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EXAMINING JOB SATISFACTION FOR ONLINE ADJUNCT INSTRUCTORS:
A PHENOMENOLOGICAL STUDY

A dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy at Virginia Commonwealth University.

By

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By day I live in a world of make believe in the Hundred Acre Wood with Winnie the Pooh, Tigger and Eeyore. I look for rainbows, flowers, and shapes in the clouds. I teach the alphabet, words, colors, and numbers. Everything is new and exciting through your eyes, my precious son. By night I live in a world of research, data and scholastic writing. My days with you make my nights more bearable, knowing that we found a frog, a lizard or that you have learned the name of another animal. Thank you for helping me see the good in everything and for making things new again. You have given me back my youth.

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Abstract

The study of job satisfaction for professors in the work place has been prevalent in the research for decades (COACHE, 2007). As online education grows exponentially each year (Allen & Seaman, 2006), this aspect of professorial teaching is emerging as an increasingly critical factor. Many professors that teach in the online sector have taught or are currently teaching in a face-to-face setting as well (Preziosi & Gooden, 2003). Also, many of the professors teaching online courses in the higher education arena are being hired as adjunct instructors. There is a lack of literature dealing with the satisfaction of the educator in online teaching. Therefore, the goal of this study is to fill that gap pertaining to job satisfaction for online adjunct instructors. A phenomenological study using Herzberg's two factor theory was undertaken to examine the job satisfaction of a group of online adjunct instructors at a medium sized private university in the southeastern United States. Participants noted that they experienced issues with barriers in communication due to the lack of face-to-face interactions with students, found it more difficult to ensure student success, noted a lack of student readiness and it was difficult to form meaningful relationships with students online. Overall the participants noted that they would continue to teach online despite the overwhelming mention of job dissatisfiers. The major conclusion of the findings yielded that flexibility was the number one reason that these participants taught online.

Chapter 1

Introduction

According to eSchool Newsonline (Devaney, 2007), online education is growing at a rapid pace with many individuals turning to it as a means for education. In the early 1990s, the phrase “online education” became part of the vocabulary in many universities. But, now it has spread to all levels of education. According to Falowo (2007), this is attributed to the changes in technology. Information technologies as well as computer literacy are notably increasing and the ease of Internet access offers many opportunities for distance education.

The focus of this dissertation is an examination of the phenomenon of an instructor's perception of their satisfaction gained from teaching in the online environment. It is important to understand that online learning is emerging as a prevalent means for instruction in higher education thus driving the need for research in this area.

Obtaining a higher education degree is seen as an avenue for success in life and a necessity in today's global economy. Not every person has the ability to complete a college degree right out of high school, whether it is due to financial constraints or not knowing where they want to go in life. Once adult responsibilities take hold, it is extremely difficult for these individuals to return to school. As our society becomes more mobile and the demands of life become more daunting, these hurdles become a barrier

between the adult learner and the higher education campus. Distance education, which has been growing vastly in the past decade (Gayton, 2007), provides people with the opportunity to achieve higher education degrees and still maintain their busy schedules.

There are a number of factors that have facilitated this growth in online education. From 1998 to 2003, the number of Americans owning a personal computer rose nearly twenty percent (Lenhart, Madden, & Hitlin, 2005). Americans having Internet access in their homes rose nearly thirty percent in those six years. Approximately sixty-two percent of the two hundred fifty million people in the United States (US) had at least one personal computer. In 2005, of the two hundred eight-four million people in the US, at least seventy percent had Internet access from their homes (Lenhart et al.). Following the trend of rising ownership of computers and Internet access, it is safe to say that more Americans today own personal computers and have online access than at any other time in history. As a rise in the need for communication and information reaches our society, the educational community is striving to keep up with such demands as well.

In the 2000-2001 school year, nearly fifty-six percent of two and four year institutions offered some form of online degree (Tabs, 2003). In the past seven years, the number of degrees that are offered online has grown to accommodate the demand for distance education. According to the Sloan Consortium of the traditional universities and colleges in the United States (Allen & Seaman, 2007), about sixty-six percent of these schools offer some form of distance learning degree.

In addition to bridging the gap between the learner and the institution, distance education provides many benefits to students in the online environment. Learning via

distance allows students access to class materials on a twenty-four hour basis, seven days a week (Moore, Winograd, & Lange, 2001). These students can access class materials and complete their class assignments at any time during the day or night. Distance education also provides student-to-student and teacher-to-student communication at the convenience of both students and teachers (Moore et al.). Students are provided the opportunity to learn and explore class materials at their own pace, but ultimately meeting the deadlines set by the instructor. Many students seeking distance learning degrees are not traditional college students (Moore et al.). These students are professional individuals with busy lives, nine to- five jobs, and a need for flexible schedules, and getting a degree via distance education fills that need for flexibility. In 2006 there were more than 3.2 million students taking at least one online course in the U. S. (Allen & Seaman, 2007). On-campus students are also utilizing the benefits of online courses according to several sources (MSNBC, 2006; Ngo, 2008). Some students cannot take on-campus courses because of conflicts with other courses or with their work schedule so they choose to take online courses to fulfill the degree requirements (Ngo).

Distance education allows students a great deal of freedom and satisfaction in the academic world (Woods & Ebersole, 2003; Holcomb, King, & Brown, 2004). However, one must ask about the person delivering the materials for the course. Online instructors dedicate a good deal of time and energy into their course work. There are data noting the satisfaction of students taking online courses (Woods & Ebersole). However, data noting the level of job satisfaction for online educators are limited (Feldman & Turnley, 2004).

The research that has been conducted regarding job satisfaction for online instructors notes that there are both positive and negative aspects to online teaching (Bruner, 2007; Fredericksen, Pickett, Shea, Pelz, & Swan, 1999; Maguire, 2005; McLean, 2006; Preziosi & Gooden, 2003). Most researchers that have examined job satisfaction label these aspects as inhibitors and motivators of online teaching. While job satisfaction among online educators is vetted in both intrinsic and extrinsic motivators, most research points to intrinsic factors as the most important aspect of job satisfaction (Maguire).

The majority of research studies which examine job satisfaction for online instructors are quantitative (Berge, 1998; Betts, 1998; Mc Kenzie, Mimms, Bennett, & Waugh, 2000; Rockwell, Schauer, Fritz, & Marx, 1999). These studies do have a few open-ended questions encouraging educators to express their opinions; however, only one study was strictly qualitative in nature. Qualitative research allows for a more in-depth look into an area. Allowing faculty to explain in detail and categorize each of the motivating or inhibiting factors of online learning job satisfaction will provide a more in-depth view of online instructor job satisfaction. A phenomenological study will allow for such detail.

The remainder of this chapter is divided into seven sections. Following the introduction section is the rationale where the justification for the study will be outlined. Following the rationale, a discussion of the key terms used in the study will be conducted. The background of the study will follow and include a history of online

education as well as a brief literature review of teacher job satisfaction. The argument which forms the basis for the dissertation will follow the background.

Rationale

It is becoming apparent that there is a shift towards online teaching in all levels of education (Tallent-Runnels et al., 2006). According to Feenberg (1999), teaching and learning online has moved from being a minor part of university teaching to a major aspect of the higher education learning process. A survey conducted by the National Center for Education Statistics found that of 4,130 universities (both 2- and 4-year) eligible for Title VI that were surveyed, 56% offered some type of online course to their higher education students (Allen & Seaman, 2007).

