years (Beaudoin, 1990; Rumble, 1992; Stinehart, 1988). Since most

academic staff have a conventional teaching background, some modification in the attitudes of academic staff is necessary for them to become effective distance educators (Beaudoin, 1990). Therefore, an examination of the attitudes of faculty is important in order to understand their involvement in distance teaching (Siaciwena, 1989; Stinehart, 1988).

In the following section, some general themes found in research of faculty attitudes will be presented, including a comparison of attitudes towards traditional and distance teaching, motivation/ involvement in distance teaching, barriers to distance teaching, and the status of distance teaching (Dillon & Walsh, 1992).

In general, faculty who teach at a distance hold positive attitudes towards distance teaching (Clark, 1993; Mani, 1988; Parer, Croker, & Shaw, 1988; Taylor and White, 1991). Clark (1993) found that faculty in higher education exhibited slightly positive attitudes and that familiarity was a predictor of faculty receptivity towards distance education. Parer et al. (1988) indicated that the majority of academics in Australia and New Zealand possessed positive attitudes

towards external study because they must conduct both internal and external teaching.

Stinehart (1988) conducted a study to examine factors which motivated faculty in their involvement in distance teaching. She found that the degree of control instructors had over the teaching-learning process was the sole indicator of faculty willingness to teach at a distance. Taylor and White (1991) found that intrinsic rewards were motivator factors for faculty in participating in teaching at a distance. The following factors were considered important in motivating faculty in teaching at a distance: flexibility of work schedule (Taylor & White, 1991), distance students are better prepared than regular students (Clark, Soliman, & Sungaila, 1984); reaching new prospective learners (Moore, 1993), and using a variety of electronic and print media (Moore, 1993).

Discussion of faculty attitudes can not be separated from barriers that can exist when engaging in distance teaching (Dillon & Walsh, 1992). The main barriers which are cited by researchers are work load (Clark, Soliman, & Sungaila, 1984; Dillon, 1989; Siaciwena, 1989); quality of course materials (Naidu,

1987; Scriven, 1986); support services (Mani, 1988); and administrative problems (Scriven, 1986).

The theme of the status of teaching at a distance has also been researched (Dillon & Walsh, 1992). The results of this research indicate that faculty feel that teaching at a distance lacks status (Dillon, 1989; Verduin & Clark, 1991). In contrast, Scriven (1986) found that faculty perceived teaching external students to be as important as teaching internal students. Similarly, Mani (1988) supported Scriven's findings in that faculty held positive views towards teaching external students.

Verduin and Clark (1991) noted that faculty attitudes are associated with their perceptions of the status of a distance institution and with the quality of that institution. This holds true whether or not faculty are involved in distance education (Verduin & Clark, 1991). Faculty opinions can help to determine decisions on personnel, policies, and timing of implementation of distance programmes (Verduin & Clark, 1991). Faculty who have positive attitudes towards distance education will perceive its benefits and potential, but faculty who have no prior or little knowledge of distance education will question its

feasibility (Verduin & Clark, 1991). Thus, understanding the attitudes of academic staff attitudes towards, or their acceptance of distance education is important for the success of distance education programmes (Verduin & Clark, 1991).

In addition, some researchers have examined the effects of personal and professional attributes, such as age, gender, years of service, and academic department or division on attitudes towards distance education (Clark, 1993; Stinehart, 1988). For example, Clark (1993) found that gender does not affect faculty attitudes, whereas Pierpoint and Hartnett's study (1988) indicated that male faculty members have more positive attitudes towards distance teaching than their female counterparts. Results from studies where personal and professional attributes were included have varied; therefore, generalization from demographic data like these must be approached cautiously.

Job Satisfaction

Faculty job satisfaction is derived from the nature of the work itself (the act of teaching), for example, working with motivated students and the quality of interaction with students (Taylor & White, 1991). In addition, Boberg & Blackburn (1983), as

cited by Bowen & Schuster (1986), indicated that the chief source of faculty satisfaction is related to their concern for quality - in students, in colleagues, and in work environment. Sorcinelli & Billings (1992) reported a study of job satisfaction of new faculty. New faculty expressed strong satisfaction with the intrinsic rewards of their careers such as autonomy, the chance for intellectual and personal growth, and a sense of accomplishment. In a study conducted by Siaciwena (1989), teaching was found to be the most enjoyable activity for those who chose an academic career.

The motivation and job satisfaction expressed by academics who work in distance education institutions could be enhanced by providing suitable institutional support and continuing training for the academic staff (Beaudoin, 1990). This view was also supported by Karol and Ginsburg (1980), who stated that the institution must provide working conditions which stimulate and motivate faculty to work productively and to find satisfaction with their academic profession. If employees feel satisfied within their jobs, they will likely be productive (Hoy and Miskel, 1991). As a consequence, the quality of any faculty members' work

will probably increase (Colgrove and Shinville, 1993). Accordingly, the job should be designed to increase motivation and satisfaction (Katz & Kahn, 1978). Employees will feel more satisfaction if they have the opportunity to maximize their abilities and skills (Katz & Kahn, 1978).

Several researchers have investigated demographic variables and levels of satisfaction of academic staff (Cano, 1990; Nussel, Wiersma, & Rusche, 1988; Hutton & Jobe, 1985). In the case of faculty satisfaction, demographic variables such as age, tenure status, teaching experience, and rank were not good predictors of faculty job satisfaction (Bowen & Radhakrishna, 1990; Cano, 1990; Plascak-Craig & Bean, 1989).

UT's Organizational Structure

Universitas Terbuka, as the pioneer distance teaching university in Indonesia, is an example of an emerging university which requires more qualified academic staff. Demand for new academic staff has increased as a result of the opening of new programmes. As with other Indonesian academic staff in conventional universities, UT academic staff have the same basic duties and responsibilities: teaching, conducting research, and carrying out public service. Promotion

for academic staff is based on fulfilling these three areas of responsibilities. Regardless of the other duties in units or centers where they are placed, all academic staff must carry out these responsibilities.

The criteria for academic staff members to move upwards for career advancement are educational background and credits obtained from teaching, conducting research, carrying out services, and supporting services. In fact, UT academic staff are academic members as well as civil servants. Thus, UT staff hold two distinct ranks: a general civil servant rank (see Table 1) and an academic rank (see Table 2).

An individual who wants to apply for an academic staff position must have at least a bachelor's degree. The academic staff candidate is hired on probation until he/she passes the examination to become a civil servant. At that time, the individual enters the civil service rank as a "Penata Muda" in classification III/a. At that time, the academic staff candidate who holds the civil service rank of "Penata Muda" can be assigned as "Tenaga Pengajar" (or Lecturer).

Table 1

General Civil Servant Rank
(Ascending order)

General Rank	Classification
1. Penata Muda	III a
2. Penata Muda Tingkat I	III b
3. Penata	III c
4. Penata Tingkat I	III d
5. Pembina	IV a
6. Pembina Tingkat I	IV b
7. Pembina Utama Muda	IV c
8. Pembina Utama Madya	IV d
9. Pembina Utama	IV e

In order to obtain an academic rank, the individual must collect credit points from 4 areas of activities: teaching, research, services, and supporting activities. After collecting sufficient credit points, the individual is eligible to become an "Asisten Ahli Madya" - the lowest academic rank in higher institutions in Indonesia. To move to higher academic ranks, an academic staff members must accumulate credit points which are varied and which increase in number the higher the rank. The average time to move upward from one rank to another is 2 to 4 years.

Table 2

General Civil Servant Rank and Academic Rank
(Ascending order)

General Rank	Academic Rank
1. Penata Muda	Asisten Ahli Madya
2. Penata Muda Tk. I	Asisten Ahli
3. Penata Muda	Lektor Muda
4. Penata Tk. 1	Lektor Madya
5. Pembina	Lektor
6. Pembina Tk. 1	Lektor Kepala Madya
7. Pembina Utama Muda	Lektor Kepala
8. Pembina Utama Madya	Guru Besar Madya
9. Pembina Utama	Guru Besar

New academic staff who come from conventional universities are placed either as faculty members, or in related positions. The latter group is employed in centers, or bureaus such as Multi Media and Production Center; Computer Center; Examination Center; the Bureau of Student & Alumni Affair, and Research Institute and Community Center (The organizational structure of Universitas Terbuka is given in Appendix A).

Given UT's growth over the 10 years since its establishment in 1984, it requires academic staff who are both professional and skilled in their positions. Generally, academic staff who are assigned to UT come from conventional teaching-based systems. These

academic staff are more familiar with classroom-based teaching. Thus, new academic staff must acquire new skills in facilitating students and managing instructional resources for independent study (Beaudoin, 1990).

Placement

Sapriati (1993) revealed, however, that there are problems associated with the placement of UT academic staff. Some academic staff are employed in centers or bureaus where their educational backgrounds do not correspond with their assigned positions. Sapriati found that these mismatched assignments could be a source of dissatisfaction for the academic staff because they could not utilize their educational backgrounds.

According to Rumble (1992), professionalism and specialized skills of academic staff in the area of course development and course production, for example, will contribute to the success of distance education. However, studies have indicated that developing specific skills for teaching at a distance are necessary for academics to perform effectively as distance educators (Beaudoin, 1990; Parer et al., 1988; Strain, 1987). The specialized skills of academic

staff will have an impact on students' performance, because distance students consider the academic staff pertinent in their learning process (Dillon, Gunawardena, & Parker, 1992).

It should be clear, from the foregoing explanation that information concerning UT academic staff opinions of distance teaching will illustrate their engagement in their tasks in the UT academic setting. Knowledge of faculty involvement in, and commitment to, distance education are important features in employees' performance and satisfaction as distance educators. It can be inferred further that these perceptions will be associated with more general academic staff attitudes towards distance education. Therefore, a study in which the attitudes of academic staff towards distance education and their job satisfaction at Universitas Terbuka are investigated will make an important contribution.

The Purposes of the Study

The present study had three purposes. One purpose was to examine the attitudes of UT academic staff towards distance education. A second purpose was to investigate the levels of job satisfaction of UT

academic staff. A third purpose was to determine whether or not there is a relationship between the attitudes of UT academic staff and their levels of job satisfaction.

Definitions of Terms Used

Attitudes are defined as the subjective experience of individuals, including the evaluative statements of judgements in regards to specific issues or objects (Robbins, 1993; Eiser, 1986).

Attitudes of UT Academic Staff in this study, refer to the acceptance or rejection of specific programmes, issues, objects, activities, and applications of distance education in general on the part of UT junior academic staff members based on their subjective experiences working at Universitas Terbuka.

Distance Education relates to any technique in teaching and learning in which most of the instruction between instructors and students takes place at a distance (Verduin & Clark, 1991; Keegan, 1991).

Job Satisfaction refers to an individual's positive feelings as a result of his/her appraisal towards aspects of his/her job (Locke, 1976; Shore, Newton, Thorton III, 1990).

UT Junior Academic Staff Members in this study refer to UT academic staff members who hold the following academic ranks: "Tenaga Pengajar" (Lecturer); "Asisten Ahli Madya" (Intermediate Skilled Assistant); "Asisten Ahli" (Skilled Assistant); "Lektor Muda" (Junior Associate Professor); and "Lektor Madya" (Intermediate Associate Professor).

Units refer to organizational placements which act as support system for faculties at Universitas Terbuka.

Research Questions

1. What are the attitudes of UT academic staff towards distance education?
2. What are the levels of job satisfaction of UT academic staff?
3. Is there any relationship between the attitudes of UT academic staff towards distance education and the levels of job satisfaction?

4. Do UT academic staff who work within the faculties possess the same attitudes towards distance education as UT academic staff who are placed in units?

5. Do UT academic staff who work within the faculties possess the same levels of job satisfaction as UT academic staff who are placed in units?

CHAPTER 2

Literature Review

In this chapter, a literature review of research about faculty attitudes and job satisfaction in academic settings is presented. The focus of the first section is on research about faculty attitudes in higher education with the intention of reviewing materials relevant to the development of a questionnaire on faculty attitudes.

In the second section, research about job satisfaction of academic staff in academic environments is examined. This section is divided into two sections to distinguish between the findings from conventional universities, where distance education is one form of instruction, and institutions that provide only distance education. Finally, in each section, the discussion will highlight findings on demographic variables that have been investigated by researchers in this field of study.

Faculty Attitudes

Mani (1988) conducted a study to examine attitudes of external faculty towards distance education in the

Institute of Correspondence Education, at the University of Madras (India). A questionnaire was developed to investigate attitudes of faculty towards distance education. Faculty exhibited favorable, positive attitudes towards the process of teaching at a distance. They also perceived that being distance educators had not changed their status. In order to enhance faculty skills in the teaching process, faculty considered that in-service training would be required to help them be more creative and innovative in designing instructional materials.

A similar study was conducted by Siaciwena (1989) to investigate staff attitudes towards distance education at the University of Zambia. To obtain responses about the attitudes of academic staff, a questionnaire was constructed which consisted of three sub-sections: staff's perceptions of distance teaching; staff's perceptions of course writing; and staff's perceptions of counselling and support services. The most important concern of the respondents about aspects of distance teaching was that academic staff have difficulty managing their time. Since the University of Zambia employs a dual-mode system, academic staff must teach both distance and regular students.

Concerning course writing for distance education, staff realized that they required more assistance and training in the preparation of course materials. In addition, the academic staff considered that the institution was not functioning properly in providing counselling services to students. In general, however, the majority of the academic staff had positive attitudes towards distance education.

Clark, Soliman, and Sungaila (1984) conducted a study at the University of New England in Australia which employs a dual-mode system. They found that external teaching was more enjoyable than on-site or internal teaching and that this situation was related to the reward systems at this institution. Academic staff also expressed the belief that external teaching was a new experience which could improve their on-campus teaching. The academic staff perceived that external students were more prepared to study than were on-campus students.

Similar research was conducted by Scriven (1986) at the Brisbane College of Advanced Education (Australia), which also employs a dual-mode system. A questionnaire was prepared to elicit staff attitudes about various aspects of external studies. The

structure of the questionnaire was divided into four sections to record responses about general information, and the processes of writing, teaching, and administration. An important finding in the responses to the questions in the section on the writing process was the academic staff felt that they did not have enough time to prepare teaching materials for distance education. In response to the questions in the section on the teaching process, academic staff noted that they would avoid teaching external students if they could. They also revealed that they did not like marking assignments. In the section on administrative process, academic staff reported that they were satisfied with the role of external studies unit, as well as with the support of department heads.

A similar study about faculty attitudes towards teaching in distance education was conducted by Taylor and White (1991). This study took place at the University College of Southern Queensland, in Australia, which employs dual-mode system. Taylor and White (1991) replicated Pierpoint and Hartnett's (1988) research and their findings were consistent with the original study. In general, faculty valued intrinsic rewards more highly than extrinsic rewards. There were

five factors perceived by faculty to be pertinent: quality of interaction with students, working with motivated students, pleasure from the act of teaching, feelings of personal achievement, and level of student outcomes.

Parer, Croker, & Shaw (1988) investigated the perceptions of academic staff of institutional support and rewards regarding their involvement in distance education. Academic staff who work in universities offering both on-campus and off-campus teaching via distance education in Australia and New Zealand higher education took part in this study. Three objectives of this study were about institutional policy, staff development, and career/reward. These faculty reported having positive attitudes towards external study. These respondents perceived that the universities have not provided a clear policy for governing the academic staff's participation in distance education. Two other matters were of concern to these respondents: (1) they wanted more of the skills they believed necessary to teach in distance education, (2) they argued for a clear reward structure and a career path to enhance academic staff involvement in distance education.