Many universities are now offering online courses to students. In the Fall of 2006, there were roughly 3.5 million students taking at least one online course which was a 9.7% increase in the enrollment from the Fall of 2005 (Allen & Seaman, 2007). The overall higher education student population only increased at a 1.5% rate from the Fall of 2005 to the Fall of 2006, but in the Fall of 2006 almost twenty percent of all higher education students in the United States (US) were taking at least one course online (Tallent-Runnels et al., 2006).

Online education is growing very rapidly. In addition to the students who are increasingly taking more and more classes online, one has to also consider the instructors who are involved in creating and teaching these courses online. There is much discussion and research noting the difficulties that professors face with online teaching (Dunlap, 2005; Hislop & Ellis, 2004; Hogan & McKnight, 2007). There are many additional

stressors involved in online teaching than with face-to-face teaching (Hogan & McKnight). Distance education is seen as a more time consuming process than face-to-face education (Hislop & Ellis). Instructors spend an enormous amount of time interacting with students in an asynchronous method via both email and discussion boards (Dunlap; Hogan & McKnight) . Dunlap and Hogan & McKnight state that in order for online instructors to be most effective, they must be in contact continually with their students via distance learning tools. However, this constant contact with students can also lead to dissatisfaction as an instructor (Dunlap; Hogan & McKnight).

Hogan et al. (2007) note that online instruction is more complex than face-to-face teaching. This is because the instructor is not only responsible for the delivery of information to students but also must be able to deliver the lectures and information based on the confines of distance education.

Many schools and universities have enlisted the services of adjunct instructors for their online endeavors primarily for monetary reasons. However, the data for job satisfaction does not examine adjunct faculty job satisfaction online. The focus is only on faculty job satisfaction for face-to-face teaching. Therefore, there is a gap in the literature when discussing online adjunct faculty in relation to their job satisfaction.

Based on the literature, there are many reasons why professors choose to teach online (Maguire, 2005; McKenzie et al., 2000; Wolcott & Haderlie, 1996). There are both intrinsic and extrinsic motivators for those instructors who teach online (Maguire; Wolcott & Haderlie). Intrinsic motivators include using technology online; teaching was an intellectual challenge and liking the ability to teach whenever and wherever they

wanted (Maguire). Extrinsic motivators include the ability to model online teaching for peers, monetary supplements, and formal and informal recognition of the participation in distance education (Wolcott & Haderlie). However, these studies mentioned were conducted using full-time professors. Adjunct professors or part-time instructors are often left out of the educational arena in terms of scholarship and participation in on-campus collaboration with other faculty (Feldman & Turnley, 2004). These factors could lay the ground work for understanding if adjunct professors find teaching online more satisfying than teaching face-to-face. If these motivators are not met, it may affect the job satisfaction for online teaching.

While online instruction is becoming more prevalent, it is also known to be more difficult for the instructors teaching the courses. Online instruction is increasing each year and the need for competent online instructors is also increasing (NEA, 2007). Consequently, to maintain this cadre of instructors, it is important to understand the nature of job satisfaction while teaching online versus teaching face-to-face.

An increasing number of adults without college degrees want to obtain a degree in higher education. These people include those who never attended college, never completed their degree, and/or those who want to move forward in their employment or start a new career. They already hold a position and do not have the time to attend a regular degree program on campus (Larreamendy-Joerns & Leinhardt, 2006). Online education allows students in virtually any location to attend classes at their convenience, and often allows them to work at their own pace in the comfort of their own home. Online education usually appeals to adults over the age of 24 (Terrell, 2005).

Definition of Terms

There are several terms that are critical to analyze before continuing with the discussion of the proposed study. This ensures that the reader understands the perspective of the researcher. These terms include online education (and all of the related terms: distance learning, virtual learning, distance education, online learning, and virtual education); online chat; online course; online degree program; learning management system (LMS); synchronous learning; asynchronous learning; and job satisfaction.

Distance learning is a common term that is used when referring to learning from another place other than a university classroom. Some of these terms as used in this dissertation are defined below.

Online Adjunct Instructor: An individual who has earned at least a Masters degree and teaches in the higher education realm online and who has taught both in a face-to-face setting and an online setting and acts as a facilitator in an online classroom.

Online Degree Program: A setting in which students obtain their entire undergraduate or graduate degree online without being in a formal classroom on a university campus.

Online Course: A learning environment in which education takes place out of the regular classroom setting. Students are required to learn the subject matter at their own pace via text books, online lectures, and online discussion boards.

Learning Management System (Lms): A venue in which students and instructors interact with one another via message boards, online chats, and emails. Some universities use a system called Blackboard. Blackboard was not the LMS used by the university in this study. The LMS was created in house and is maintained in house.

Online Chat: A real time discussion in the LMS which takes place between classmates and the instructor about course related topics.

Online Discussion Board: A device within the LMS that allows individuals to post information about the current topic. Online courses generally have at least one discussion board topic each week related to the current course work.

Synchronous Learning: Learning that is taking place in real time. Students and the instructor interact during class time on a given course topic.

Asynchronous Learning: Learning that is taking place but it is not in real time; it is delayed.

Job Satisfaction: Sense of inner fulfillment and pride achieved when performing a particular job. Job satisfaction occurs when an employee feels he has accomplished something having importance and value worthy of recognition; sense of joy.

Background for the Study

This section and following two subsections will provide the context surrounding the research conducted. There were two interrelated constructs under investigation in this study: online learning and job satisfaction. Thus, the background provides both a history of online education as well as a brief literature review of job satisfaction.

As noted in the definition of terms, online education is carried out both in the asynchronous and synchronous delivery methods. Since the inception of distance education, the majority of learning has taken place in an asynchronous manner (Gayton, 2007; Harris, 1999; Taylor, 2001). The following subsection discusses the evolution of online education from the 1700s to present day.

History of Distance Education

It is important to understand the terms related to distance education and how the terms have changed over the course of the century. The terms correspondence course, radio course, television course, online course, asynchronous and synchronous are all associated with distance education (J. Taylor, 2001). Viewed chronologically, each term describes the progression of distance education as a whole.

There is a rich history of distance education and it is essential to understand where online education began and how it and the terms associated with it have changed over the centuries. Viewed chronologically, each term describes the progression of distance education as a whole.

Distance education has been a part of modern society since the late 18th century when shorthand was taught through correspondence courses (Gayton, 2007). Correspondence courses were conducted through the mail. Students completed assignments at home and then sent them back to the university.

The first known correspondence course in the US (shorthand) was in 1728. The University of London was the first university to offer distance learning degrees in 1858 (Holmberg, 2005). The University of South Africa was the second university to offer distance education degrees in the form of mail correspondence in 1946 (Brimoh & Osiki, 2008). However, in the United States, university correspondence courses and programs were first established in 1892 at the University of Chicago (Larreamendy-Joerns & Leinhardt, 2006). Others such as the University of Kansas and the University of Wisconsin later followed the lead of the University of Chicago (Gayton, 2007;

Larreamendy-Joerns & Leinhardt). These courses were based on print technology which was mailed to each student and the student mailed the completed information back to the university (Taylor, 2001).

In the mid-1960s radio and television courses were the next step of distance learning following mail correspondence (Parker, 1999; Taylor, 2001). Television courses still exist today at universities such as the University of West Virginia, Florida State College, and Missouri Southern State University among others. These courses relied on various aspects of technology in order to transmit course information to students (Taylor); however, students returned their work via the US mail. The next or third version of distance education involved broadcast TV/radio and audio-teleconferencing and video-conferencing between students and the instructor (Parker, 1999; Taylor). The fourth step in the evolution of distance learning involved using the world wide web, interactive multimedia involving a web browser, and computer mediated communication via chats and emails, and video (Taylor).

Instructor Job Satisfaction

Job satisfaction is defined as an emotional reaction to one's job position (Cranny, Smith, & Stone, 1992; Weiss, 2002). Locke (1969) defines job satisfaction as a positive emotional state that stems from evaluating one's job, and job dissatisfaction as a negative emotional state that results from evaluating one's job. Job satisfaction and dissatisfaction are directly linked to emotional responses related to one's current position.

There are many variables which could have an impact on job satisfaction, such as age, level of education, locus of control, prior work experience, and emotional well being

(Dodd-McCue & Wright, 1996). Organ (1995), who has conducted research on job satisfaction, notes that those people who are satisfied with their jobs tend to be more productive in the work place. One associated factor was how emotionally satisfied or happy one is with their position (Brief & Weiss, 2001; Weiss, 2002). Other factors included experiences on the job and beliefs about the work place (Weiss). There are negative factors that tend to affect one's level of job satisfaction. Stress, low levels of control, poor management, and low levels of participation in the decision-making process were all related to a job dissatisfaction (Bogg & Cooper, 1994). There are both negative and positive aspects of job satisfaction that have had an impact on the overall value of job satisfaction in the workplace.

Though the research mentioned above discussed job satisfaction in general, the focus of this study was faculty job satisfaction. Job satisfaction in higher education faculty has been linked to the position they hold, their supervisor, their coworkers, pay, and promotion. A study conducted in 1983 showed that many professors who felt stressed out at work due to various environmental and job related issues experienced a higher amount of burnout on the job (Melendez & Guzman, 1983). Instructors who felt a lack of accomplishment, a high level of depersonalization, and a high level of emotional exhaustion were not as likely to return to online teaching the following semester (Hogan & McKnight).

Much of the research on online learning is focused on student or learner satisfaction (Gunawardena & Zittle, 1997; J. Richardson & K. Swan, 2003; Swan, 2001). However, another important variable, faculty job satisfaction, has not received equal

attention even though it is also an important aspect of online learning. Betts (1998) and Schifter (2000) stated that teaching online actually improved overall faculty job satisfaction. However, other researchers have noted very negative aspects to online teaching in relationship to their overall job satisfaction (Hislop & Ellis, 2004; Hogan & McKnight, 2007). Though these studies provided some preliminary results, they were not in depth studies that thoroughly investigated the relationship between distance education and job satisfaction.

Teaching online requires not only pedagogical and subject matter knowledge (Kosak et al., 2004; Parker, 1999); it also requires technological knowledge as well. Faculty who do not already have technological knowledge of the software have to rely on training from the university or other entities. Technological support and training for online faculty in universities is often very limited (McLean, 2005). According to Falowo (2007), this is one of the major reasons why many faculty avoid online teaching. However, others note that accurate training and technical support were influential in their online teaching experiences (Rockwell, Schauer, Fritz, & Marx, 2000).

In the academic arena, there are a number of variables that relate to job satisfaction such as professorial rank, pay, promotion and tenure, administration, and relationships with coworkers. However, online instructors may or may not be a member of the regular faculty in a university. As noted before, many universities are enlisting the help of adjunct instructors to teach courses due to monetary restrictions. Therefore, some of these issues that are related to job satisfaction in regular college faculty do not apply to

online adjunct instructors. The focus of this dissertation is to understand the level of job satisfaction for online adjunct instructors.

Argument

The rationale above described the exponential growth of distance education in the last 20 years. If one extrapolates historical data, it is conceivable that distance education might become a dominant mode of instruction at the college level. Given this fact, from a practitioner's point of view, it is critical to understand all of the facets of this emerging educational reality. One of the aspects of online education that had not been explored thoroughly was how the educators involved in this paradigm shift might have reacted to their new teaching reality.

Besides the value added at the practitioner level, there was very little research that addressed this issue. Thus, this research intended to compensate for this lack in the literature. Much of the research in the area of online learning focused on the satisfaction level of the students involved. It did not examine the satisfaction of the educator. This lack of traditional social interaction might lead one to conclude that the level of satisfaction would tend to be lower. Despite this conventional logic, this dissertation argues that there is a general positive perspective of job satisfaction for online educators. As the most widely used interface to the Internet, the web browser, becomes more interactive and synchronous, there are more and more opportunities for educators to simulate traditional social interactions. This argument leads to the following research questions:

1. How do adjunct online instructors define job satisfaction?

2. What affects adjunct instructors' job satisfaction in online teaching?
3. What comparisons do adjunct online educators make between online and face-to-face teaching?
 - A. What do they perceive as the advantages and disadvantages involved in teaching online versus teaching face-to-face?
 - B. What do they perceive as the struggles involved in teaching online versus teaching face-to-face?

Overview of the Proposed Study

This section and the two subsequent subsections provide an overview of the study. Both a brief discussion of the specifics of the actual research site and the methodology that were used to carry out the research are discussed. The first subsection lays out the underlying facts of the site. The second subsection gives an introduction to the methodology. A more thorough discussion of the methodology that was carried out is included in Chapter 3.

Site Discussion

This study was conducted in a mid-sized private university in the southeastern United States (this site will be called Southeastern University or SEU). It is a respected university that is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate, master's, education specialist, and doctoral degrees. Many of the departments also hold prestigious national accreditation including the Accreditation Board for Engineering and Technology

(ABET), the Council on Aviation Accreditation (CAA), the American Psychological Association (APA), and the American Chemical Society (ACS). This information is provided to demonstrate that this is a traditional and well rounded university setting.

The University recently launched a new online program that offers undergraduate degrees in Accounting, Criminal Justice, Computer Information Systems, Healthcare Management, and Marketing. It offers online graduate degrees in Information Technology and an MBA. Not including the new online students, SEU is home to approximately five thousand students and three hundred faculty with ninety-five percent of the faculty being full time. The new online program is designed as a semidetached entity to the university and is housed in the professional development school (PDS) which caters to nontraditional students. The online MBA was recently moved from the PDS to the College of Business (COB) and the criminal justice program is housed in the College of Liberal Arts (COLA).

The participants in this study were the new faculty that were teaching for the recently launched program. The design of the program was the inverse of the existing university arrangement in that only five percent of the online classes are taught by full-time faculty. The vast majority of courses were taught by part-time adjunct faculty. There were thirty-two adjuncts that had been hired in all of the programs. Since the launch in March of 2008, there has been a growth of twenty-five percent per eight week term in both students and the resultant need for faculty. By the time this study launched, it was anticipated that Southeastern University would have approximately seventy faculty teaching in the online sector of the University.

Methodology

Though qualitative and quantitative methods are both viable ways to conduct research about job satisfaction, this study was intended to be exploratory in nature. Exploratory studies are best executed through qualitative methodologies as the constructs do not have to be reduced to single variables. Qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan & Schumacher, 2006). McMillan and Schumacher note that qualitative research is important for such things as theory generation, policy development, and improvement of educational practice. Qualitative research is exploratory in that it assumes the value of the setting and searches for a deeper understanding for the participants' lived experience of the phenomenon (Bogdan & Bicklen, 2003).

According to Stake (1995), qualitative research is empathetic, meaning the design is emergent and responsive because the reporting provides a vicarious experience. Qualitative research allows the researcher and the readers to understand behavior from the subject's personal frame of reference. Qualitative research also allows researchers to collect data in natural settings, the place in which the phenomena being studied usually takes place (Bogdan & Bicklen, 2003).