Anwyl and Bowden (1986) conducted a study of attitudes of Australian university faculty and college faculty towards distance education, specifically on issues of access and equity. The general trends were that college faculty expressed less satisfaction than university faculty with access to distance education, and in some cases, college faculty tended to give little support for improving general policies. They also found that faculty were concerned about the lack of status of external studies.

In another study of faculty involvement in distance education, Stinehart (1988) investigated fostering faculty participation in distance teaching at Iowa State University, a conventional university which also offers distance programmes. In this study, six factors were tested to determine which ones influenced distance teaching. The factor which Stinehart found most likely to influence faculty involvement was control over the teaching-learning process. A secondary factor was use of technology for instruction. Other factors, such as level of awareness of distance teaching, quality issues, and institutional support, were not significant in influencing faculty involvement.

Black (1992) conducted a study using quantitative and qualitative methods to gauge faculty support for distance education. The sample of this investigation were faculty members from the University of British Columbia, a conventional university which also offers distance education. The aim of this study was to determine factors which influenced why some faculty support distance education and others reject it. The research findings for this study were that faculty support was affected by familiarity, professional characteristics, compatibility, and feasibility factors. Faculty who showed positive support held the belief that distance education is a mass system of higher education; whereas the faculty who opposed distance education held the belief that university is an elite system. Faculty support, however, can be fostered with exposure or familiarity with distance education. The compatibility factor also was an important factor in determining faculty support for distance education. The terms of compatibility include the accessibility of distance education for the public and the quality of distance education, which refers to its functions as an institution. Feasibility

was considered to be a moderate factor in influencing faculty support in distance education.

Clark (1993) surveyed attitudes of American college and university teachers at public institutions towards distance education. As with other studies, an interesting finding concerning general attitudes towards distance education was that the respondents held slightly positive or neutral attitudes towards this type of teaching. Further, faculty who were familiar with distance education and had previous knowledge of distance teaching, generally were more receptive towards distance education. Finally, these respondents held negative attitudes towards distance education media and methods.

Caffarella, Duning, and Patrick (1992) examined faculty perceptions of their roles when giving off-campus teaching as a part of their daily teaching responsibilities at a Western U.S. university. The data were gathered from 22 faculty at that university through interviews. The important finding from this study was that the faculty perceived that they had a different teaching experience when they taught off-campus students. Faculty considered that teaching off-campus demanded a lot of time and effort, so that they

felt a lack of satisfaction in doing their jobs. Faculty suggested a flexible work schedule to manage off-campus teaching responsibilities, along with adequate support services to facilitate off-campus teaching.

Pierpoint and Hartnett (1988) examined faculty attitudes towards teaching in off-campus graduate programmes. The sample was full-time education faculty in twenty-nine universities in the U.S. The framework of this study was based on Vroom's valence model for measuring attitudes. Faculty showed positive attitudes towards intrinsic factors, such as working with motivated students, derived pleasure from teaching at a distance, and gained a sense of personal achievement, as well. Faculty placed a higher emphasis on intrinsic rewards than on extrinsic rewards.

Demographic Variables

Clark (1993), in his survey, investigated the relationship between professional characteristics and attitudes towards distance education. Based on institutional types, community college faculty possessed more favorable attitudes towards distance education than did four-year faculty. In addition to the variables of institutional type, demographic

variables such as gender and academic position were investigated. In regards to gender, overall, there was no attitude differences between male faculty and female faculty towards distance education. Regarding the academic position, overall, faculty who had positions as department or division chairs exhibited more positive attitudes towards general concepts of distance education than did those faculty who did not hold those positions.

Stinehart (1988) also investigated demographic variables (gender, tenure status, annual salary, rank, and years of service at Iowa State University). There were no significant differences across these demographic variables in attitudes towards distance education.

Pierpoint and Hartnett (1988) found that the demographic variables (age, rank, tenure, years of service, and experience teaching off-campus) did not differentiate faculty. Only gender was significant, in that female faculty showed more negative attitudes than did male faculty.

Black (1992) examined professional characteristics such as discipline, gender, preference for teaching or research, and research type to examine familiarity with

distance education. Black applied four terms for disciplinary groupings: (1) hard, pure (natural sciences); (2) hard, applied (professional sciences, e.g., engineering); (3) soft, pure (arts and humanities); (4) soft, applied (education and law). There were no significant differences in familiarity with distance education by gender, or by teaching and research preference. On the other hand, in disciplinary groupings, faculty in soft disciplines (the soft, pure and the soft, applied groupings) possessed more familiarity with distance education than did those faculty in hard disciplines (the hard, pure and hard, applied groupings).

Black also investigated faculty support for distance education using those professional characteristics. Female faculty were more supportive of distance education at the graduate level than were their male counterparts. Results indicated no significant difference in types of teaching or research interest. In the disciplinary groupings, faculty in hard, pure disciplines gave the least support for distance education compared to the other three groups.

Anwyl and Bowden (1986) investigated personal and professional characteristics of age, rank, sex, field

of study, teaching-research interest, interest in teaching innovation, and political affiliation. Of the preceding characteristics, only political affiliation and field of study predicted attitudes.

Summary

A review of the literature on faculty attitudes revealed the pertinence of this topic in understanding faculty who are engaged in distance education. The research on faculty attitudes reveals that general tendencies are apparent in this area of study. For the institutions which employ mixed-mode systems, knowledge of faculty attitudes is crucial for determining the extent of faculty acceptance of distance teaching as part of their daily teaching responsibilities (Clark, Soliman, Sungaila (1984); Mani, 1988; Parer et al., 1988; Taylor & White, 1991; Scriven, 1986; Siaciwena, 1989). However, faculty in dual-mode institutions must teach both on-campus students and off-campus students.

In the traditional universities which also offer distance education, the distance programmes are usually offered through divisions of extension. Examination of faculty support of distance education plays a large role in the successful adoption of distance education

in their institutions (Black, 1992; Clark, 1993; Stinehart, 1988).

A number of researches have examined the demographic variables (age, gender, discipline, years of position, and academic rank) which could influence faculty attitudes. In general, there are no significant differences in those variables on faculty attitudes (Clark, 1993; Stinehart, 1988; Pierpoint & Hartnett, 1988).

As noted earlier, the important issues which emerged from the literature were valuable sources of input to the process of constructing a faculty attitudes questionnaire. Since the present study was conducted at Universitas Terbuka, the concerns or issues derived from the previous studies were adapted to represent UT conditions and to measure faculty attitudes towards distance education. The following themes appeared in construction of the items and these themes are derived from the referenced sources (presented in brackets).

1. Willingness to teach at a distance rather than face-to face (Black, 1992; Mani, 1988; Scriven, 1986; Siaciwena, 1989; Stinehart, 1988);
2. Familiarity with the concept of distance education

- (Black, 1992; Clark, 1993);
3. The use of technology for instruction (Clark, 1993; Scriven, 1986; Stinehart, 1988);
 4. Quality of distance teaching (Stinehart, 1988; Taylor & White, 1991);
 5. Institutional support (Caffarella, Duning, Patrick, 1992; Mani, 1988; Pierpoint & Hartnett, 1988; Parer et al., 1988; Scriven, 1986; Stinehart, 1988; Taylor & White, 1991);
 6. Autonomy in work (Taylor & White, 1991);
 7. Flexibility in work schedule (Pierpoint & Hartnett, 1988; Stinehart, 1988);
 8. Lack of status of teaching at distance (Anwyl & Bowden, 1986; Mani, 1988; Scriven, 1986);
 9. Orientation and training needs (Clark, Soliman, & Sungaila, 1984; Mani, 1988; Parer et al., 1988);
 10. Teaching at a distance is enjoyable (Clark, Soliman, & Sungaila, 1984; Scriven, 1986; Siaciwena, 1989);
 11. Teaching at a distance is less strenuous (Clark, Soliman, & Sungaila, 1984; Scriven, 1986; Siaciwena, 1989);
 12. Effective teaching at a distance (Clark, Soliman, & Sungaila, 1984);

13. Opportunity to develop new teaching techniques (Taylor & White, 1991);
14. Distance students have better motivation (Clark, Soliman, & Sungaila, 1984; Mani, 1988; Taylor & White, 1991);

In addition, demographic variables were investigated in the present study to examine possible effects on faculty attitudes. This class of variables was chosen because there is a possibility of differences in faculty perceptions as a function of job placement.

Job satisfaction

Conventional Setting

Research on faculty job satisfaction, which is associated with three functions - teaching, research, and service, was conducted by Serafin (1992). The sample of this study consisted of 234 full-time faculty across a number of Venezuelan teacher college campuses. The aim of this research was to determine the relationship between faculty satisfaction and the functions of teaching, research, and service. A questionnaire, the Faculty Satisfaction Questionnaire, was developed to measure job satisfaction. Positive

correlations were found 1) between teaching satisfaction and research satisfaction; 2) between teaching satisfaction and service satisfaction; and 3) between research satisfaction and service satisfaction. The academic staff considered that the most satisfying component of the job, which gave rise to the greatest sense of accomplishment, was research activities.

An investigation of job satisfaction of occupational-technical faculty in the Virginia Community College system was conducted by Truell (1994). The two-fold purpose of the study was to examine the level of job satisfaction among occupational-technical faculty in regards to ten factors derived from Herzberg et al.'s (1959) theory, and to compare the level of satisfaction between full-time and part-time faculty of occupational-technical faculty in Virginia Community College system. Truell found that, as a whole, occupational-technical faculty acquired satisfaction from their jobs. The faculty expressed strong satisfaction with aspects of the work itself and the least satisfaction with the salary aspect.

A study examining job satisfaction among engineering faculty of Delgado Community College was

conducted by Satterlee (1988). One aim of this study was to assess Herzberg's theory of job satisfaction. The Minnesota Satisfaction Questionnaire was employed to determine factors leading to job satisfaction and those factors leading to job dissatisfaction. Factors which accounted for job satisfaction were autonomy/control, use of skills and abilities, immediate supervisors, and self-fulfillment. Features of work that contributed to job dissatisfaction were the chance of achieving promotion, gaining top management position, increasing salary, and attaining job security.

Bowen and Radhakrishna (1990) assessed the job satisfaction of agriculture education faculty. This study was based on Herzberg's theory. The research also attempted to determine whether or not levels of job satisfaction of agriculture faculty were constant over a ten-year period. The findings were that the agriculture faculty expressed satisfaction with their positions. This was true for both the 1980s cohort and the 1990s cohort. Therefore, it appears that the job satisfaction levels of the agricultural faculty were constant over time. On the five motivator factors, both the 1980s and 1990s faculties showed high levels

of satisfaction with being agricultural educators. Opportunity for advancement was considered less satisfying. Regarding the hygiene factors, both faculty cohorts reported that interpersonal relationships was the most satisfying factor and salary was the least satisfying factor. The levels of job satisfaction of agricultural education faculty were better predicted by the motivator factors than by the hygiene factors. Thus, Herzberg's model could be better utilized for faculty members in the 1990s than it was for faculty members in the 1980s.

Cano (1990) administered a job satisfaction survey to agriculture teachers at the Ohio State University. The aim of this study was to investigate the levels of satisfaction with the faculty's current employment as agriculture teachers. Results indicated that those teachers were satisfied with their jobs. Interpersonal relationships, the task itself, and achievement were noted as aspects of the jobs that contributed to satisfaction. Aspects of their jobs which created dissatisfaction were salary and supervision.

A similar study was conducted by Blezek (1987) to examine the job satisfaction of faculty in the College of Agriculture, University of Nebraska. This study was

based on Herzberg's (1959) Two Factor Theory. Findings showed that faculty perceived that the sources of faculty job satisfaction were derived from responsibility, the work itself, recognition, advancement, and achievement. In contrast, faculty considered salary, and policy and administration as the greatest sources of job dissatisfaction.

Diener (1984) also conducted a study to measure the job satisfaction of college faculty to test Herzberg's theory. Diener explored the notion that job satisfaction could originate from the work itself and job dissatisfaction could come from the work environment. Evidence was presented that the main satisfaction for the college faculty was derived from students' growth; this was followed by opportunity of personal advancement, engaging in intellectual activities, and autonomy in managing their jobs. All of these factors were perceived to be stimulating, which helped to create satisfaction for faculty. On the other hand, faculty indicated that dissatisfaction originated from their work environments. The contextual factors of inadequate facilities and equipment, rigid teaching timetables, lack of recognition, and insufficient salary, gave rise to

dissatisfaction and hindered faculty in exploring their abilities as educators.

Plascak-Craig and Bean (1989) carried out a study of 265 faculty members of School Education at eight Midwestern institutions in the U.S. The results indicated that faculty satisfaction was acquired from the autonomy and the nature of academic work itself, participation in decision-making, fairness of administrative evaluation, recognition by peers in the university community, and financial compensation. Salaries and fringe benefits were perceived to be the other factors which could lead to job satisfaction.

Hutton and Jobe (1985) completed a study on the job satisfaction of 390 faculty from 14 Texas community colleges. The Job Satisfaction Inventory was created to assess the various attitudes of faculty working in college or university settings. Faculty members noted that the greatest satisfaction was found in teaching enjoyment, counselling students, choice of profession, equal access to use of department resources, and the existence of audio-visual material and equipment.

Moxley (1977) conducted a study to examine faculty satisfaction with their teaching positions in American higher education. This study tested Herzberg's theory.

The findings revealed that faculty were satisfied with their teaching roles. Different factors determined satisfaction and dissatisfaction. The motivators of achievement, recognition, and growth opportunities were related to satisfying teaching experiences. In the other hand, the hygiene factors of policies, practices, salary budgets, supervision and technical factors, and time elements were highly related to dissatisfaction. In this study, the motivator factors of responsibility and advancement, and the hygiene factors of interpersonal relationship did not match those factors identified according to Herzberg's theory.

An investigation which was undertaken by Sorcinelli & Billings (1992) was designed to probe the job satisfaction of new faculty members at the University of Massachusetts. The study compared the job satisfaction of a cohort of first-year faculty and a cohort of all other faculty (second year to tenure) via questionnaire and interview. The report indicated that first-year faculty showed high levels of morale and enthusiasm in the beginning of their careers as compared to the levels of morale and enthusiasm in tenured faculty. As first-year faculty, they had yet to face the experiences of lower job satisfaction and

stress in the work place. Adequate support from the institution was required for new faculty to become established in their new positions as researchers and teachers. However, new faculty members experienced higher levels of satisfaction in intrinsic facets of the job (such as autonomy, opportunities for growth and discovery, and sense of accomplishment) than did the second year to tenured cohort.

Colgrove and Shinville (1993) conducted a study to examine the differences in job dissatisfaction between community college faculty and four-year faculty. To measure job dissatisfaction, four variables were introduced and three of four variables (context of higher education, time constraints, salary) were intended to measure Herzberg's hygiene factors that lead to faculty job dissatisfaction. The fourth variable (faculties intent to leave) was based on Mobley's (1977) work. In regards to the context of higher education, the two-year faculty were more dissatisfied than their four-year counterparts. Two-year faculty were less dissatisfied with their salary and time constraints than were the four-year faculty. As to the possibility of leaving the profession, both the two-year faculty and the four-year faculty gave no

indication that they intended to leave their profession. Thus, regardless of the dissatisfaction faced by faculty members at all institutions, none of these faculty intended to leave their profession. This means that all faculty members perceived autonomy and the nature of the academic work as more important aspects than contextual aspects (work environments).