There are many different types of qualitative studies (Bogdan & Bicklen, 2003), such as ethnographies, case studies, phenomenological studies, and grounded theory. A phenomenological study was the type of qualitative research recommended for this research study because the researcher was most concerned with personal experience of the participants and their perception of job satisfaction in the online environment (Introna

& Ilharco, 2004). Unlike case studies, which focus on the organization as a whole, phenomenological studies allow the research to focus on the individuals and their life experience (Husserl, 1964).

This study was a phenomenological study that occurred for a little more than a term at SEU. Terms last a total of 8 weeks for the online program. These terms do not match up with the standard university term and are continuous throughout the year. A standard term at SEU lasts 16 weeks and there are two per year. The online program hosts six terms per year. Contact with the Associate Dean of the college that offers the online program was established and permission was granted to conduct the study. The primary impedance involved both finalization of the study plan and Internal Review Board (IRB) approval.

As prescribed by phenomenological methodology (Introna & Ilharco, 2004), the sole source of data were semi-structured interviews. These interviews were grounded in a conceptual framework and the research questions. This conceptual framework was based on Herzberg's (Herzberg, Fausner, & Snyderman, 1959) motivator-hygiene model. Other theories such as affect theory (Locke, 1969), dispositional theory (T. Judge, Locke, Durham, & Kluger, 1998), and the job characteristics model (Hackman & Oldham, 1976) were considered. The most widely used and most verified was the motivator-hygiene model (also called the two factor model). The dispositional theory and characteristics model were both quantitatively based; thus, they were rejected due to lack of compatibility with the epistemological approach taken for the study in this dissertation. The two-factor theory model is discussed in Chapter 3.

The participants in the study were dispersed throughout the world and taught remotely from eighteen different states and eleven countries. Because of this, the interviews were conducted via telephone. The consent form was made available online prior to the interview beginning and was received via fax and email from the participants. The medium for communication was Voice Over Internet Protocol (VOIP) using Skype software. This software allowed for the recording of the interviews to MP3 files and thus allowed a convenient storage method for transcription and analysis. After the interviews were conducted and recorded, software called Dragon Speak was used to transcribe spoken words into written words.

After the interviews were completed and transcribed, data analysis began. The data analyses involved three connected sub-processes: data reduction, data display, and conclusion drawing (Huberman & Miles, 1994). With data reduction, the data were reduced in an anticipatory way based on the conceptual framework. Data display referred to the compressed presentation of data that permitted conclusion drawing. These took the form of structured summaries or synopses that linked the major topics that were revealed during data reduction. Conclusion drawing involved extracting meaning from the data where the researcher was the agent of interpretation. The tactics used for this final step involved noting patterns or themes, clustering, comparison, and contrast.

The majority of the processes described above were simply a method for categorizing data into manageable units. The substantive portion of the analysis process was the area where meanings were drawn from the data. In the tradition of constructivist research (Denzin, 1994), the researcher is the tool of interpretation and this interpretation

is substantiated within a defined conceptual framework. Without this substantiation, the resultant output would be only subjective opinion. As Herzberg et al. (1959) formed the basis for this research, it was also utilized as the theory by which the data analysis was rooted.

Conclusion

This chapter established the critical areas for the groundwork that was required for this study. The introduction described the context surrounding the content area of the dissertation. The proliferation of computing in the United States has provided an opportunity for various aspects of education to evolve into a limitless platform of interactive distance education. The rationale discussed how there is a real and readily observable shift in higher education towards distance education.

The rationale demonstrated that there was an urgent need for continued research in the area of online education. This research intends to add to the body of knowledge by examining a significant aspect of this area of learning—job satisfaction.

The section that defined the terms provided concise definitions to the various constructs that are involved with distance education. This offered a description for the reader unfamiliar with distance learning as well as the point of understanding for one experienced in the area. As with most fields, there are often slightly varying perspectives on particular constructs and the definition section can bring a convergence on perspectives.

The background provided an in-depth degree of context to the two major constructs in the study: distance education and job satisfaction. This context explained in

greater detail the various intricacies of these critically important constructs. Following this, the most important section of the chapter, the argument section, proposed the argument and provided the resultant research questions. The argument stemmed from the rationale section and asserted that job satisfaction for online educators was generally positive. This argument was rooted in the evolving technological opportunities of popular web browsers such as Firefox and Internet Explorer and their companion web servers. These technological advancements allow for more real time, synchronous communication as well as increased multimedia interactions. Easy-to-use video conferencing, chat rooms, and shareware all allow for a greater degree of social interaction which is a critical component of job satisfaction.

The final section of the chapter, prior to the conclusion, provided an overview of the study and included a discussion of the research site and a brief discussion of the methodology. The research site was of particular interest to this study because it was just beginning the launch of a new online program. The shift from a one hundred percent traditional face-to-face university to an institution that focused heavily on distance learning certainly gave insight to the question of job satisfaction.

Chapter 2

Review of the Literature

“In the industrial revolution, resources of human labor moved from the country to the city. This mass migration filled the Dickensian factories and dark Satanic mills of the period with labor power” (Hargreaves, 2003, p. 9). Hargreaves paints a dismal picture of the industrial age; however, he explains that many beneficial institutions, such as public education, urban parks, and public libraries, came from the “overcrowding and urban squalor” (Hargreaves) of the industrial revolution. Labor laws forced the world to develop an appropriate place for children to carry out their days in the classroom. As a result, our society evolved from a world focused on our young producing goods in the industry to a society that values educating its young, and as Kuhn (1962) states, paradigm shifts are inherent.

Technology was a driving force of the industrial age. Machinery in factories and mills were created with production in mind. The idea was to produce the greatest amount of a product in the shortest amount of time thus forcing individuals to use the latest technology to advance in the industrial revolution. This dependency on technology was the segue to the information age.

The world is now in what many call the information age, a time when infinite amounts of information are less than a click away. According to Winner (1986),

technology is a way of life. He states that we as a society tend to rely on technology in an almost unhealthy manner. As a result, technology is a consistent aspect of our lives and the Internet has become our most popular source of information and interaction (Dent, 1998). The Internet has become our information lifeline (Hoffman, Novak, & Venkatesh, 2004). With this aspect of technology, the Internet has become a way of doing business, communicating with family and friends, finding your way around town or to another state, getting medical advice, and even going to school. In 2005 there were almost 3.2 million higher education students in the southern states taking at least one class online (Allen & Seaman, 2007). That was an increase from the year before of a million students taking online classes (Allen & Seaman). There were an estimated seventeen million higher education students taking at least one class online in 2005 nationwide.

Though distance education began as a means of correspondence over 2 centuries ago, it has evolved to become a way of life for many individuals in higher education. Distance education began as a means to obtain a certification in shorthand, but over the past two centuries, it has allowed many people who are not able to attend regular university classes to obtain degrees. The evolution of distance education has been a result of the blossoming technological advancements that have occurred throughout the ages. Correspondence courses by mail were the norm in the late 18th century for shorthand certification. Then many universities and community colleges began offering courses via radio and television in the 1960s. Audio conferencing along with radio and television broadcasting was the next step in the distance education timeline. Individuals communicated with their instructors via telephone or through mail correspondence.

Finally, distance education evolved into students taking courses via the World Wide Web from many universities around the globe.

Today many institutions in the US offer online courses. For example, Virginia Commonwealth University, University of Chicago, University of Wisconsin, Florida State University, and Harvard University all offer courses online. Most universities require students to take at least one online course during their tenure. However, there are also universities that offer many of their courses online and it is even an option for students to get a degree from a university without attending courses on campus.

Online Education

Currently there are millions of students taking courses online at higher education institutions in the US. Due to the prevalence of online learning in the higher education setting, professors have had to alter the way they teach and communicate with students in the classroom. When teaching in the online education environment, there are many aspects to consider. Learning theories, methods of communication, pedagogy, andragogy, and the growth of higher education online learning will be explored in this section. These fundamentals of learning and education are present throughout all modes of educational delivery, but they take on a unique flavor in the online environment.

Pedagogy and Learning Theories

As with all types of education, there are learning theories. There is a learning theory for online learning as well. These learning theories allow teachers and students to

understand the learning process and allow communication to flow in the online environment.

Pedagogy is defined as the art of being a teacher and/or the strategies that a teacher employs to carry out instruction. There are many pedagogical approaches to learning. In online learning pedagogy takes place in the virtual realm consisting of discussion boards, online chats, hypertext resources, and collaborative learning exercises (Stevenson, 2001).

Various methods of communication in online education, such as synchronous, asynchronous, blended, and collaborative methods, allow teachers and students to maintain a continuous stream of communication. It is important to understand the teaching methods online instructors employ in the online learning environment. Lastly, this section will explore the statistics surrounding the exponential growth of higher education online learning.

There are many learning theories in the educational arena. The three major fields of contemporary learning theories are behaviorist, cognitivist, and constructivist (Kauchak & Eggen, 2003). These three theories have shaped the method of teaching and learning in the 20th century.

Behaviorist learning theories were the main focus of the early 20th century. Behaviorism focused on changes in behavior in the student. Instructional external stimuli were given by the teacher in the form of rewards and punishments to shape the student's behavior (Kauchak & Eggen, 2003). The student was seen as a passive observer and the teacher controlled the stimuli and shaped the desired behaviors. Behaviorism

contemplates the scholarship of explicit behaviors and how these behaviors can be observed and measured (Good & Brophy, 1990).

Behaviorist research demonstrated that behaviorism was an oversimplification of the learning process (Kauchak & Eggen, 2003). Behaviorism was a learning process through reinforcement; however, theorists noted that learning is also a process of encoding and retrieving information (Good & Brophy, 1990). Thus, cognitivism allows students to become active participants in the learning process rather than passive as behaviorism suggested. Cognitive theories encompass not only the behavioral side of learning but also the thought-processing side of learning (2004). Cognitivism studies the processing and mental encoding of information.

Constructivism is the third major field of learning theory. This learning theory is generally credited to Jean Piaget. It involves forming connections to information via prior knowledge and experiences (Anderson & Elloumi, 2004). The learners are seen as active participants in the learning process by creating their own perceptions and associations to the information.

Behaviorism, cognitivism, and constructivism are all contemporary learning theories that have been a driving force of face-to-face education. They have also been the building blocks of online education. Ertmer (1993) states that all three types of learning theory are represented in online learning. Behaviorism can be used to teach the facts, cognitivism can be used to teach the procedures and processes, and constructivism can be used to teach the higher order level thinking.

Connectivism is a recent learning theory for online learning. Siemens (2005) redefined the way that the online learning community views learning theory. He states that contemporary learning theories attest to the fact that learning occurs within a person, leaving out the concept of computer assisted learning in our time. Vaill (1996) notes that learning should reflect our environment and our environment is ruled by the information age and the computer. Therefore, Siemens, (2005) derived connectivism to represent the technological and informational advances in our society. Connectivism is cyclical in that it begins with the learner. It then continues into the online community or other online resources for the course. Finally, within the class discussions, feedback is provided to classmates and the instructor with the knowledge transmitted back to the learner (Siemens). The concept of connectivism states that learning takes place in many venues not only within the individual, but it also by connecting various nodes of information.

Vygotsky (1978) states that learning is best achieved in social settings and that higher order thinking is achieved through interacting with individuals. Though the face-to-face interaction in the learning process is not present, there are many methods which allow students to network with one another and with the instructor in order to participate in the learning process through computer mediated communication (CMC).

CMC is defined as “the use of networks of computers to facilitate interaction between spatially separated learners. These technologies include electronic mail, computer conferencing, and on-line databases” (Jonassen, Davidson, Collins, Campbell, & Hagg, 1995, p. 15). CMC allows students and instructors to work together in the

learning process. There are several methods of communication that are utilized in the online learning classroom.

Methods of Communication in Online Learning

According to Moore (1996), there are three types of interaction needed in the online learning classroom: student to student, student to instructor, and student to content. Collaborative, blended, asynchronous, and synchronous are all methods of teaching and learning and communication in the online learning environment. These methods allow students to keep the lines of communication open during the learning process. These forms of communication allow students to feel as though they are part of a learning community.

Learning communities are defined as individuals that come together to share common interests and learn from one another (Wikipedia, 2008). In the same respect, online learning communities are defined as a group of people online who come together to share common interests and beliefs and engage in the learning process together and learn from one another via the Internet (Wikipedia, 2008).

In order to promote success in online learning, instructors need to create a sense of community in the online classroom. Morgan and Tam (1999) report that a reason students drop out of online courses is because they feel isolated. Thus, isolation can be prevented if teachers and students engage in online learning communities. Through the above mentioned learning and communication techniques instructors and students can achieve success in online learning.

Collaborative learning is one process of the online learning environment that helps to prevent isolation. Collaborative learning according to Curtis (2001) is a process where students work on class projects simultaneously. Students work on a project online and provide input to one another during the process of the assignment. This differs from cooperative learning where individuals work on an aspect of a project independently and then report back to one another once the assignment has been completed. According to Johnson and Johnson (1996), collaborative learning involves many aspects such as providing and giving help and feedback, exchanging information, resources, and existing knowledge, encouraging group members contributions, and engaging in cognitive conflict.

Collaborative learning is a method used by many online educators in both undergraduate (Ashcroft, Treadwell, & Kumar, 2008; MacDonald, 2003) and graduate (Freeman & Brett, 2007; Hiltz, 1998; Mc Alpine, 2000; Stacey, 1999) courses. Studies show that collaborative learning in online learning creates a sense of community and belonging (Ashcroft et al.; Freeman & Brett; Hiltz; Mc Alpine; Stacey). There is a lower attrition level in online courses that use collaborative learning (Morgan & Tam, 1999).

Benbunan-Fich (1997) conducted a field experiment with one hundred thirty-six face-to-face and online learners in a collaborative learning environment. The experiment yielded a 2 x 2 factorial design. Students were enrolled in a Computers and Society course at the New Jersey Institute of Technology and asked to complete an “ethical case scenario.” These undergraduate students were in the following four groups:

- Face-to-face students completing case study tasks collaboratively;
- Face-to-face students completing case study tasks individually;
- Online students completing the case study task individually or worked collaboratively
- Online students completing the case study task collaboratively.

Her results showed that both online and face-to-face students who worked collaboratively were more motivated, used better problem solving skills, and were happier with the end results of their assignments.

Curtis and Lawson (2001) conducted a study with twenty-four undergraduate adult education students using collaborative learning in an asynchronous online environment. The study was exploratory in nature and examined qualitative class data such as emails, discussion boards postings, file uploads, and individual student contributions. Students were asked to complete a questionnaire pertaining to the online collaborative learning environment of the course. Students experienced issues with the delays of asynchronous communication between classmates, relying on others to complete a task or assignment, and they found that collaboration between classmates was more time intensive than they had thought. Overall, the study stated that collaboration was a success in this online learning course.

Blended courses, which are also referred to as hybrid courses or mixed mode-instruction courses, are a mix of face-to-face and online learning (Dziuban, Hartman, & Moskal, 2004). Students attend lectures in a university classroom and follow up with subsequent online learning tools. According to research, blended learning is the most

successful type of online learning (Dziuban et al.; Hiltz, 1998; Hiltz & Turoff, 2005).