The work satisfaction of education professors was examined by Nussel, Wiersma, and Rusche (1988), using the instrument developed by Herzberg et al. (1959). Their aim was to test whether or not Herzberg's model of job satisfaction could be applied to professors in 38 colleges and departments of education in America. They concluded that Herzberg's model of job satisfaction-dissatisfaction could be applied to the work environments of colleges and departments of education. Faculty members in education indicated that they were highly satisfied with being teacher educators (from the work itself). In addition, working with students and colleagues was perceived by education professors to generate a higher sense of satisfaction. In contrast, faculty members perceived dissatisfaction from certain aspects of the work environment, such as salary and administration.

Examination of the applicability of Herzberg's theory of job satisfaction in a university setting was the primary aim of Hill's (1986/1987) study. Hill surveyed 2,400 faculty members at 20 institutions in Pennsylvania. Job satisfaction of faculty consisted of two distinct factors: an intrinsic factor and an extrinsic factor. The intrinsic factor will lead to satisfaction and the extrinsic factor will contribute to job dissatisfaction. The questionnaire was composed of 28 items, which are related to teaching, convenience, recognition-support, economic, collegial, and administration dimensions of faculty duties. The first three dimensions gauged the intrinsic factors, and the three remaining dimensions examined the extrinsic factors. An important finding was that the surveyed faculty exhibited higher levels of satisfaction with intrinsic features of work, such as teaching students and the nature of work itself, than with extrinsic factors. The faculty expressed dissatisfaction which originated from extrinsic or contextual factors within the work environment. Hill (1986/1987) asserted that the results gave strong evidence for the appropriateness of employing Herzberg's two-factor concept in a university setting.

In general, faculty tended to be more satisfied with the intrinsic factors than extrinsic factors.

Kouloubandi (1993) administered a survey of job satisfaction among business administration faculty in selected Iranian universities. This study employed Hill's (1986-1987) Faculty Satisfaction Questionnaire. Faculty were most satisfied with teaching, convenience, recognition-support, economic, and collegial dimensions. In contrast, faculty expressed moderate dissatisfaction with the administrative dimension. Further support was provided for the pertinence of Herzberg's two-factor theory in examining faculty job satisfaction. Moreover, the reliability and validity of Hill's Faculty Satisfaction Questionnaire proved adequate for administration with different faculty populations.

Distance Setting

Sapriati (1993) surveyed the relationship of four manifest needs of Achievement, Affiliation, Autonomy, Dominance (nAch, nAff, nAut, nDom) and job satisfaction in the Universitas Terbuka, Indonesia. Universitas Terbuka is a distance university which delivers its teaching and learning by distance mode. Research

focused on junior academic staff members in UT's central office. The instruments that were used for this research were the MNQ (Manifest Need Questionnaire) by Steers and Braustein (1976), the JDI (Job Descriptive Index) by Smith et al. (1969), and the GI (General Index). Respondents indicated that they placed nAch higher than nDom, nAff, and nAut. Results from the JDI section showed that faculty expressed the most satisfaction with the factor of supervision, and the least satisfaction with the factor of pay. Furthermore, in the GI section, the respondents expressed the most positive responses in the areas of supervision, co-workers, and work and the least positive responses in the area of pay. In general, according to the mean of responses, the junior academic staff felt fairly satisfied with their jobs.

Aslichati & Kuswanti (1994) examined the relationship between the self-esteem and job satisfaction of UT junior academic staff at Universitas Terbuka. There was a significant correlation between self-esteem and job satisfaction of UT academic staff.

Demographic variables

In reviewing literature and research connected with faculty job satisfaction, it is clear that a number of researchers have concluded that the interaction of demographic variables (years of service, tenure, gender, and age) with job satisfaction produce different patterns in different settings, so that it was difficult to generalize the results (Bowen and Radhakrishna, 1990). In spite of this condition, a number of researchers recognize that there is a relationship between gender, age and job satisfaction.

Nussel, Wiersma, and Rusche (1988) investigated gender, rank, tenured and non-tenured education professors in examining job satisfaction. In this case, male faculty expressed a higher level of satisfaction than did female faculty. When comparing tenured and non-tenured faculty, it was found that tenured faculty were more satisfied than were non-tenured faculty. According to rank, the level of job satisfaction of full professors was higher than that of assistant professors or associate professors.

Spencer, White, Peterson, and Cameron (1989) suggested that gender influenced faculty satisfaction and motivation. Female faculty hold a positive

attitude toward the environment so that they were more satisfied and motivated than their male counterparts.

Plascak-Craig and Bean (1989) noted that female faculty felt more satisfied than male faculty with collegial relationships, finances and teaching. This study was conducted among 265 faculty members of School Education at eight Midwestern universities in the United States of America.

Hutton and Jobe (1985) also reported that there was a difference in response according to the gender of faculty members. In this study, generally speaking, female faculty tended to be more satisfied in aspects of collegial relationships and class assignments. However, male faculty expressed greatest satisfaction with access to library and campus' aesthetics.

Cohen & Brawer (1982) found that there was a positive correlation between faculty age and levels of satisfaction. Faculty members in their early thirties appeared less satisfied than their early forties counterparts, since those mature faculty could better cope with their stress as they entered a middle-age transition.

Bowen and Radhakrishna (1990) also examined whether or not levels of job satisfaction were related

to demographic variables of age, tenure status, type of institution, and years of teaching experience in an agricultural education faculty. They indicated that all of the previously mentioned demographic variables had no influence on levels of job satisfaction in the agricultural education faculty.

Blezek (1987) investigated the relationship between job satisfaction and selected demographic variables (age, years of work experience in education, years of work experience in higher education, years of work experience in the present institution, academic rank, and teaching load). None of the selected demographic variables correlated with levels of faculty job satisfaction, and only one factor, teaching load (credit hours taught) correlated with factors of job satisfaction and job dissatisfaction.

Kouloubandi (1993) analyzed the demographic characteristics of age, salary, rank, years of teaching, and professional activities such as publishing a research paper, or attending a workshop on job satisfaction. Age, years of teaching, salary, and rank did not predict levels of faculty satisfaction and dissatisfaction. For professional activities, only 12%

of the variance was explained by intrinsic factors, and 14.2% by extrinsic factors.

Summary

Job satisfaction is an indicator of employees' satisfaction with work, working conditions, and the context in which work takes place. Research findings that relate to faculty job satisfaction in college or university settings generally showed two sources of satisfaction and dissatisfaction. The general pattern of factors that relate to satisfaction are the nature of work itself or task activity (duties as an academic), advancement, recognition, possibility of growth and responsibility, and autonomy. On the other hand, the dissatisfaction factors are centered on collegial relationships, administrative dimensions, supervision, salary, and working conditions.

Despite the fact that a few researchers have not found a relationship between demographic variables and job satisfaction, a number of other researchers have reported correlations between demographic variables such as age, gender, tenure, academic rank, and faculty job satisfaction (e.g. Blezek, 1987; Nussel et al., 1988). In contrast, other researchers have not found a relationship between demographic variables and job

satisfaction (Bowen & Radhakrishna, 1990; Kouloubandi, 1993). The inconsistency of results concerning this relationship has made generalization of findings to other populations impossible.

The major focus of the present study was to determine levels of satisfaction of UT academic staff. After review of the literature of faculty job satisfaction, there are certain aspects of work in higher education that are important to examine, such as: teaching (the nature of work itself), autonomy and personal growth, and recognition. In addition, the contextual aspects such as working conditions, good collegial relationship, fair administration, and sufficient salary also make a contribution to faculty satisfaction.

The placement of academic staff in faculty or unit, as a particular demographic variable, was included in this study to examine variation in levels of satisfaction. The rationale for this inclusion is based on the possibility that the levels of satisfaction of academic staff can be affected by assigned position.

CHAPTER 3

Methodology

A survey technique was employed in this study to gather data about both the attitudes of UT academic staff toward distance education and their levels of job satisfaction. The questionnaire was sent to UT academic staff to elicit their perceptions or opinions about aspects of distance education. In addition, the questionnaire was intended to gather information about the levels of job satisfaction of UT academic staff. The sample was drawn from UT academic staff in four faculties: Economics, Education, Mathematics and Natural Sciences, and Social and Political Sciences.

The remainder of this chapter consists of descriptions of 1) the research instrument used, 2) pilot studies completed, 3) data collection techniques followed, 4) the sample selected, 5) and data analysis procedures.

Research Instrument

A questionnaire (see Appendix B) was designed to measure faculty attitudes towards distance education and job satisfaction. The instrument was divided into three parts: Part 1, personal and professional

information of academic staff; Part 2, Faculty Attitudes Questionnaire; and Part 3, Hill's (1986-1987) Faculty Job Satisfaction Questionnaire.

Part 1 consisted of ten questions which were intended to gather personal and professional information of academic staff. The questionnaire consisted of closed-format items (7 questions) and open-format items (3 questions).

In the faculty attitudes questionnaire, the purpose was to examine UT academic staff attitudes concerning aspects of distance education. Fourteen items were constructed to measure faculty attitudes using a six-point Likert-scale to indicate degrees of agreement and disagreement.

The third part of the instrument was designed to estimate levels of job satisfaction. The questionnaire was developed by Hill (1986-1987) to measure job satisfaction. Hill granted permission for use of this questionnaire for the purpose of this study. The instrument contained 28 items scaled on a six-point Likert-scale to differentiate satisfaction and dissatisfaction responses. These items were intended to reflect aspects of jobs in a higher education setting.

These 28 items can be classified into six sub-factors (dimensions): teaching, convenience, recognition-support, economic, collegial, and administrative (Hill, 1986-1987). Further, these six sub-factors can be grouped into two main factors: intrinsic and extrinsic factors. Intrinsic factors consisted of teaching, convenience, and recognition-support. Extrinsic factors consisted of economic, collegial, and administrative. Hill (1986-1987) determined the reliability of each of these sub-factors, which ranged from 0.84 to 0.92 as measured by Cronbach's alpha-coefficient,

Pilot Studies

Given the Indonesian context of this study, the instrument was pre-tested to determine the comprehensibility of the questions. In the first try-out, the questionnaire was read by six UT academic staff who are studying at the University of Victoria. The questionnaire was also translated into the Indonesian language (see Appendix C). The objective of this test was to determine the relevancy of these items to the UT setting, and to determine the clarity of the questions. In the first try-out, the respondents were

given both versions (English and Indonesian version) of the questionnaires. The respondents examined the translation of Indonesian version, and provided suggestions for words or phrases. The English version was utilized as a reference in this case. Thus, if the respondents were not clear about the meaning of items in the Indonesian version, they could refer to items in the English version. As a result of this first pilot study, wording changes were made in the translated questionnaire. The purpose was to maintain the same meaning in the questionnaire items in the Indonesian language version as was found in the original English version.

The second pilot-test was administered at the UT central office in Jakarta. A total of 20 academics of the Faculty of Mathematics and Natural Sciences (FMIPA) were involved in this test and 19 questionnaires were returned. The aims of this test were to check the contents of the items, as well as to make the items clear in the Indonesian language. In this try-out, only the Indonesian version was given to the respondents. The respondents were asked to fill-out the questionnaires. The feedback from the returned questionnaires suggested a change in part 1 for

question number 9 (see Appendix B). The previous question consisted of two ideas (about the correspondence of types of job with university degree and the correspondence of types of jobs with in-service training). Question number 9 was divided into two questions (see Appendix B, for questions number 9 and 10). In addition, Cronbach's alpha coefficient was calculated to determine the reliability of this translated instrument. The results of the analysis for the faculty attitude questionnaire showed that the alpha coefficient was 0.79. The alpha coefficient for Hill's Faculty Satisfaction questionnaire ranged between 0.79 and 0.94. In addition, minor spelling corrections were made in the translated questionnaire.

Data Collection

The questionnaire was distributed to the UT academic staff who worked at the UT central office in Jakarta on July 29th, 1994. The last date for returning the questionnaire was August 31, 1994.

Sample

Prior to mailing the questionnaire, selection criteria were established congruent with the purposes

of the study. To be a respondent in this study, an academic staff member had to meet the following criteria:

1. He/she must be an academic staff member.
2. The respondents were junior academic staff, holding a rank from Lecturer to Intermediate Associate Professor (III/d) (see p.15).
3. He/she had not been involved in the pilot study.

The respondents who took part in this research were UT academic staff at the UT central office in Jakarta. The questionnaires were mailed to the 192 academic staff across faculties and units. One hundred, sixty-one (161) academic staff returned the questionnaires so that the return rate was 83.85% for this study.

Data Analysis and Research Questions

Prior to analysis, the questions were coded to facilitate analysis. To interpret the obtained data and to answer the research questions, a combination of procedures such as descriptive statistics, correlation analysis, and t-tests were used. The specific data

analysis procedure applied in each case is listed after each of the five research questions

The five research questions were:

1. What are the attitudes of UT academic staff towards distance education?

Descriptive statistics, such as percentage, frequency distribution, mean and standard deviation were used to determine UT academic staff attitudes.

2. What are the levels of job satisfaction of UT academic staff?

Descriptive statistics, such as percentage, frequency distribution, mean and standard deviation were used to measure the levels of job satisfaction.

3. Is there any relationship between the attitudes of UT academic staff towards distance education and the levels of job satisfaction?

The Pearson Product-Moment Correlation Coefficient (r) was employed to determine the relationship between the

attitudes of UT academic staff and the levels of job satisfaction.

4. Do UT academic staff who work within the faculties possess the same attitudes towards distance education as UT academic staff who are placed in units?

T-tests were employed to probe the variation between faculty attitudes and the placement of academic staff.

5. Do UT academic staff who work within the faculties possess the same levels of satisfaction as UT academic staff who are placed in units?

T-tests were used to determine variation between the levels of satisfaction of academic staff and the placement of academic staff at UT.

CHAPTER 4

Results

In this chapter, the results of the present research are presented. Descriptive demographic information about the respondents will be followed by the results of the analysis of the attitude and job satisfaction questionnaires. These analyses were conducted to answer the five research questions posed in the preceding chapter.

Prior to analysis, the questions were coded and classified to facilitate the analysis. One hundred and sixty-one questionnaires were analyzed. Looking at the number of responses given across the questionnaire, there was some variation in the response rates across sections. For the majority of items, all respondents answered. In some cases, 1 or 2 people did not respond; however, in the faculty job satisfaction questionnaire, a number of people elected not to respond to a given item.

Given that the questionnaires were answered anonymously, the specific reasons for some items being left blank are unknown. In speculating, however, it may be that people may have chosen not to answer for at

least three reasons: 1) the unanswered questions were difficult to understand or were thought to be vague, even though pre-testing was conducted to anticipate this problem; 2) the questions were left unanswered for personal reasons; 3) the respondents may have disagreed with the intent of the question because it was contradictory to his/her personal beliefs.

I. Demographic Information

Profile of the Respondents

In this study, 161 respondents responded to the questionnaires: 84 males and 77 females. Respondents ranged in age from 25 to 51 years ($M = 34.6$, $SD = 4.4$, Mode = 35, Median = 35). The majority of the sampled academic staff were between 30 and 39 years of age (125 persons or 77.6%). Years of service ranged between 1 and 10 years ($M = 6.4$, $SD = 2.6$, Mode = 8, Median = 7), with academic staff having 8 years of service (33 persons out of 161 persons or 20.5%) being in the majority at UT. The tabulation of the demographic data is provided in Tables 3 and 4.

Table 3

Ages of the Respondents

Item	n	%
25 - 27 years	6	3.7
28 - 30 years	20	12.4
31 - 33 years	39	24.2
34 - 36 years	46	28.6
37 - 39 years	31	19.3
40 - 42 years	10	6.2
43 - 45 years	3	1.8
46 - 48 years	3	1.8
49 - 51 years	1	0.6

(n=158)

Table 4

Years of Service at Universitas Terbuka

Item	n	%
1 year	2	1.2
2 years	12	7.5
3 years	17	10.6
4 years	12	7.5
5 years	12	7.5
6 years	15	9.3
7 years	16	9.9
8 years	33	20.5
9 years	24	14.9
10 years	15	9.3

(n=158)

Placement

UT has 4 faculties: Faculty of Education (FKIP), Faculty of Economics (FEKON), Faculty of Mathematics

and Natural Sciences (FMIPA), and Faculty of Social and Political Sciences (FISIP). The 161 respondents (academic staff) were distributed across the four faculties as follows: 49 are FMIPA staff, 32 are FISIP staff, 20 are FEKON staff, and 60 are FKIP staff. According to organizational placement, the distribution of the 161 respondents can be seen in Table 5.

Table 5

Composition of Respondents by Organizational Placement

Organizational Placement	frequency
Faculties:	
Mathematics & Natural Sciences (FMIPA)	14
Social & Political Sciences (FISIP)	23
Economics (FEKON)	15
Education (FKIP)	34
	n = 86
Units:	
Instructional Development and Training Center	7
Bureau of Student Affairs	6
Photography	2
Multi Media Production Center	6
Library	6
Research Institute & Community Center	11
Rector's Office	4
Indonesia Study Center	1
Examination Center	15
Computer Center	15
Publishing Center	1
Students' Learning Activities	1
	n = 75

It can be seen from table 5 that the numbers of respondents who are academic staff placed within the faculties and those who are assigned in the units are approximately equal.

When the respondents are compared by organizational placement, degree, and sex, the numbers of male and female academic staff in faculties and units are also approximately equal (see Table 6). Findings also showed that there are more academic staff who hold bachelor degrees than academic staff who hold masters or doctorate degrees.

Table 6

Composition of Respondents by Organizational Placement, Sex and Degree

Organizational Placement	Bachelor		Master		Doctorate	
	M	F	M	F	M	F
Faculties	32	32	10	9	3	
Units	27	27	11	8		1
n =	59	59	21	17	3	1

(n=160)

When the respondents are grouped by rank, sex, and degree (see Table 7), the numbers of male and female are proportional. The higher the rank, the fewer the

academic staff who hold that academic rank (for example, see the intermediate associate professor rank). According to academic rank, the distribution of the respondents is dominated by the academic staff who hold bachelor degrees (118 persons). Of this group, 85 of the respondents are academic staff who are at the intermediate skilled assistant and skilled assistant ranks.

Table 7

Composition of Respondents by Rank, Sex, and Degree

Rank	Degree						
	Bachelor		Master		Doctorate		
	M	F	M	F	M	F	
1. Lecturer	12	10	1	1			
2. Int. Skilled Asst.	21	22	4	2	1		
3. Skilled Asst.	22	20	7	5	2	1	
4. Junior Assc. Prof.	4	6	8	7			
5. Int. Assc. Prof.		1	2	2			
Sex	n = 59	59	21	17	3	1	
Degree	n = 118		38		4		

Note. (n=160)

Int. = Intermediate.

Asst. = Assistant.

Assc. = Associate.

Prof. = Professor.

Job Types

Academic staff who work in faculties perform mostly academic tasks. The classification of types of

jobs are based on the four types of basic duties that must be carried out by academic staff: teaching, research, services, and support activities.

Approximately 47% of the work performed by the respondents in faculties is encompassed by these four types of activities. Approximately 25% of the work performed by the respondents in units is categorized as administrative activities and is related to the activities of each of those units, centers or bureaus. Distribution of job types by organizational placement can be seen in Table 8.

Table 8

Distribution of Job Types by Organizational Placement

Job types	Organizational Placement	
	Faculties	Units
Academic	47.5%	13.4%
Administrative	5.0%	25.5%

Note. Numbers of missing observations= 28.

Degrees and Training

Degrees refer to the highest levels of the educational attainment of the respondents. Training

refers to all in-service training received by the respondents during their careers at UT.

Half of the respondents (50.9%) considered that their degrees matched the types of jobs which they performed at UT; 17.4% perceived that there was no agreement between their degrees and their jobs; and 31.7% could not make a decision in this case (see Table 9).

Table 9

Ratings of Correspondence Between Types of Jobs and University Degrees

Responses	n	%
Yes	82	50.9%
No	28	17.4%
Neutral	51	31.7%

(n=161)

Slightly more than half of the respondents (59.6%) perceived that the training that they received was congruent with types of jobs which they performed at UT; 13.7% considered that there was no match between types of training and types of jobs; and 26.7% were neutral in regards to this question (see Table 10).

Table 10

Ratings of Correspondence Between Types of Jobs and In-
service Training

Responses	n	%
Yes	96	59.6%
No	22	13.7%
Neutral	43	26.7%

(n=161)

In summary, there were two interesting findings in the demographic information. The first finding was about the differentiation of types of jobs performed by the academics who were placed in the faculties and units. The second one was about correspondence of types of jobs with university degree, and correspondence of types of jobs with in-service training.

II. Attitudes Questionnaire

To answer research question 1, 14 statements about attitudes were included in the questionnaire. The responses from each statement were rated on a six-point Likert-scale. One (1) indicated strong disagreement and six (6) indicated strong agreement with the statements.

Research Question #1:

What are the attitudes of UT academic staff towards distance education?

The mean and standard deviation for each item of the analysis of the attitudes questionnaire is found in Table 11.

Looking across Table 11, most of the item means fell in the 4 to 5 point range on the Likert-scale. In contrast, fewer of the item means (item 12, 13, and 14) were in the 3 point range of the Likert-scale. It can be seen that the general tendency in this case was the direction of the fairly positive attitudes of academic staff towards distance education ($\underline{M} = 4.5$, $\underline{SD} = 0.5$).

The analysis of the responses of the attitudes questionnaire were also calculated by percentages (see Table 12). In order to facilitate the discussion section and to force the polarity of the responses, the responses of each statement will be categorized as follows:

- The percentages of the responses of the respondents who chose responses 5 or 6 on the Likert-scale will be combined.

Table 11

Analysis of Attitudes

	Items	Mean	SD
1.	I like to work at UT - an institution which offers distance mode	4.9	0.9
2.	I am generally familiar with the specialized terms of concepts in distance education; for example, self-directed learning, course development, course design, or course delivery.	4.8	0.9
3.	I believe that delivering course instruction using technology is educationally sound.	5.0	0.8
4.	I believe that the quality of distance teaching at UT is good.	4.4	1.0
5.	I think that institutional support services should be improved to give students better service.	5.4	0.9
6.	I possess autonomy in my work.	4.0	1.2
7.	I have flexibility in managing my work schedule.	4.4	1.0
8.	As an UT academic staff member, I believe my status is equitable with that of my colleagues from conventional universities.	4.6	1.0
9.	I believe that the academic staff need orientation and training to enhance their skills and knowledge in distance education.	5.4	0.9

(Table continues)

Items	Mean	SD
10. I find that teaching through the distance mode is more enjoyable than teaching at a conventional university.	4.1	1.1
11. I find that teaching through the distance mode is less strenuous than teaching at a conventional university. (R)	4.1	1.3
12. Teaching by distance education is as effective as teaching face-to-face.	3.8	1.1
13. I have opportunities to improve new methods in delivering distance education.	3.8	1.2
14. I find UT students are as interested in their studies as conventional students.	3.8	1.1
Grand mean	4.5	0.5

Note.

R= reversed score

- The percentages of the responses of the respondents who chose responses 3 or 4 on Likert-scale will be reported separately.

- The percentages of the responses of the respondents who chose responses 1 or 2 on Likert-scale will be combined.

It can be seen from Table 12, that the respondents expressed strong agreement with items 1, 3, 5, and 9.

The percentages of response rates in those items ranged from 70% to 90%.

Table 12

Distribution of Response Rate Percentages of Attitudes Questionnaire

Items*	Percentages			
	1 & 2	3	4	5 & 6
1. I like to work at UT	2.5	0.6	17.4	79.5
2. familiarity of DE concepts	3.1	0.6	27.3	67.7
3. using technology	1.2	1.2	12.4	84.5
4. quality of DE	3.7	11.8	34.2	49.1
5. institutional support	2.5	0.6	3.1	93.8
6. autonomy in my work	11.8	18.0	28.6	41.0
7. flexibility	6.8	8.1	29.2	54.7
8. equal status	3.1	8.7	23.0	63.4
9. orientation & training	2.5	0.6	5.0	91.9
10. working in DE is enjoyable	6.0	24.2	34.8	32.3
11. working in DE is less strenuous (R)	11.8	17.4	31.7	37.3
12. effectiveness of DE	13.7	26.7	29.8	28.6
13. developing techniques to improve DE	18.0	17.4	32.3	32.3
14. enthusiasm of students	13.7	23.0	27.3	35.4

Note.

* Items in this table are in short-version. Refer to Table 5 for full-text.
DE= Distance education.

For instance, in regards to statement number 1, "I like to work at UT" - 128 out of 161 respondents (79.5%) agreed or strongly agreed with the statement that they like working at UT.

For the statement about using technology in distance education, the majority of the respondents, 136 persons (84.5%), had positive views towards this statement.

Regarding the question about institutional support, which must be improved to give students better service, most junior academic staff (151 respondents or 93.8%) agreed or strongly agreed with this statement.

In regards to the statement that academic staff need orientation and training to enhance their skills and knowledge in distance education, the majority of respondents (148 respondents or 91.9%) agreed or strongly agreed with this statement.

In the other items (items 2, 4, 6, 7, and 8), the response rate percentages ranged from 40% to 60%. For example, in the second statement related to the familiarity of respondents with distance education concepts, there were 109 respondents (67.7%) who agreed or strongly agreed with the statement indicating that they were familiar with distance concepts.

When the respondents were asked about whether the quality of distance education offered by UT was good, 79 respondents (49.1%) agreed or strongly agreed with this statement.

Only 66 respondents (41%) agreed or strongly agreed with the statement that they possessed autonomy in their work.

In relation to flexibility in managing work schedule, 88 academic staff (54.7%) expressed agreement or strong agreement with this statement.

There were 102 respondents (63.4%) who had a strong belief that their status was equal to colleagues from conventional universities.

In addition, for items 9 up to 14, the response rate percentages were approximately 30%. In this part, there were 52 persons (32.3%) who agreed or strongly agreed with the statement that teaching through a distance mode is more enjoyable than teaching at a conventional university.

There were 60 junior academic staff members (37.3%) who agreed with the statement that teaching in distance education is less strenuous than teaching at a conventional university. Only 46 respondents (28.6%) had a strong positive opinion that teaching through distance education offers the same effectiveness as the face-to-face system.

As for the statement about the opportunity to develop a new method in distance education, 52 respondents (32.3%) agreed with this idea.

For the item about UT students being as interested in their studies as were conventional students, 57 respondents (35.4%) expressed strong agreement with this statement.

In summary, it can be seen from the overall mean of the attitudes analysis that the respondents showed slight positive attitudes towards distance education. Moreover, from the percentages of response rates, the respondents expressed strong agreement with some items such as involvement as UT academics, initiation of using technology, addition of training and orientation, and improving the institutional support. Further, the respondents indicated moderate agreement with aspects of familiarity of distance education concepts, improvement of quality of distance teaching, autonomy in work, flexibility of schedules, and equality of status as distance educators. For the last four items, the respondents showed less agreement with the aspects of working in distance education is enjoyable and less strenuous, effectiveness of distance education,

developing techniques to improve distance education, and enthusiasm of students.

III. Job Satisfaction Questionnaire

Research Question #2:

What are the levels of job satisfaction of UT academic staff?

For research question 2, 28 questions were posed to determine the job satisfaction of UT academic staff. These 28 questions were grouped into six sub-groups. These six sub-groups can be placed into two main categories: extrinsic factors and intrinsic factors. Intrinsic factors consist of teaching, recognition-support, and convenience dimensions. Extrinsic factors consist of administrative, economic, and collegial dimensions. Scoring was conducted using a six-point Likert-scale to rate the responses. One (1) indicated strongly dissatisfied and six (6) indicated strongly satisfied. Results of the analysis of satisfaction questionnaire are given in Table 13.

One of the components of intrinsic factors is the teaching component. The overall mean for the teaching dimension was 3.2. All the means for the teaching aspects were fairly close to the overall mean; the item

Table 13

Job Satisfaction Analysis

1. The Economic Dimension	Mean	SD
a. Salary	3.5	1.1
b. Tenure	3.6	1.1
c. Fringe benefits	3.5	1.1
d. Salary parity with other institutions	3.9	1.1
e. The clarity and consistency of institutional requirements for promotion, tenure, and retention	3.3	1.2
f. Retirements policies	4.0	1.0
	3.7	0.8
2. The Teaching Dimension	Mean	SD
a. Association with students	3.2	1.2
b. Teaching	3.5	1.1
c. Opportunities to influence students	3.1	1.1
d. The academic growth of students	3.1	1.0
e. The motivational level of your students	3.2	1.1
	3.2	0.9
3. The Administrative Dimension	Mean	SD
a. Involvement in faculty hiring and termination decisions	3.2	1.2
b. Involvement in campus promotion and tenure decision	2.9	1.1
c. Involvement in general policy making	3.0	1.1
d. Involvement in extracurricular development	3.0	1.1
	3.0	1.0

(Table continues)

4.	The Collegial Dimension	Mean	SD
a.	The opportunity to associate professionally with others in your field	3.5	1.3
b.	The opportunity to socialize with professionals	3.5	1.2
c.	The interests which other colleagues have in your work	3.9	1.1
d.	The cooperation of your colleagues	4.3	1.0
		3.8	1.0
5.	The Recognition-Support Dimension	Mean	SD
a.	Recognition of scholarly achievement	3.5	1.0
b.	Support for teaching innovation	3.6	1.0
c.	Support for research	3.5	1.2
d.	Opportunities for research	3.5	1.2
		3.5	0.9
6.	The Convenience Dimension	Mean	SD
a.	Physical surroundings of work	3.8	1.2
b.	Freedom from conflicting occupational demands	3.8	1.1
c.	Amounts of work	3.9	1.0
d.	Variety of occupational tasks	4.0	1.1
e.	Office facilities	3.8	1.2
		3.9	0.9
	Grand mean	3.6	0.7

means ranged from 3.1 to 3.5. It can be seen that these numbers indicated that the general tendency in this case was in the direction of academic staff being somewhat dissatisfied overall.

Another component of the intrinsic factors is the recognition-support dimension. The overall mean for the recognition-support dimension was 3.5. It could be said that the means of the recognition-support dimension were adjacent to one another, and ranged from 3.5 to 3.6. It can be inferred that the respondents perceived a moderate degree of dissatisfaction with the recognition-support dimension.