Students tend to learn more with this type of teaching and learning because they have the benefits of face-to-face interaction with the instructor and other students and they reinforce their learning after the class in the online environment.

Ashcroft et al. (2008) conducted a study with one hundred eighty-one undergraduate psychology students which used mixed mode-instruction and collaborative learning techniques. Students attended lectures on campus and completed assignments online collaboratively with classmates. Pretests and posttests were administered which contained course content material questions. The four areas of instruction introduced in the course were research proposal, APA style, group processes and social psychological concepts. Students self-reported their learning in the course using a seven point Likert scale. Comparison of the pre/posttests results showed that students felt their level of learning was significant ($p < .001$) in all four areas. These results suggest that there was a statistically significant increase in course content information. Thus, collaborative online learning and mixed method instruction appear to be an effective means for learning in this study.

Most online learning is carried out in an asynchronous manner. Asynchronous communication does not occur in real time. One benefit to this is that students can learn and communicate within the course at their convenience twenty-four hours a day, seven days a week (Hiltz, 1998). Universities use a Learning Management System (LMS) such as Blackboard to assist with the course management of online teaching. Students and instructors communicate via email, discussion board postings, and access course

documents via the LMS. Online learning is often conducted in both an asynchronous and a synchronous manner.

Synchronous communication occurs during real time. In online learning, students and instructors use a variety of methods to communicate such as video conferencing and course chats. This way instructors have the benefit of interacting “live” with students and students have the ability to interact with their classmates. This allows students to ask questions, learn from their peers, and interact with the instructor. Many accrediting bodies, such as Southern Association of Colleges and Schools (SACS), require synchronous methods of teaching for all online courses for at least one hour per week.

SACS is an accrediting body for the southern states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and also for Latin America. SACS ensures that higher education institutions in these areas comply with the needs of their student body, the public, and the standards created by the higher education community.

Higher Education and Online Learning

Over the past several decades, online learning in higher education has grown exponentially. There are millions of students taking classes online, and in 2005, almost twenty percent of all higher education students had taken or were taking at least one class online. The majority of students attending online courses are undergraduates and tend to study at “associate institutions”(Allen & Seaman, 2007).

In the early 2000s, there was a certain demographic of student that was associated with online learning. The majority of students receiving their degrees strictly from an

online environment tended to be working professionals over the age of forty (Levy, 2003). However, the demographic of students attending online courses has changed since the beginning of the 21st century. Online courses are not just for those students that are working professionals. Many universities offer online courses for resident students as well as for working professionals. Students are given the opportunity to access course information seven days a week twenty-four hours a day and students enjoy the convenience of this type of higher education.

Higher education institutions that do not have a favorable view of online education are much less likely to offer courses online (Allen & Seaman). Large public universities are the most likely candidates to offer online courses and degrees.

Issues with Online Learning

There are practical and academic issues in the educational arena pertaining to online learning. The perception of the quality of online learning, training instructors to teach online, and the ownership of intellectual property are all variables in the process of online teaching.

There is a perception that many academics hold against the quality of online teaching. Online learning is often viewed as a lesser form of education to many academics (Policy, 2000). Faculty members that are concerned with quality state that students should have access to various sources pertaining to course materials such as a “library, labs, and faculty” Faculty also believe that students should be exposed to “affective development and student socialization” through student-to-student contact (Bower, 2001, p. 4).

A study was conducted at Texas A & M University which looked at the faculty perceptions of electronic technologies in teaching. The faculty members (263) in the College of Agriculture were surveyed to determine their opinions on technology in the teaching realm (Dooley & Murphy, 2001). The 33-item survey asked thirty quantitative questions relating to comfort with technology, competence in using technology, and availability of technology. The three remaining questions were qualitative in nature. More than half of the faculty agreed that it was important to include electronic technology into their teaching. Faculty were asked if they thought that technology would change *how* they teach within the next five years and an overwhelming majority agreed to this statement. But when asked if technology would impact *what* they teach in the next five years, almost half of the faculty members strongly disagreed. The qualitative answers pertain to faculty perception of online learning. Several individuals stated that they did not believe that online education was of the same quality as face-to-face instruction. It appears that the agricultural faculty at Texas A & M are aware of the demands that technology places on their teaching, but many do not believe that online learning is of the same caliber as face-to-face learning.

Another study was conducted examining the views that the National Education Association (NEA) higher education members hold toward online learning (Association, 2000). In 2000, one in ten NEA higher education members taught an online learning course. The respondents were comprised of four hundred online educators, and one hundred thirty traditional faculty. Of the higher education members surveyed, sixty-eight percent taught online courses and fifty-four percent were considered traditional faculty.

Twenty-two percent of the traditional faculty that were surveyed held a negative view of online learning and another twenty-eight percent of traditional faculty were undecided. These faculty members were concerned about the quality of online learning.

Though there are negative views toward the use of online learning, many steps have been taken to ensure quality. Starting in the 1990s, there were three major initiatives established to ensure the quality of online learning. The five pillars of online education, twenty-four benchmarks for online education and the seven principles for good practice in undergraduate education were established. Many researchers use the five pillars of online education as a building block for their studies (Bourne, Harris, & Mayadas, 2005; Zhao, 2003).

In the mid 1990s, the five pillars of online education were established to evaluate and improve online learning courses (Lorenzo & Moore, 2002). They were established due to the rapid growth of online learning. The five pillars include learning effectiveness, student satisfaction, faculty satisfaction, cost effectiveness, and access s to the courses.

In 2000 The Institute for Higher Education Policy established twenty-four benchmarks for success in online learning. These benchmarks are divided into seven categories: institutional support, course development, teaching and learning, course structure, student support, faculty support, and evaluation and assessment (Policy, 2000). The twenty-four benchmarks for success are outlined in Table 1.

The seven principles for good practice in undergraduate education were established in 1987..

Table 1
The 24 Benchmarks for Success in Online Learning

Institutional Support Benchmarks	<ul style="list-style-type: none"> • A documented technology plan that includes electronic security measures is in place and operational to ensure both quality standards and the integrity and validity of information • The reliability of the technology delivery system is as failsafe as possible. • A centralized system provides support for building/maintaining the distance education infrastructure.
Course Development Benchmarks	<ul style="list-style-type: none"> • Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes—not the availability of existing technology—determine the technology being used to deliver course content. • Instructional materials are reviewed periodically to ensure they meet program standards. • Courses are designed to require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements.
Teaching/Learning Benchmarks	<ul style="list-style-type: none"> • Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail. • Feedback to student assignments and questions is constructive and provided in a timely manner. • Students are instructed in the proper methods of effective research, including assessment of the validity of resources.
Course Structure Benchmarks	<ul style="list-style-type: none"> • Before starting an online program, students are advised about the program to determine (1) if they possess the self-motivation and commitment to learn at a distance and (2) if they have access to the minimal technology required by the course design. • Students are provided with supplemental course information that outlines course objectives, concepts, and ideas, and learning outcomes for each course are summarized in a clearly written, straightforward statement. • Students have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web. • Faculty and students agree upon expectations regarding times for student assignment completion and faculty response.
Student Support Benchmarks	<ul style="list-style-type: none"> • Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. • Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, and other sources. • Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff. • Questions directed to student service personnel are answered accurately and quickly, with a structured system in place to address student complaints.
Faculty Support Benchmarks	<ul style="list-style-type: none"> • Technical assistance in course development is available to faculty, who are encouraged to use it. • Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process. • Instructor training and assistance, including peer mentoring, continues through the progression of the online course. • Faculty members are provided with written resources to deal with • issues arising from student use of electronically-accessed data.
Evaluation and Assessment	<ul style="list-style-type: none"> • The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards. • Data on enrollment, costs, and successful/ innovative uses of technology are used to evaluate program effectiveness. • Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness

Source: Institute for Higher Education Policy: Quality on the line: Benchmarks for success in Internet-based distance education.