The last intrinsic component was the convenience dimension which had an overall mean of 3.9. For all aspects of the convenience dimension, the means ranged from 3.8 to 4.0. These numbers indicated that respondents were rather dissatisfied with the convenience dimension. Along with the other two intrinsic components, this pattern was congruent with the other two intrinsic components, teaching and recognition-support components.

One of the components of the extrinsic factors is the economic dimension. In the economic dimension, the overall mean for this section were 3.7. It can be seen

that this figure represented a degree of dissatisfaction related to several economic aspects. The lowest mean in this section was 3.3 for clarity and consistency of institutional requirement for promotion, tenure, and retention. The highest mean was 4.1 for retirement policies. For the other aspects such as salary, tenure, fringe benefit, and salary parity with other institutions, the means ranged from 3.5 to 3.9.

Another component of extrinsic factors is the administrative dimension. The overall mean for the administrative dimension was 3.0. The respondents seem to have felt fairly dissatisfied with some administrative aspects. The mean for this aspect (see Table 13) ranged from 2.9 to 3.2. To some degree, these numbers were fairly consistent and parallel the overall mean for the administrative dimension.

The last component of extrinsic factors is the collegial dimension. The mean for the collegial dimension was 3.8, which is similar to the means for the other two dimensions, indicating a fair degree of dissatisfaction with some collegial aspects. Across the collegial dimension, means ranged from 3.5 to 4.3. The highest mean for this dimension was found in the item which addressed the cooperation of colleagues

(4.3). The other three means were close to the overall mean for collegial dimension.

The responses of the job satisfaction questionnaire were also calculated by percentages (see Table 14). In order to facilitate the discussion section and to force polarity of the responses, the responses of each statement will be categorized as follows:

- The percentages of the responses of the respondents who chose responses 5 or 6 on the Likert-scale will be combined.
- The percentages of the responses of the respondents who chose responses 3 or 4 on the Likert-scale, will be reported by themselves.
- The percentages of the responses of the respondents who chose responses 1 or 2 on Likert-scale will be combined.

In the teaching dimension, the high percentage of the response rates of each aspect in this dimension were approximately between 30% to 35%. The respondents express moderate dissatisfaction with aspects of association with students (30.4%); of influencing students (32.3%); and of academic growth (35.4%). In contrast, only 34.2% of respondents were satisfied

Table 14

Distribution of Response Rate Percentages of Job
Satisfaction Questionnaire

Items*	1&2	3	4	5&6
1. The Economic Dimension				
a. Salary	22.4	19.9	39.1	18.6
b. Tenure	18.0	18.6	45.3	17.4
c. Fringe benefits	21.7	18.6	42.9	16.2
d. Salary parity	9.3	23.6	30.4	30.4
e. Promotion	20.5	34.8	26.7	17.4
f. Retirements	5.6	16.2	35.4	31.1
2. The Teaching Dimension				
a. Association with students	26.7	30.4	24.9	14.3
b. Teaching	18.0	25.5	34.2	17.4
c. Influencing students	28.0	32.3	26.1	8.7
d. Students' growth	26.7	35.4	28.6	5.0
e. Students' motivation	25.5	28.0	31.7	10.0
3. The Administrative Dimension				
a. Faculty hiring	27.3	28.0	27.3	10.6
b. Campus promotion	34.2	32.3	23.0	7.5
c. Policy making	29.2	37.3	23.6	7.5
d. Extracurricular	25.5	42.2	20.5	6.8
4. The Collegial Dimension				
a. Meeting with other colleagues	24.2	23.0	26.7	25.5
b. Socialize with professionals	21.7	23.6	32.3	21.1
c. Interests other colleagues in your work	11.2	18.6	39.8	29.8
d. Cooperation of your colleagues	6.2	11.8	33.0	48.5

(Table continues)

Items*	1&2	3	4	5&6
5. The Recognition-Support Dimension				
a. Recognition of scholarly achievement	18.0	27.3	37.9	14.4
b. Support for teaching innovation	13.0	21.0	32.9	20.5
c. Support for research	19.9	24.9	32.9	21.1
d. Opportunities for research	22.4	26.1	26.7	23.0
6. The Convenience Dimension				
a. Work conditions	14.9	17.4	34.1	33.5
b. Incompatibility of jobs	11.8	23.6	35.4	27.3
c. Amounts of work	8.1	18.0	50.9	22.4
d. Tasks' variety	8.1	16.8	43.5	30.4
e. Office facilities	14.3	19.9	36.0	29.2

Note.

*Items in this table are in the short-version. Refer to table 7 for full-text.

with the teaching aspect, and 31.7% of respondents were satisfied with the aspect of students' motivation.

Looking across the percentages of response rates in the recognition-support dimension, the majority of respondents expressed moderate satisfaction with aspects of the recognition-support dimension. The high percentages of each aspect in the recognition-support dimension are 37.9% for recognition of scholarly achievement; 32.9% for support for teaching innovation;

32.9% for research; 26.7% for opportunities for research.

The high response rate percentages on each aspect of the convenience dimension shows that the respondents expressed moderate satisfaction with all aspects of this dimension. Across the five convenience categories, the percentages were as follows: work surroundings (34.2%); incompatible job responsibilities (35.4%); work load (50.9%); types of jobs (43.5%); and office facilities (36.0%).

The respondents reveal moderate satisfaction with five out of six aspects in the economic dimension. The percentages of respondents who chose moderate satisfaction are 39.1% (salary); 45.3% (tenure); 42.9% (fringe benefit); 30.4% (salary parity); and 35.4% (retirement policies). Only 34.8% of respondents expressed moderate dissatisfaction with aspects of the criteria for promotion.

The respondents expressed moderate dissatisfaction with three out of four aspects in the administrative dimension, such as decision on hiring and terminating faculty (28.0%), general policies (37.3%), and extracurricular development (42.2%). Only the aspect of involvement in campus promotion and tenure decision

(34.2%) fell into strongly dissatisfied or dissatisfied categories.

Percentages for each aspect in the collegial dimension ranged from 26% to 48%. In examining the proportion of responses, the respondents expressed moderate satisfaction with three out of four aspects of the administrative dimension, such as meeting with people in the same field (26.7%), meeting with professionals (32.3%), and motivation of colleagues working in the same field (39.8%). Only the aspect of team work (48.5%) fell into the strongly satisfied or satisfied categories.

In summary, it can be seen from the overall mean of job satisfaction analysis that the general tendency of the levels of UT academic staff was a fair amount of dissatisfaction with their jobs. Looking across the percentages of response rates for the intrinsic dimensions (teaching, collegial, and convenience), the general tendency was moderate satisfaction for the collegial and convenience dimensions. The response rates for the teaching dimension fell into moderate dissatisfaction category. For extrinsic dimensions (economic, administrative, and recognition-support), the general tendency of the response rates was moderate

satisfaction for the economic and the recognition dimensions, whereas the response rates for the administrative dimension was moderate dissatisfaction.

IV. Relationship Between Attitudes and Job Satisfaction

Research Question #3:

Is there any relationship between the attitudes of UT academic staff towards distance education and the levels of job satisfaction?

In order to determine whether or not there is a correlation between the attitudes of academic staff towards distance education and the levels of job satisfaction, Pearson's correlation coefficient was calculated. Academic staff attitudes correlated positively with levels of satisfaction ($r(121) = .22$, $*p < .01$). Thus, there was a small, positive, significant correlation between the two variables of academic staff attitudes and job satisfaction.

V. Placement Versus Attitudes

Research Question #4:

Do UT academic staff who work within the faculties possess the same attitudes towards distance education as UT academic staff who are placed in units?

An independent t -test was run to determine whether or not the UT academic staff who are placed within the faculties and UT academic staff who work in units possess the same attitudes towards distance education. There were no significant differences between academic staff who work in faculties and academic staff who are placed in work units in their attitudes towards distance education ($t=.76$, $df=147$, $p>.05$). Thus, UT academic staff who work in the faculties appear to possess the same attitudes towards distance education as UT academic staff who are placed in units.

VI. Placement Versus Levels of Satisfaction

Research Question #5:

Do UT academic staff who work within the faculties possess the same levels of satisfaction as UT academic staff who are placed in units?

As for research question 5, an independent t -test was performed to determine whether or not the UT academic staff who are placed within the faculties and UT academic staff who work in units possess the same levels of job satisfaction. There were no significant differences between the academic staff who work in faculties and the academic staff who are assigned in units in their levels of satisfaction ($t=1.32$, $df=121$,

$p > .05$). It could be concluded that UT academic staff who work in the faculties possess the same levels of job satisfaction as UT academic staff who are assigned in units.

CHAPTER 5

Discussion

In the discussion section, the results of data analysis will be discussed to reveal the important findings in relation to the research questions.

I. Demographic Information

The demographic variables data provide important information about the respondents. These data can provide supporting information for findings related to the results from the attitude and job satisfaction questionnaires.

Profile of the Respondents

The focus of this study was UT junior academic staff members who hold academic ranks from lecturer to intermediate associate professor (see p.15). Since the average length of service for the respondents was 6.4 years and UT is existed only ten years, it can be seen that most of the hiring of academic staff took place in the first two years after UT's establishment. In general, the respondents of this study were between the ages of 30 and 39 years; therefore, it could be

inferred that UT hired new graduates of conventional universities to fill the positions in UT (Usman, 1991).

Placement

The findings of this study showed that there was approximately an equal distribution of the respondents in faculties (53%) and in units (47%). The majority of the respondents hold bachelor degrees. Only one-quarter of the junior academic staff members hold masters and doctorate degrees. This fact supports the statement that the initial hiring focussed on new university graduates. The findings show that, after 10 years of UT operation, most of the junior academic staff members have attained intermediate skilled assistant and skilled assistant ranks. It can be inferred that in the present time, the largest proportion of UT academic staff are junior staff. If we portray the proportion of UT academic staff in pyramid structure, the junior staff would be concentrated in the lowest levels of the structure. There are fewer academic staff in the middle levels, and there are fewest academic staff (usually senior academic staff) in the top levels of the pyramid.

Job Types

The nature of job types which are performed by the respondents in faculties can generally be categorized as academic tasks, according to the Guidelines of Appraising Credits for Academics at Universitas Terbuka (Universitas Terbuka, 1992a). Job types which are assigned to the respondents in units relate to the function of the units. The specification of duties or responsibilities varies across units, however, they tend to consist of job responsibilities as provided in Appendix D. For example, in the Research Center, the job activities have a relationship to the research activities such as reviewing research proposals, coordinating on-going research, or conducting research seminars. Therefore, the respondents who are placed in units must primarily perform day-to-day work in their units before carrying out the other tasks assigned by faculties to fulfill their obligations as academic staff.

For those respondents who work in units, fulfilling these basic duties in the four areas of teaching, research, services, support activities, as well as carrying out day-to-day work is a challenge. The findings of the present study are congruent with

Oetoyo's findings (1995) that there are significant differences in the academics' engagement in academic tasks between the academic staff who work in faculties and those who work in units.

Degrees and Training

The respondents are concerned with the fit of their university degrees with the types of jobs they are assigned. Only half of the respondents considered that their degrees matched their jobs. It could be inferred that hiring of academic staff has not been planned carefully based on the needs of the institution, faculty, or department and has not yet been integrated with the UT plan for the future.

In addition to the mismatch of university degree with job type, only slightly more than half of the respondents felt that the in-service training they received corresponded to their jobs. Given this situation, respondents felt that they require appropriate training for carrying-out their daily tasks. Usman (1991) also found that one of the problems which is still faced by UT is how to provide the necessary skills to a large number of academic staff. Since the educational backgrounds of the academic staff are varied and most of the respondents

are recent graduates (Bureau of Academic Administration and Student Affairs, 1993), it is necessary that an assessment of the academic staff training needs be conducted. In addition, Abzeni (1993) pointed out that improving the quality of the performance of UT academic staff is crucial in order to meet students' needs and to enhance academic staff expertise.

II. Attitudes of UT Academic Staff

Discussion of the attitudes analysis will integrate the analysis of the means of the items and the percentages of responses. Each of the attitudes statements will be discussed in detail in the next section.

In general, from the means and the standard deviations of each item, it was found that the respondents had fairly positive attitudes towards distance education. To some extent, these tendencies give a good indication of the perceptions of the respondents (Siaciwena, 1989). The results being presented in this chapter are sources of pertinent information from the respondents about their acceptance of distance education.

Item 1. Most of the respondents (79.5%) like working at UT. The mean of the responses ($\bar{M} = 4.9$, $SD = 0.9$) showed fairly positive attitude towards this statement. The majority of the respondents are young academic staff members (30 to 39 years old). It can be assumed that the respondents are likely happy being academics. Even though, these academic staff come from educational institutions that use face-to-face instructional systems, the respondents showed an eagerness to be involved in a distance education university.

Working at a distance education university remains a challenge to these academic staff members who need to adapt to a new teaching system. McGuire (1988), in her research, emphasized the importance of the socialization process in preparing the academic staff to their new roles. Thus, it would seem to be reasonable for UT to provide such a socialization process; for example, giving training to introduce UT as a distance university, and giving training to master the skills in developing of distance education materials.

Item 2. Approximately 67% of respondents agreed with the statement that they had general knowledge of

distance education concepts. Black (1992) stated that academic staff who are involved in distance teaching must be familiar with distance education concepts. Familiarity will determine the extent of the involvement of academic staff in the distance education program and their support for distance education (Black, 1992). Clark (1993) also pointed out that academic staff who were familiar with the terms of distance education were more supportive in their attitudes towards distance education in general than were respondents who were not familiar with the concepts.

If UT staff better understood the concepts of distance education, they would be better able to understand what they are doing at UT. Therefore, provision of adequate knowledge and experience in distance education teaching-learning will help UT academic staff to be better prepared to meet their distance education responsibilities.

Item 3. Approximately, 84% of respondents agreed with using technology in distance education. This positive agreement can be related both to the geographical characteristics of Indonesia and to the distribution of UT students across the archipelago. If

technology can be applied at UT in the future, this may well help students to learn at a distance. If such technology could be obtained at a reasonable cost and if it could be feasibly introduced, this could be beneficial to UT as well as to the students.

Clark (1993) and Peters (1988) pointed out that the advantages of using technology in distance education were that a greater access to higher education could be provided and a greater number students could enroll in university-level courses. These advantages are consistent with UT's founding purpose which was to provide broader opportunities to every Indonesian for higher education (Setijadi, 1988).

Black (1992) found that faculty who supported distance education perceived that instruction should be delivered in flexible formats for independent study. These faculty were positive in their belief that using technology made distance education more feasible and practical in implementation (Black, 1992). Idris (1991) also noted that application of modern technology is crucial for future improvement in UT's delivery system.

Item 4. Only 49.1% of respondents agreed that quality of distance teaching at UT is good. UT

delivers the teaching and learning process through printed materials. It is therefore, important to note that one of the criteria for assessing the quality of distance education is the quality of learning materials (Keegan and Rumble, 1982 cited in Verduin & Clark, 1991).

However, due to the higher cost involved in face-to-face instruction, UT continues to rely primarily on printed materials. Kesuma (1993) examined the perception of quality of learning materials used by UT students. She found that the printed material needed to be improved because it did not give students the concise, direct information that they required. In addition, a study by Abzeni (1993) showed that UT students were dissatisfied with the quality of course materials. It can be assumed that, after 10 years of UT's operation, there should be an on-going assessment to revise printed materials in order to enhance the readability of printed materials. It would be expected from improvement and revision that printed materials can accommodate the students' needs to master their courses and to facilitate their teaching learning process.