These principles include the following: “encourages student-faculty contact, encourages cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, respects diverse talents and ways of learning” (Chickering & Gamson, 1987, p. 2). These principles, which were originally established for face-to-face learning and based on fifty years of previous undergraduate research, were applied to the online learning environment in 1996 (Chickering & Ehrmann, 1996).

Through the development of the five pillars of online learning, the twenty-four benchmarks for online learning, and following the seven good habits for undergraduate teaching, online learning is gaining credibility in the educational arena. Ensuring that online learning is of the same caliber as face-to-face learning also includes not only the standards of online learning but also training instructors to teach in the online environment.

Training instructors to teach online is critical for online learning success (Policy, 2000). Three of the four online learning benchmarks for faculty support require that technical support is available to faculty to develop online courses. Faculty are given help during the transition from face-to-face teaching to online teaching and are monitored throughout the process, and training and mentoring are offered throughout the length of an online course (Policy, 2000).

Technology and pedagogy are both critical training areas for online instructors (Kosak et al., 2004). Instructors who teach online should be very familiar with the technology medium that they are utilizing. These technologies are used to develop the

course they are teaching and also to deliver instruction to their students. Many faculty members are concerned with the lack of training for online instructors (Betts, 1998; Schifter, 2000). They state that they plan to delve into the virtual educational world and they are afraid that they will not receive the proper training and support (Rockwell et al., 2000).

A study was conducted in the North Carolina state university system to examine whether or not faculty were receiving adequate training and assistance in developing and teaching online courses (Kosak et al., 2004). At twelve universities eighty-three online learning faculty members participated in the study and took a 25 item questionnaire consisting of multiple choice, five point Likert scale questions, and short answers. According to the respondents, there was ample training for teaching online courses. The results were that ninety-four percent of the faculty stated that there was on campus training available and sixty-four stated that there was also training offered off campus as well. Technical and pedagogical training were both offered; however, seventy-two percent of the faculty surveyed stated that there was technical training available and fifty-eight percent noted that pedagogical training was also available. Overall, eighty-six percent of the faculty surveyed were satisfied with the training offered and seventy-six percent of the faculty believed that the training was accessible.

However, a study conducted at the State University of West Georgia examined ten aspects of the online teaching area, one of which was the amount of training that was offered for online teaching (McKenzie et al., 2000). Seventy faculty members responded to the questionnaire. The respondents noted that they received between one and more

than 21 hours of training; sixty-two percent received between one and five hours of training before they began teaching online courses; and seventeen percent stated they received more than 21 hours of training before teaching.

The world of higher education is greatly affected by copyright issues and the realm of online learning is also subject to these issues. Copyrighting was established after the invention of the printing press; however, the modern day copyright laws were rewritten in 1976 (May, 2002). Copyright laws state that the university owns the property rights to material produced by “full time” employees. However, because many of the instructors that teach online courses are not full time, there is question as to who owns the rights to the intellectual property of created courses. Policy issues relating to the ownership of course materials are not very well defined at most universities and it is recommended that universities develop very clear property rights guidelines (Bonk, 2001). Instructors who are employed full time at an institution do not own the property rights to their courses and the university has the right to their course property for seventy-five years from the date of publication or one hundred years from the date the piece was written. Part-time employees own their work and are not subject to such copyright requirements (Levy, 2003). However, full-time faculty members have operated under an “academic exception” for their own intellectual property. The online teaching environment lends itself to the same rules. However, due to the fact that online instructors are not always full time, there are questions as to who owns the rights to the course information.

A study interviewed online learning faculty (403) and one hundred thirty traditional faculty that are members of the National Education Association (Association, 2000). Of the total online faculty, two hundred forty-seven faculty design the content of their courses of which seventy-four faculty own the rights to their property, one hundred eight do not own the rights to the course content, and sixty-four do not know if they own the rights to their course content.

There are many issues in the area of online learning. Many faculty members in higher education have negative views of the quality of online learning, while others see the value of online learning. However, regardless of the views of the quality of online learning, many steps have been taken to develop quality online learning courses. The five pillars of online learning, the 24 benchmarks of online learning and the seven principles for good practice for undergraduate teaching are all building blocks in the world of quality online learning.

While the issue of instructional quality is important, another aspect of online learning is critical as well. Training instructors to teach online and become familiar with the technology of the online learning environment are the first steps in creating a successful online learning course. If instructors are familiar with the learning environment, they can create meaningful learning experiences for their students, thus focusing on the practical side of learning.

Copyright laws state that the university owns the property rights to material produced by “full time” employees. However, because many of the instructors that teach online courses are not full time, there is question as to who owns the rights to the

intellectual property of created courses. Policy issues relating to the ownership of course materials are not very well defined at most universities and it is recommended that universities develop very clear property rights guidelines (Bonk, 2001).

Job Satisfaction

Employees' jobs occupy most of their time during the week, often define their social standing, and may have an impact on their overall happiness. It is no surprise, then, that being satisfied in one's employment position may impact their happiness. Job satisfaction is defined as a gratifying emotional condition that results from the evaluation of a person's job (Locke, 1969). An individual's job satisfaction controls many aspects of their work behavior, such as their productivity and performance (MacKenzie, Podsakoff, & Ahearne, 1998). The level of job satisfaction increases with the stature of jobs (Davis, Smith, & Marsden, 2007). Job satisfaction is one of the most studied aspects in the field of human behavior.

There are many researchers who have examined ways to improve production via job satisfaction in the workplace. A scientific approach was established in 1911 with the introduction of *The Principles of Scientific Management*. "The principle object for management should be to secure the maximum prosperity for the employer, coupled by the maximum prosperity for each employee" (Taylor, 1911, p. 9). Success in organizations cannot be achieved without both pieces, the happiness of the worker and the prosperity of the employer. Maximum prosperity for the employee and the employer can only be achieved through maximum productivity (Taylor).

Employee productivity is a topic which resonates throughout the history of the United States (Baker, 2008). In the early 1940s, researchers working for the U.S. Navy created a plan to allow convoys to safely pass by Nazi U-boats (Baker). Thus was born modern day operations research, a mathematical discipline that helps society with everyday technology such as determining the most efficient routes for school buses and the positioning of cell phone towers. In the 1940s, W. Edwards Deming helped to improve production during World War II by helping to create the American War Standards and went on to work with the Japanese to improve manufacturing in the 1950s (Baker). In the mid 1980s, Motorola introduced a management strategy designed to improve production and quality in the work place (Baker). In 2005, IBM began research to gather considerable data on employees' and consultants' skills and strong points (Baker). The plan is to create a database to choose the best individuals for each job based on many aspects, such as their expertise and their consultant fees. Employee productivity and business productivity resonate throughout the literature and may have a link to employee job satisfaction.

The Hawthorne Studies, which were conducted from 1924 until 1933, were some of the first major academic inquiries into the study of job satisfaction in the 20th century. Researchers wanted to find out the outcome of certain working conditions on an employee's level of productivity. The results yielded information pointing to changes in work conditions that increased overall productivity of the workers. However, researchers discovered that the end result of increased productivity was not due to the changes in the work environment but due to the fact that workers were being observed by the

researchers who conducted the study. Thus, the phrase “The Hawthorne Effect” was coined. The results of the study opened up a new avenue of research leaving researchers to wonder what other factors may or may not motivate workers and increase or decrease their job satisfaction.