Item 5. The majority of the respondents (93.8%) believed that institutional support needs to be improved. Pierpoint and Hartnett (1988) asserted that the university as an institution must show its commitment to provide essential institutional support for distance education, for example, improvements in workplace conditions, or in the quality of academics' skills. Furthermore, McGuire (1988) suggested that academics need institutional support to master specific skills, such as writing skill or organizational skills.

Usman (1991) pointed out that the UT organizational structure (rigid and bureaucratic), which is similar to other Indonesian state universities, causes difficulty for UT in that the operational system must somehow accommodate the specific requirements of a distance university.

Putra (1993) investigated UT students who were either persisters or drop-outs to determine their satisfaction with support services. He found that both groups of students expressed fair satisfaction with student support services. On the other hand, Wirhadit, in Putra (1993), found that students expressed dissatisfaction with institutional services such as registration administration, distribution of printed

materials, and unpredictable examination schedules. Although, regional centers are already involved in handling and improving these services, the respondents continue to express dissatisfaction.

Item 6. About 41% of the respondents agreed with the statement that they possessed autonomy in their work. Not all of the respondents felt that they enjoyed autonomy in their work. The respondents who work in units must complete assigned tasks according to certain dates set by their superiors. For example, in the Testing and Examination Center, the scheduling of test materials are established, and academics are responsible for completing their tasks according to the schedules. In this kind of situation, the academic staff do not have autonomy.

The nature of the tasks conducted by academic staff in the faculties is such that the staff are able to exercise autonomy. For example, in writing supporting materials, academic staff work at their own pace and can submit their work according to their own time lines.

Item 7 - Only 54.7% of respondents expressed the opinion that they could maintain a flexible work schedule. Taylor and White (1991), as well as

Pierpoint and Hartnett (1988), noted that the advantage of off-campus teaching is in the autonomy and flexibility of the work schedule.

Moore (1993) asserted that the common belief underlying teaching and learning at a distance is that teaching and learning can take place in different places and at different times, and can be conveyed by electronic and print media. Thus, teaching at a distance is not hindered by rigid schedules because then, it would lose the meaning of distance education.

According to both a Master Plan of Universitas Terbuka (Universitas Terbuka, 1992b) and Setjadi (1988), one characteristic of UT's organization is a network of participating institutions. In a sense, UT organizes, manages, or utilizes other universities' or institutions' resources to maintain its own operation. For example, most of the printed materials are written by course writers who are hired from other institutions, and only a few of the printed materials are written by UT academic staff. Thus, it can be assumed that fewer UT academics possess skills in course development.

Item 8. Approximately 63.4% respondents agreed that their status as UT staff was equal to that of

colleagues from conventional universities. One of the factors that will determine whether a university will gain higher status is recognition from society at large (Keegan & Rumble, 1982 cited in Verduin & Clark, 1991). Furthermore, Pierpoint and Hartnett (1988) suggested that distance education could attain higher status in society if the academics who teach at a distance institution were better qualified. Mani (1988) suggested that teaching in a distance education system and teaching in a conventional education system are equal in status. Scriven (1986), along with Clark et al. (1984), noted that the academic staff perceived teaching external students to be as important as teaching internal students because the external teaching both improved and gave new insights for their internal teaching.

The positive attitudes of the respondents towards distance education could be associated with the fact that UT is the only state university in Indonesia that offers distance programmes. However, in Indonesian society, UT is perceived to be inferior to other state universities. Compared to conventional state universities, UT is still considered an infant. After ten years of operation, UT continues to face the task

of becoming a well-respected institution based on concept of life-long learning ("Hilangnya popularitas UT," 1994; English translation: "A loss of UT popularity," 1994).

Item 9. Most respondents (91.9%) expressed a strong positive attitude towards in-service staff development. Respondents are aware of their needs for staff development because they know that they must upgrade their skills to remain good academic staff members.

Oetoyo (1995) found, in his study, that more than half of the respondents (60% of UT academic staff) felt that there was inadequate involvement of academics in staff development activities, which are necessary for credit point accumulation. In Oetoyo's study, there were three activities which are considered necessary to improve the knowledge, skill, and expertise of academic staff: conducting research, writing test items, and writing modules.

Further, Moore (1993) stated that course design and media expertise are vital parts of the teaching and learning process in distance education. In a sense, then, the provision of training in instructional planning and course delivery are particularly pertinent

for distance educators (Clark, Soliman, Sungaila, 1984; Dillon, 1989; Scriven, 1986; and Mani, 1988).

Items 10 and 11. Only 32.3% of respondents agreed that they enjoyed teaching at a distance institution compared to teaching at a conventional university (item 10). In addition, only 37.3% of respondents agreed that teaching through a distance mode is less strenuous than teaching a conventional university. Despite the lower response rate percentages, the mean responses of both items showed that the respondents held fairly positive attitudes towards these two items.

One reason for the lower response rates could be the inexperience of the respondents. Some of the respondents who expressed dissatisfaction noted that they lacked experience teaching in a conventional university. Thus, it would be difficult for them to compare working in a distance university with working in a conventional university.

Another way of explaining the responses to item 10 and 11 could be related to the correspondence between the respondents' degrees and their jobs. Half of the respondents considered that their degrees corresponded with the types of jobs they were asked to carry out. It can be assumed, then, that the other half of the

respondents thought that they performed jobs which did not correspond with their degrees. Furthermore, for those academic staff who work in units, work overloads are perceived to be obstacles to participation in academic activities (Oetoyo, 1995).

Item 13. Only 32.3% of the respondents agreed with the statement that they had opportunities to develop new methods for distance teaching. If the academic staff could acquire a good foundation of knowledge in distance education and could receive appropriate training, they could maximize and exercise their skills to develop new teaching techniques in distance education.

Mani (1988) suggested that, in order for faculty to be innovative and creative in preparing and delivering the instructional materials, they require in-service staff development programmes. As with item 9, there can be no improvement in the skills and knowledge of UT staff, if UT does not provide proper orientation and training to the academic staff.

Item 12 and item 14. Only 28.6% of the respondents believed that teaching through distance education is as effective as teaching face-to-face (item 12). It could be inferred from this data that

the rest of the respondents are concerned about the quality of interaction between students and tutors. Perhaps the respondents felt that the amount of interaction between students and tutor is inadequate in the distance teaching-learning process. Students only meet a tutor in the tutorial and the frequency of the tutorial is limited to twice per semester.

Dunbar (1991) has suggested that the educational system in Indonesia is based on an oral tradition, generally. Since the stereotype of teacher-centered education is common in Indonesia, changing the learning style from teacher-centered to learner-centered will require both time and effort.

Item 14. Examining item 14, only 35.4% of the respondents perceived that UT students are as interested in their studies as conventional students. Clark et al. (1984) found that external students displayed more eagerness to study in a university setting than did internal students. In addition, Pierpoint and Hartnett (1988) suggested that faculty who held positive attitudes perceived off-campus students to be more motivated than their on-campus counterparts.

Generally, UT students are adult-learners and self-motivated. They usually hold positions such as government employees, private company employees, or entrepreneurs (Darmayanti, 1993; Putra, 1993). They tend to be strongly motivated when they decide to become UT students.

III. Levels of Satisfaction

Job satisfaction analysis will be discussed in this section. The results are discussed according to each dimension of job satisfaction.

The results of job satisfaction analysis showed that the respondents expressed moderate dissatisfaction towards six dimensions of job satisfaction ($\underline{M} = 3.6$, $\underline{SD} = 0.7$). In Sapriati's study (1993), the respondents were moderately satisfied with their present jobs.

Intrinsic Factors

Teaching Dimension. One dimension of work in higher education is teaching. The five (5) aspects that are included in this dimension are association with students, teaching itself, influencing students, academic growth of students, and students' motivation. Respondents were fairly dissatisfied with all five of these aspects ($\underline{M} = 3.2$, $\underline{SD} = 0.9$).

Response rates across each of the aspects in the teaching dimension ranged from approximately 30% to 35%. Respondents expressed moderate dissatisfaction with aspects of associating with students (30.4%), influencing students (32.3%), and academic growth (35.4%). In contrast, only 34.2% of respondents were satisfied with the teaching aspect, and 31.7% of respondents were satisfied with the aspect of student motivation.

To interact with students, academic staff meet face-to-face with students in tutorials. However, the tutorial itself could not be said to be a real class with the expectation that students will attend regularly. Since face-to-face interaction between academic staff and students is restricted to tutorials, academic staff can not expect to have any large degree of influence over students' academic growth, motivational level, or to be able to monitor students' progress as they learn.

At the University of Zambia, which employs a dual-mode system, the lecturers expressed dissatisfaction with distance teaching because of the heavy teaching load. Sapriati (1993) found that UT junior academic staff members were either neutral or satisfied with

their jobs using the GI (General Index) as a measure of satisfaction. Sapriati's findings were similar to the findings reported in the present study.

The present findings contradict a number of other studies. For example, Kouloubandi (1992) replicated Hill's study (1986-1987) using Hill's Faculty Satisfaction Questionnaire. As in Hill's study, Kouloubandi found that faculty derived high levels of satisfaction from the teaching dimension. Thus, Hill's study and Kouloubandi's study (1993) supported the findings of other researches on faculty satisfaction which showed that teaching, or the nature of work itself, was perceived to be the factor that made the greatest contribution to job satisfaction (Bowen & Radhakrishna, 1990; Blezek, 1987; Cano, 1990; Hill, 1986-1987; Hutton & Jobe, 1985; Moxley, 1977; Nussel, Wiersma, Rusche, 1988; Piland & Frase, 1992; Plascak-Craig & Bean, 1989; Satterlee, 1988; and Sorcinelli & Billings, 1992).

Recognition-Support Dimension. The four aspects that constitute the recognition-support dimension are recognition of scholarly achievement, support for teaching innovation, research, and opportunities for research. Looking across the response rate percentages

in the recognition-support dimension, the majority of respondents expressed moderate satisfaction with aspects of the recognition-support dimension. Percentages for each aspect in the recognition-support dimension are 37.9% for recognition of scholarly achievement, 32.9% for support for teaching innovation, 32.9% for research, and 26.7% for opportunities for research.

Examination of items in the recognition-support dimension shows that most of the respondents perceived that UT does not give more recognition to the respondents if they attain degrees or scholarly achievements. These scholarly achievements have not been utilized properly in the past. This is consistent with the findings of Satterlee's (1988) study that academics need professional growth for enhancing their intellectual stimulation. Lack of professional growth and lack of recognition by the administrators will lead to dissatisfaction for the academics (Diener, 1984; Satterlee, 1988).

These feelings of unmet expectations are not unique to faculty members at UT. Hill (1986-1987) noted that administrators were reluctant to give appropriate tangible rewards for those faculty who

reached some accomplishment because of their own efforts. Tack and Patitu (1992) asserted that faculty want to be recognized for their efforts through rewards such as promotion, tenure, and professional development.

The respondents perceive few opportunities for research and little support for teaching innovation and research in distance education. Sorcinelli & Billings (1992) found that faculty will gain satisfaction when they are provided with adequate funding for research and teaching, and are given opportunities for research.

Convenience Dimension. The five (5) aspects that are included in the convenience dimension are work surroundings, incompatible job responsibilities, work load, types of jobs, and facilities in office. An examination of the response rate percentages for each aspect in the convenience dimension shows that the respondents expressed moderate satisfaction across all five aspects. Response rates were as follows: work surroundings (34.2%), incompatible job responsibilities (35.4%), work load (50.9%), types of jobs (43.5%), and office facilities (36.0%).

The respondents felt moderate satisfaction with working conditions and office facilities. Tack &

Patitu (1992), as well as Hutton & Jobe (1985), asserted that poor working conditions such as insufficient equipment and office size will cause dissatisfaction for academics.

The respondents were moderately satisfied with the aspects of incompatible job responsibilities, work loads, and types of jobs. Task variety (Satterlee, 1988) and flexible schedules (Diener, 1984) are considered important constituents of satisfaction.

Academic staff felt that they could not work at their best because of these obstacles. If those obstacles could be eliminated or could be altered, the academic staff would be more satisfied workers. For example, if the academic staff did not have to do the same routine jobs with the same work load, they could rotate jobs so that every academic staff could handle a variety of tasks.

Extrinsic Factors

Economic Dimension. Six aspects make up the economic dimension: 1) salary, 2) tenure, 3) fringe benefits, 4) salary parity with other institutions, 5) clarity of criteria for promotion, tenure, and retention, and 6) retirement policies. Looking at the proportion of responses, approximately one-third of

respondents were moderately satisfied with five out of six aspects in the economic dimension. The percentages of respondents who chose moderate satisfaction were 39.1% (salary), 45.3% (tenure), 42.9% (fringe benefit), 30.4% salary parity, and 35.4% (retirement policies). The opposite trend was observed for the criteria for promotion, in that 34.8% of respondents were moderately dissatisfied in this case.

Looking at these ratings, it can be inferred that a high proportion of staff appear to be moderately satisfied with the economic aspects of working at UT with the exception of promotion criteria. This finding is consistent with the findings of a number of other studies. Dissatisfaction with promotion, however, is very common. Many respondents seem to perceive the criteria for promotion a barrier to career advancement. Some respondents, for example, considered it difficult to conduct the activities necessary to obtain credit points for promotion.

If respondents work in units where there are few activities for obtaining credit points, it will take longer to move up to a higher rank (Oetoyo, 1995). Satterlee (1988) found that promotion is one factor

that could cause faculty dissatisfaction, if there are no clear guidelines for promotion.

Sapriati (1993), in her study at Universitas Terbuka, also found that salary was perceived to be an area of concern. This finding is similar to the findings of other researchers who noted that salary was considered to be a factor that led to dissatisfaction (Bowen & Radhakrishna; Blezek, 1987; Colgrove & Shinville, 1993; Hutton and Jobe, 1985; Locke, Fitzpatrick, & White, 1983; Saterlee, 1988; Sorcinelli and Billings, 1992). Plascak-Craig & Bean (1989) recommended that salaries and fringe benefits be proportional with inflation to minimize dissatisfaction.

Tenure is translated to position or duty in Indonesian language because for civil servants (government employees), there is no term for tenure. When an individual is a civil servant, he/she is automatically a government employee. There is no evaluation to renew the employment contract. Every year, the employee or academic staff is reviewed by his/her superior about work performance, but this review has no influence on salary increases. In contrast, faculty consider tenure rank to be a

substantial component for enhancing faculty job satisfaction (Tack & Patitu, 1992).

As for retirement policies, the university provides the respondents with a pension plan, work insurance plan, and a health insurance plan. The academics receive fringe benefits according to their academic ranks. The higher the rank of the academic staff, the more fringe benefits they receive. As for salary parity with other state universities, there is a parity in salaries between UT academic staff members and other academic staff members of state universities in Indonesia. Since UT academics are civil servants, the salary policy of the academics is under government control.

Administrative Dimension. The four aspects that constitute the administrative dimension are decisions on hiring and terminating faculty, campus promotion and tenure decisions, general policy making, and extracurricular development.

The respondents were consistently dissatisfied with the administrative dimension. For three of the four items, respondents tended to rate aspects of the administrative dimension as being dissatisfying. The remaining item, involvement in general policies, was

rated in the strongly dissatisfied or dissatisfied categories by most respondents.

The respondents revealed a feeling of dissatisfaction with such activities as decisions on hiring and terminating faculty, campus promotion and tenure decisions, general policy making, and extracurricular development. In their capacities as junior academic staff members, the respondents do not have the power to make important decisions at the institutional level. It is the senior academic staff who have power to make and execute decisions at the institutional level.

Some of the junior academic staff members have small involvement in extracurricular development or have opportunities to make suggestions for hiring new academic staff. This situation is congruent with that found in a study by Locke, Fitzpatrick, & White (1983). The results of that study showed that faculty are more dissatisfied with administrative aspects because of the influence of senior administrators.

In earlier studies, the following issues were frequently noted as issues of contention: problematic issues center on a lack of power across a variety of areas, such as general policy making, administration

(Blezek, 1987); top management, administrators, implementation of policy (Satterlee, 1988); and degree of participation in a administrative decision making (Plascak-Craig & Bean, 1989). In addition, Tack & Patitu (1992) suggested that involvement of academics in making decisions that relate to administrative activities (hiring faculty or terminating faculty) and academic activities (course development) could be one way to reduce dissatisfaction.

Collegial Dimension. The four aspects in the collegial dimension are meeting with people in the same field, meeting with professionals, motivation of colleagues working in the same field, and teamwork. Respondents were moderately satisfied with 3 out of 4 aspects in the administrative dimension. Team work fell into the strongly satisfied or satisfied categories.

Respondents expressed moderate satisfaction with such aspects as meeting with people in the same field, meeting with professionals, and motivation of colleagues working in the same field, and teamwork. Some previous studies indicated that faculty satisfaction could be derived from the interaction between the faculty and peers (colleagues) or

subordinates (Bowen & Radhakrishna, 1990; Hutton & Jobe, 1985; Piland & Frase, 1992; Sorcinelli & Billings, 1992; Tack & Patitu, 1992). Meeting with other colleagues will create a positive professional environment, and will encourage information exchange.

Academics noted one other administrative component that would contribute to job satisfaction. Having sufficient time and resources to engage in research (Diener, 1984) is considered important in maintaining intellectual stimulation.

Some respondents felt that they did not have enough opportunities to attend workshops, seminars, or conferences. If the academic staff were able to attend conferences, they would gain experience and new insights into progress in their specialities. Talking with other professionals can add to the knowledge of academic staff about the practical aspects of their work. If the academic staff only stay in their offices, how will they exchange new ideas or work with other colleagues? Opportunities for oral exchange is especially important, given the oral tradition of the Indonesian culture.

As for teamwork at UT, the respondents expressed satisfaction. The present findings are congruent with

Sapriati's findings that employees who had strong needs for affiliation (nAff) that they would like working together with co-workers. Need for affiliation contributes to job satisfaction. Respondents perceived that team-work is an important part of the organization. Piland & Frase (1992) found that cooperative colleagues will work side-by-side with other colleagues to attain organizational goals. Good teamwork can determine the success of the organization.

III. Relationship Between Attitudes and Job Satisfaction

In this study, respondents tended to display a moderately positive acceptance of distance education. To some degree, there is agreement between respondents' acceptance and their levels of job satisfaction. Lyne (1989) proposed that individuals' overall levels of job satisfaction are shaped by individuals' attitudes toward objects in his/her own work.

Shore, Newton, & Thorton III (1990) asserted that "since a job exists within an organizational context it is expected that attitudes towards either job or organization will be related" (p.58). Job satisfaction is designated as type of attitude (Robbins, 1993; Shore

et al., 1990). When academics are exposed to the type of work, supervision, and task, they will acquire feelings of 'liking' and 'disliking' about their jobs (Shore et al. 1990).

Kouloubandi (1993) asserted that information about the attitudes and levels of job satisfaction of employees in the organization are important features of managing effective human resources. He pointed out that job satisfaction affects job attitudes. In addition, Robbins (1993) pointed out that individuals who have high levels of job satisfaction hold positive attitudes towards work. In contrast, individuals who express dissatisfaction hold negative attitudes towards work. Pierpoint and Hartnett (1988) found that respondents who placed a higher value on intrinsic rewards over extrinsic rewards as a source of their personal job satisfaction tended to have positive attitudes.

IV. Placement Versus Attitudes

The results of analysis of research question four showed that there were no significant differences in attitudes towards distance education between the respondents who work in faculties and the respondents

who are placed in units. In other words, the respondents who work in the faculties have the same attitudes towards distance education as the respondents who are assigned to units. In this case, placement did not have an impact on the respondents' attitudes towards distance education. This similarity in the attitudes across the faculties and units could be a considerable asset in human resources development. It can be inferred that the moderately positive attitudes of academic staff could be directed toward enhancing productivity on the job. This hidden potential could be tapped by UT management to maintain and to enhance the respondents' attitudes.

V. Placement Versus Levels of Satisfaction

For research question number five, there were no significant differences between levels of satisfaction of the respondents who are placed in faculties and the respondents who work in units. Respondents in faculties possessed the same levels of satisfaction as those respondents in units. In other words, placement did not influence levels of satisfaction. This result may be confounded by those faculty who feel they are misplaced. For example, for those academic staff who

are placed in the faculty and whose jobs do not correspond with their degrees or their skills, such placement in the faculty has no advantage for them.

CHAPTER 6

Conclusions and Recommendations

Chapter 6 contains two sections: conclusions and recommendations. The conclusion section will summarize the findings and will highlight important issues from the research. Finally, the recommendations section will present a number of suggestions and improvements based on the research findings.

Limitations

Before presentation of the conclusion section, several limitations of the present study are presented in order to frame the context of the study. The research focused only on UT academic staff who are working in the UT central office in Jakarta. There are two reasons for this focus: time and financial constraints. The administrative staff are excluded from this research because of the nature of their work. In addition, this study does not include UT senior academic staff members who have an impact in UT management levels.

Conclusions

In this section, several conclusions were formulated based on the discussion of the research findings.

There is variation in the types of jobs performed by academics who work in faculties and by those who work in units. Academics in faculties perform mostly academic tasks, whereas academics in units generally perform administrative tasks. The present study also supports Oetoyo's study (1995), in which there were significant differences in academics' engagement in academic tasks between the academic staff who work in faculties and those who work in units.

Regarding the fitness of the academics' degrees and types of jobs to which they are assigned, the findings show that the respondents think there is a mismatch between the assigned types of jobs and their degrees. In addition, the findings reveal a incongruity of in-service training with jobs. The present findings also support Usman's concern (1991) about provision of the necessary skills for a large number of UT academic staff members.

The first purpose of this study was to examine attitudes of UT academics towards distance education.

In general, the UT junior academic staff members exhibited moderately positive attitudes towards distance education. There were a number of pertinent patterns and concerns that emerged regarding the respondents' responses.

Although the respondents are UT junior academic staff and come from conventional settings, they show an eagerness to be involved at UT.

The respondents also supported the use of technology for delivering instructional courses as an appropriate solution due to the geographical profile in Indonesia. Even though, at the present time, UT relies heavily on print materials, it is necessary to broaden the media for delivery of its instructional materials. These findings are consistent with other studies that suggest the relevant application of technology in distance education (Beaudoin, 1990; Clark, 1993; Dillon, 1989; Stinehart, 1988).

In addition, the UT junior academic staff members felt strongly that UT must pay attention to improvement of the institutional facilities to give students better service. These findings support the findings of other studies (Mani, 1988; Pierpoint & Hartnett, 1988;

Scriven, 1986; Taylor & White, 1991) concerning institutional support for distance education.

The respondents also expressed the need for extensive in-service training that would improve the quality of their performance as distance educators. These findings are consistent with those of other studies (Clark, et al., 1984; Scriven, 1986; Siaciwena, 1989) regarding the pertinence of provision of in-service training for academics who are involved in distance education.

The respondents asserted that familiarity with the concept of distance education is crucial to making sense of their jobs in the distance setting. These findings are consonant with other findings (Black, 1992; Clark, 1993) that academics who are familiar with distance education were generally more receptive towards distance education.

A comparison of the attitudes of academics who work in faculties and academics who work in units towards distance education yielded no significant differences between the two groups. Thus, placement appears not to have an effect on the academics' attitudes towards distance education.

The second purpose is to investigate levels of job satisfaction of UT academic staff. The overall levels of job satisfaction of UT junior academic staff tended to indicate that they are moderately dissatisfied with their present jobs.

Respondents were moderately dissatisfied with the teaching dimension. These findings are contradictory to those of other studies (e.g. Blezek, 1987; Cano, 1990; Hill, 1986-1987; Kouloubandi, 1993) where the findings indicated that faculty satisfaction was derived from the act of teaching. In addition, the respondents in the present study expressed moderate satisfaction with the recognition-support dimension and the convenience dimension. In part, present findings are congruent with other findings (Hill, 1986-1987; Satterlee, 1988; Sorcinelli & Billings, 1992) that recognition of the academics' achievements and the provision of an adequate convenience dimension will contribute to faculty satisfaction.

The respondents were moderately satisfied with the economic dimension and the collegial dimension. In part, these findings are consistent with a study by Kouloubandi (1993) which found that faculty were satisfied with the economic and collegial dimensions.

In the present study, respondents expressed moderate dissatisfaction with the administrative dimension. These findings are similar to those of a study by Kouloubandi (1993) in which faculty expressed moderate dissatisfaction with the administrative dimension.

A comparison of levels of job satisfaction between the academics who are assigned in faculties and the academics who work in units produced no significant differences between the two groups of academics. Levels of job satisfaction for academics were not related to their placements.

The third purpose of this study is to examine whether or not there is a relationship between the attitudes of academics towards distance education and their levels of job satisfaction. To some extent, there is likely agreement between moderately positive attitudes of respondents towards distance education and the respondents' levels of job satisfaction. However, the antecedents and determinants of this relationship were not examined in this study.

Recommendations

The following are recommendations for the policies and practices at UT:

1. There is mismatch between job placement and the qualifications of the academics. UT should pay more attention to qualifications when recruiting academic staff. It is suggested that there needs to a better match between the types of jobs and the qualifications of the candidates. However, the recruiting process should correspond with the UT master plan, and should consider the requirements of UT's future growth. In future, when new programmes are introduced, UT's clients will insist on better service from UT. Therefore, providing better qualified staff is crucial to increasing the status of UT in society.

2. There should be on going in-service training, related to enhancing academics' performance in the areas of course development and course delivery, and more generally to help current faculty to supplement their educational backgrounds. Opportunities should be provided to assist academics in pursuing relevant degrees.

Further, it is suggested that a socialization process be required to prepare new academics to become

engaged in the distance university. In this socialization process, the newcomers need to learn how to apply their intellectual skills, writing skills, and the organizational skills to meet the organization's expectations (McGuire, 1988). Senior academics are encouraged to take an active role in assisting the new academics to make this transition (McGuire, 1988), perhaps by assuming a mentorship role for incoming faculty members.

3. To enhance job satisfaction among UT academic staff, it is recommended that clear policy guidelines for career advancement of the academics be established.

Recommendations for Future Research

1. The present study should be replicated in order to examine the validity and reliability of the instruments used. If English language instruments such as Hill's Faculty Job Satisfaction Questionnaire are to be used, it would be helpful to consult a bilingual expert who can ensure the intended cultural nuances are not lost in the translation process.

2. The finding that there were no differences in the attitudes of academics towards distance education and their levels of job satisfaction based on placement

may be an artifact of the sample. In future study, the sample of academic staff members could be broadened to include academics from the 32 regional centers throughout Indonesia. The objective is to determine whether or not there is any difference in academics' attitudes and their levels of satisfaction according to placement. Since there are different working conditions in regional offices from those in the main office, it may be that significant results would be obtained by including all the UT academics.

3. It could be useful to examine the perceptions of academics in Indonesian state universities regarding distance education. The results of such a study could give a better picture of their support of distance education in Indonesia and the value they attach to it. Furthermore, the sample could be broadened to Indonesian society to determine their perceptions of distance education as opposed to conventional education (face-to-face teaching).

In sum, the conclusion and recommendation sections would help future research to see more clearly the important features of the present study.

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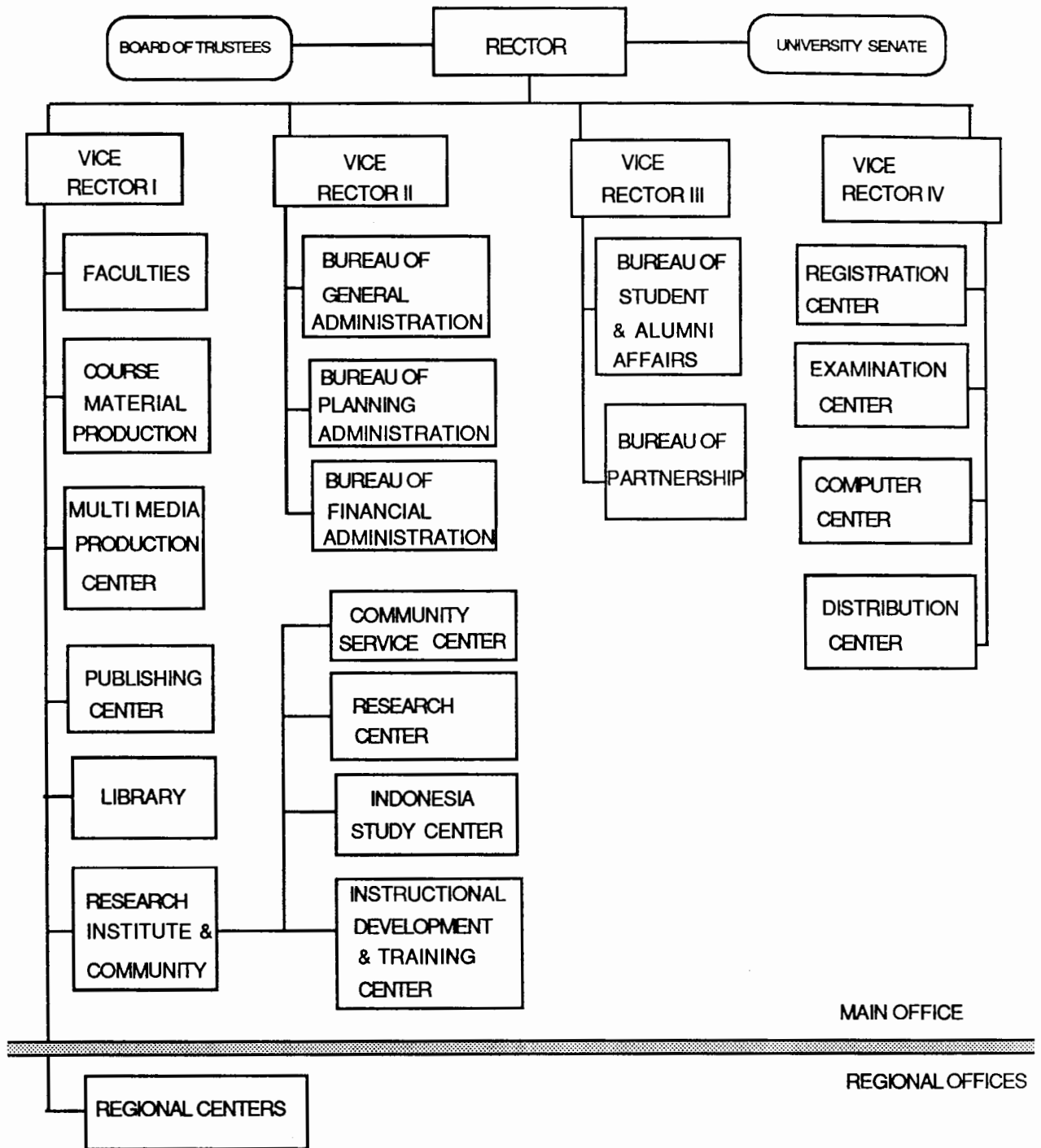
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APPENDIX A
 Organization Chart of the Universitas Terbuka



Source. Universitas Terbuka (1992b, 1992c).

APPENDIX B
QUESTIONNAIRE
(English Version)

Part I:

Please answer the following questions about your personal and professional background:

1. Sex: Male Female
2. How old are you? years
3. Academic Rank:
 - Lecturer
 - Intermediate Skilled Assistant
 - Skilled Assistant
 - Junior Associate Professor
 - Intermediate Associate Professor
 - Others:
4. Highest Degree:
 - Doctorate
 - Master
 - Bachelor
5. How many years have you worked at UT? years
6. Based on your degree, to which faculty were you appointed?
 - FMIPA FEKON
 - FISIP FKIP
7. Currently, you are assigned to:
 - FMIPA FEKON
 - FISIP FKIP
 - Units, name:
8. Within your job assignment in faculties or units what are the two most important things you actually do? Please describe!

.....

.....
9. Do you feel that your job assignment matches your credentials?
 - Yes

-] No
] Uncertain

10. Do you feel that your job assignment matches your training?
] Yes
] No
] Uncertain

Part II:

The following items describe several matters of distance education provided by Universitas Terbuka. Please rate your agreement or disagreement with each item. **Circle the answer** which best represents your situation according to the following rating categories:

- | | |
|----------------------|-------------------|
| 1= strongly disagree | 4= somewhat agree |
| 2= disagree | 5= agree |
| 3= somewhat disagree | 6= strongly agree |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. I like to work at UT - an institution which offers distance mode. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I am generally familiar with the specialized terms of concepts in distance education; for example, self-directed learning, course development, course design, or course delivery. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I believe that delivering course instruction using technology is educationally sound. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I believe that the quality of distance teaching at UT is good. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I think that institutional support services should be improved to give students better service. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I possess autonomy in my work. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 7. I have flexibility in managing my work schedule. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. As an UT academic staff member, I believe my status is equitable with that of my colleagues from conventional universities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I believe that the academic staff need orientation and training to enhance their skills and knowledge in distance education. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. I find that teaching through the distance mode is more enjoyable than teaching at a conventional university. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I find that teaching through the distance mode is less strenuous than teaching at a conventional university. (R) | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Teaching by distance education is as effective as teaching face-to-face. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. I have opportunities to improve new methods in delivering distance education. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. I find UT students are as interested in their studies as conventional students. | 1 | 2 | 3 | 4 | 5 | 6 |

Note.

R= reversed score

Part III:

Hill's (1986-1987) Faculty Satisfaction Questionnaire.
Reprinted by permission (granted by Susan Hill, 1994).

Rate the following items associated with six dimensions of job satisfaction. **Please read each statement and circle the response** which indicates your degree of satisfaction or dissatisfaction with your current academic tasks.

- 1= Very Dissatisfied 4= Somewhat satisfied
 2= Dissatisfied 5= Satisfied
 3= Somewhat dissatisfied 6= Very satisfied

Respondents answer the question "How satisfied are you with the following aspects of your work?"

1. The Economic Dimension

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Salary. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Tenure. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Fringe benefits. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Salary parity with other institutions. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. The clarity and consistency of institutional requirements for promotion, tenure, and retention. | 1 | 2 | 3 | 4 | 5 | 6 |
| f. Retirement policies. | 1 | 2 | 3 | 4 | 5 | 6 |

2. The Teaching Dimension

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Association with students. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Teaching. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Opportunities to influence students. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. The academic growth of students. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. The motivational level of your students. | 1 | 2 | 3 | 4 | 5 | 6 |

3. The Administrative Dimension

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Involvement in faculty hiring and termination decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Involvement in campus promotion and tenure decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Involvement in general policy making. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Involvement in extracurricular development. | 1 | 2 | 3 | 4 | 5 | 6 |

4. The Collegial Dimension

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. The opportunity to associate professionally with others in your field. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. The opportunity to socialize with professionals. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. The interests which other colleagues have in your work. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. The cooperation of your colleagues. | 1 | 2 | 3 | 4 | 5 | 6 |

5. The Recognition-Support Dimension

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Recognition of scholarly achievement. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Support for teaching innovation. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Support for research. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Opportunities for research. | 1 | 2 | 3 | 4 | 5 | 6 |

6. The Convenience Dimension

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Physical surroundings of work. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Freedom from conflicting occupational demands. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Amounts of work. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Variety of occupational tasks. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Office facilities. | 1 | 2 | 3 | 4 | 5 | 6 |

I would like to thank you for your participation in filling out this questionnaire.

9. Apakah ada kesesuaian antara pekerjaan yang Anda tangani saat ini dengan jenjang pendidikan yang Anda miliki?
 Ya
 Tidak
 Netral
10. Apakah ada kesesuaian antara pekerjaan yang Anda tangani saat ini dengan jenjang pelatihan yang pernah Anda peroleh?
 Ya
 Tidak
 Netral

Bagian II:

Di bawah ini terdapat sejumlah pernyataan yang berhubungan dengan berbagai aspek pendidikan jarak jauh yang diselenggarakan oleh Universitas Terbuka. Pilihlah satu jawaban dengan memberi tanda silang yang sesuai dengan keadaan Anda berdasarkan skala di bawah ini:

- | | |
|------------------------|------------------|
| 1= Sangat tidak setuju | 4= Agak setuju |
| 2= Tidak setuju | 5= Setuju |
| 3= Agak tidak setuju | 6= Sangat Setuju |
-
- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Saya senang bekerja di UT - sebuah institusi yang menyelenggarakan pendidikan jarak jauh. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Secara umum saya mengenal konsep-konsep pendidikan jarak jauh, sebagai contoh, konsep belajar mandiri, pengembangan bahan-bahan belajar, perencanaan bahan belajar (course design), penyampaian bahan belajar. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Saya percaya bahwa penggunaan teknologi dalam sistem belajar mengajar dapat diterima dalam pendidikan. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Saya percaya bahwa kualitas pengajaran melalui sistem jarak jauh adalah baik di UT. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 5. | Saya berpendapat bahwa pelayanan pendukung dari institusi (UT) perlu ditingkatkan untuk memberikan pelayanan yang lebih baik kepada mahasiswa. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Saya mempunyai hak otonomi dalam pekerjaan saya. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Saya mempunyai fleksibilitas yang cukup tinggi dalam mengatur waktu pekerjaan saya. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Sebagai staf akademik UT, saya percaya bahwa status saya sejajar dengan kolega dari institusi atau universitas negeri lainnya. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Saya percaya bahwa staf akademik memerlukan orientasi dan latihan untuk meningkatkan kemampuan kerja dibidang pendidikan jarak jauh. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Saya mengakui bahwa bekerja dalam pendidikan jarak jauh menyenangkan dibandingkan bekerja di institusi atau universitas negeri lainnya. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Saya mengakui bahwa bekerja dalam pendidikan jarak jauh tidak berat dibandingkan bekerja di institusi atau universitas negeri lainnya. (R) | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Saya percaya bahwa mengajar dengan sistim jarak jauh mempunyai efektifitas yang sama dengan kuliah tatap muka. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Saya mempunyai kesempatan untuk mengembangkan teknik-teknik pengajaran yang berhubungan dengan pendidikan jarak jauh. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Saya berpendapat bahwa mahasiswa UT mempunyai minat belajar yang sama dengan mahasiswa yang belajar dengan kuliah tatap muka. | 1 | 2 | 3 | 4 | 5 | 6 |

Bagian III:

Hill's (1986-1987) Faculty Satisfaction Questionnaire
Izin mereproduksi diberikan oleh Susan Hill, 1994.

Di bawah ini terdapat sejumlah pertanyaan yang berkaitan dengan tingkat kepuasan kerja Anda sebagai staf akademik. Bacalah dengan seksama pertanyaan-pertanyaan berikut yang dikelompokkan dalam **Enam dimensi tingkat kepuasan bekerja**. Pilihlah satu jawaban dengan memberi tanda silang yang menurut pendapat Anda dapat mewakili tingkat kepuasan atau ketidakpuasan terhadap pekerjaan Anda saat ini.

1= Sangat tidak puas	4= Agak/sedikit puas
2= Tidak puas	5= Puas
3= Agak/sedikit tidak puas	6= Sangat puas

Pada saat ini, sampai seberapa jauhkah tingkat kepuasan

Anda bekerja sehubungan dengan berbagai dimensi

pekerjaan dibawah ini:

1. Dimensi Ekonomi

a. Penghasilan/ gaji.	1	2	3	4	5	6
b. Kedudukan/ jabatan.	1	2	3	4	5	6
c. Tunjangan/ penghasilan tambahan.	1	2	3	4	5	6
d. Persamaan tingkat penghasilan di UT dengan institusi atau universitas negeri lainnya.	1	2	3	4	5	6
e. Kejelasan dan konsistensi dalam hal promosi, posisi jabatan, dan pemutusan hubungan kerja.	1	2	3	4	5	6
f. Kebijakan pensiun.	1	2	3	4	5	6

2. Dimensi Pengajaran

a. Interaksi dengan mahasiswa.	1	2	3	4	5	6
b. Pengajaran.	1	2	3	4	5	6
c. Kesempatan untuk mempengaruhi mahasiswa.	1	2	3	4	5	6
d. Perkembangan akademik mahasiswa.	1	2	3	4	5	6
e. Tingkat motivasi mahasiswa.	1	2	3	4	5	6

3. Dimensi Administratif

a. Keterlibatan (keikutsertaan) dalam pengangkatan dan pemberhentian staf akademik.	1	2	3	4	5	6
---	---	---	---	---	---	---

- | | | | | | | |
|--|---|---|---|---|---|---|
| b. Keterlibatan (keikutsertaan) dalam menentukan promosi dan nominasi jabatan di fakultas. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Keterlibatan (keikutsertaan) dalam pembuatan kebijakan/peraturan secara umum. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Keterlibatan (keikutsertaan) dalam pengembangan kegiatan ekstakurikuler. | 1 | 2 | 3 | 4 | 5 | 6 |

4. Dimensi Pendidikan Tinggi

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Kesempatan untuk berinteraksi secara profesional dengan kolega (teman sejawat) dalam bidang keahlian. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Kesempatan untuk bersosialisasi dengan sesama profesi lainnya. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Minat (perhatian) yang diberikan teman sejawat terhadap pekerjaan saya. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Kerjasama dengan teman sejawat. | 1 | 2 | 3 | 4 | 5 | 6 |

5. Dimensi Penghargaan-Dukungan

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Penghargaan dalam prestasi akademik. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Dukungan dan dorongan dalam inovasi pengajaran. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Dukungan dan dorongan dalam melakukan penelitian. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Kesempatan melakukan penelitian. | 1 | 2 | 3 | 4 | 5 | 6 |

6. Dimensi Kenyamanan

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Keadaan lingkungan kerja. | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Keadaan bebas dari konflik pekerjaan. | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Beban pekerjaan. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Keanekaragaman pekerjaan. | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Fasilitas pendukung kerja. | 1 | 2 | 3 | 4 | 5 | 6 |

Terima kasih atas bantuan dan partisipasi Anda untuk mengisi kuesioner ini.

APPENDIX D

Summary of Job Types (Excerpt from the responses of the respondents)

In this section, classification types of jobs of UT academic staff members is based on the Guidelines of Appraising Credits for Academics at Universitas Terbuka (Universitas Terbuka, 1992a). The four basic duties of UT academic staff members are teaching, research, carrying on services, and support. Other types of jobs which are not constituted in those categories will be treated separately and are considered administrative tasks.

Types of jobs that can be categorized into **teaching activities** are:

1. Developing test items;
2. Writing test items;
3. Analyzing test items;
4. Revising test items;
5. Developing module;
6. Writing module;
7. Revising module;
8. Developing study program;
9. Developing curriculum as a chairman;

10. Academic advisor;
11. Tutorial;
12. Writing tutorial material;
13. Examining writing test;
14. Grading the examination;
15. Grading lab assignment;
16. Writing audio manuscript;
17. Writing video manuscript;
18. Reviewing audio script; and
19. Reviewing video script.

Types of jobs that make up **research activities** are:

1. Conducting research; and
2. Writing a book.

Types of jobs that constitute **service activities** are:

1. Giving lectures for community; and
2. Giving community services or other activities that support the national development program.

Types of job that consist of **support activities** are:

1. Editing modules;
2. Replying students' letters;
3. Constructing test items;

4. Confirmation of students' graduation;
5. Transferring credit; and
6. Editing test items.

Examples of job types in **Instructional Development and Training Center:**

1. Research administration of DIKTI-PAU; and
2. Project management.

Examples of job types in **Bureau of Student Affairs:**

1. Keeping records;
2. Data coordinating of Swadana (self-funded) and Regular (government-funded) of student teacher projects;
3. Data coordinating of students' cases;
4. Making/writing letters or documents;
5. Designing of UT statistical books;
6. Data processing;
7. Transcripts processing; and
8. Writing reports of students' progress.

Example of job types in **Photography:**

1. Taking pictures.

Example of job types in **Multi Media Production Center**:

1. Evaluation of programmes;
2. Casting director for audio programmes;
3. Casting director for video programmes;
4. Human resource development;
5. Making reports of video production;
6. Preparing audio production; and
7. Planning schedules of audio or video productions.

Example of job types in **Library**:

1. Organizing of scientific journals and magazines;
2. Stock-taking of library materials;
3. Management of bibliography materials;
4. Management of book documentation in library; and
5. Organizing documentation.

Example of job types in **Research Institute and
Community Center**:

1. Organizing of learning resource units;
2. Coordination of community services activities;
3. Organizing of scientific competitions;
4. Coordination of institutional research;
5. Coordination of self-apprentice research;
6. Coordination of research information system; and

7. Reviewing of research works.

Example of job types in **Rector's Office**:

1. Promoting UT as a distance education institution;
2. Managing of privately-licensed tutorials;
3. Taking care of UT's operational cases;
4. Assisting of Vice Rector III in UT's operational system;
5. Assisting of Vice Rectos IV for development of regional centers; and
6. Coordination of UT's graduate activities.

Example of job types in **Indonesia Study Center**:

1. Publishing of Bulletin of Indonesian study.

Example of job types in **Examination Center**:

1. Processing of grades;
2. Evaluation of testing activities;
3. Organizing of test item sets;
4. Task force of examination;
5. Liaison officer for regional centers;
7. Correction of test item sets;
8. Bank of test item sets;
9. Provision of testing and evaluating services;

10. Coordination of examination results;
11. Development of testing system; and
12. Managing of test item revision.

Example of job types in Computer Center:

1. Programming;
2. Responsibility for managing PTPL application;
3. Coordination of processing of students' data;
4. Responsibility to CAI application;
5. Responsibility for distribution application;
6. Systems design (designing of applied computer systems);
7. Systems analyst;
8. Management of NUS's hardware and software; and
9. Development/Maintenance of applied systems.

Example of job types in Publishing Center:

1. Planning of yearly budget for publishing centers.

Example of job types in Students' Learning Activities:

1. Organizing of tutorial operation.

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