The Hawthorne studies were the ground breaking studies for employee job satisfaction research and job satisfaction is noted as one of the most studied attitudes in organizational behavior (Weiss, 2002). In 2002 in the Ipsos-Reid Global Poll, nine thousand three hundred employees from thirty-nine countries were surveyed and asked to report their overall job satisfaction (Ipsos-Reid, 2001). Eighty percent of those workers surveyed are very or somewhat satisfied with their job. Only three countries have more satisfied workers than the United States: Denmark, India and Norway. The sixty-one percent of the respondents from Denmark noted that they were very satisfied with their jobs; fifty-five percent of the workers from India stated that they were very satisfied with their positions; and fifty percent of the employees from the US responded that they were very satisfied with their jobs.

Researchers have studied both the internal and external factors that contribute to job satisfaction (Herzberg et al., 1959). Intrinsic factors are personal in nature and extrinsic factors are those dealing with external factors in the work place (Maguire, 2005). There are many factors which contribute to the satisfaction of workers such as pay, the job, the act of working, advancement opportunities, management, colleagues, and job security (Ivancevich, Konopaske, & Matteson, 2008). While there is an abundance of research relating to job satisfaction, this study focuses on job satisfaction for educators.

The National Opinion Research Center (NORC) at the University of Chicago interviewed four thousand five hundred-ten people throughout the US in 2006 asking them about their overall job satisfaction (Davis et al., 2007). The question read “On the whole, how satisfied are you with the work you do—would you say you are very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?” (p. 25). Of the people surveyed, three of the top professions were in the teaching field. Educational administrators (deans, principals, and superintendents) ranked number four on the list, teachers were the sixth happiest, and special education teachers ranked ninth out of the top ten. Those individuals who seemed most satisfied with their profession involved taking care of, teaching, or defending other individuals.

Education is a broad field of study, and while it is important to understand the level of job satisfaction that educators possess, the focus of this study is higher education; therefore, the researcher will examine job satisfaction among higher education faculty. A study was conducted that interviewed five hundred sixty-six university professors asking them about their level of job satisfaction. They were asked to report their level of satisfaction on a Likert scale from one to seven with the following aspects of their jobs, “teaching, research, administration and management, present pay, promotions, supervision/supervisor behavior, coworkers’ behavior, physical conditions, and working facilities” (Oshagbemi, 1997, p. 355). Teaching and research accounted for fifty percent of job satisfaction while administration and management, present pay, promotions, supervision/supervisor behavior, coworkers’ behavior, physical conditions, and working facilities, and other aspects of their job accounted for the other fifty percent of job

satisfaction among faculty members. This survey suggests that these academics are happiest with their teaching and research.

The Collaborative on Academic Careers in Higher Education (COACHE) has conducted surveys for 80 years trying “to enhance the quality of life for pre-tenure faculty and to enhance their institutions’ ability to recruit, retain, and develop the cohort most critical to their long-term future” (COACHE, 2007, p. 1). The survey asked the faculty (6,773) of whom responded, to report their level of job satisfaction in the areas of “tenure; nature of the work; policies and practices; climate, culture, collegiality; and global satisfaction.” The survey consisted of questions ranked on a five point Likert scale. The mean satisfaction score for tenure was 3.49. The mean satisfaction level with the nature of the work was 3.75 (teaching, research, and support services). Of the three options of “nature of the work,” teaching was ranked as the highest level of satisfaction with a mean of 4.01, support services had a mean of 3.50, and the research section was third with a mean score of 3.46. The mean satisfaction score for policies and practices at their institution was 3.35. Faculty mean satisfaction with culture and collegiality was 3.70. The overall job satisfaction for faculty participating in the COACH survey was a 3.84. According to the results of the COACH survey, faculty appear to be most satisfied with teaching and the culture and collegiality of their universities. The overall job satisfaction of faculty in the US falls between fairly satisfied, and neither satisfied nor dissatisfied.

Online learning is growing rapidly each year in higher education; therefore it is important to understand the level of job satisfaction that these faculty members possess.

A study at Nova Southeastern University that interviewed fifteen full-time faculty who teach face-to-face and online asked them to rate their level of job satisfaction in the following areas: perspective on teaching, the teaching process, student's impact/feedback, and administration (Preziosi & Gooden, 2003). The survey contained twenty questions and was a five-point Likert scales ranging from strongly agree to strongly disagree. Results showed that when professors teach face-to-face courses they are slightly more satisfied with a mean of 2.07 than when teaching online courses with a mean of 2.31. There were no statistically significant differences in overall job satisfaction between teaching online versus teaching face-to-face. However, when each of the four factors was compared there were significant differences with teaching perspectives. The survey noted that when teaching face-to-face, faculty can use their preferred teaching methods, they grow professionally, the amount of grading is acceptable, there is greater control of the learning environment and there is an acceptable amount of time spent preparing for classes. But, online faculty felt that they could not use their preferred teaching methods, they were not really growing professionally, the amount of grading was extensive, they could not easily control the learning environment and they spent a lot more time preparing for classes online than face-to-face. This study is not generalizable due to the small number of participants but it does show that those individuals who teach both face-to-face and online slightly prefer teaching face-to-face over teaching online.

Another study examined the stress and job satisfaction levels of sixteen higher education faculty members that teach strictly online. The faculty members have been in higher education for an average of 21.8 years and have been online educators for an

average of 9.4 years. The participants consisted of five males and nine females from seven states and three foreign countries. The Delphi Technique was used to gather data regarding the faculty members' stress and job satisfaction levels using the Faculty Stress Index to measure stress and the Abridged Job Descriptive Index to measure job satisfaction. Faculty noted that they are foremost teachers and do not participate in the research, service and publication responsibilities of typical higher education faculty. All sixteen online faculty members unanimously agreed that their jobs are satisfying, enjoyable, and give them a sense of accomplishment (McLean, 2006). These online faculty members appear to be very satisfied with their current jobs strictly teaching in the online environment.

There has been an increasing surge for institutions to utilize adjunct faculty in the online teaching sector (NEA, 2007; USDOE, 2002). This topic "...has become one of the most controversial issues in higher education..." (NEA, 2007, p. 1). Institutions are choosing to use adjunct instructors to teach classes due to the fact that "the current higher education infrastructure cannot accommodate the growing college-aged population and enrollments..." (Howell, Williams, & Lindsay, 2003, p. 1). Part-time faculty are being employed to help with the overflow of the student body. Though not mentioned in the Howell article, the justification for using more adjunct faculty also likely has a financial component to it. In public and private two and four year institutions from 1987 to 2003, the use of adjunct instructors has drastically increased (NEA, 2007).

Schutz (2004) conducted a study to examine the satisfaction level of one hundred nine part-time adjunct faculty using a 75-item questionnaire, twenty-six of which were

rated on a Likert scale from one to five. These items pertained to pay, treatment as a faculty member, and communication about general academic issues from the university. At least half of the adjuncts surveyed said they were satisfied with eighteen of the twenty-six items listed. The three strongest levels of dissatisfaction were treatment as a faculty member, job security, and the ability to become “vested” in the state retirement program. The adjunct faculty surveyed felt that they were treated poorly by the university as a whole but departmentally treated as equals. This study shows that adjunct faculty at this university appear to be satisfied in their current job position as adjunct faculty.

Another study conducted examined the effects of “deprivation” on job satisfaction and job performance. Deprivation is defined as individuals “being unfairly deprived of rewards to which they are entitled” (Feldman & Turnley, 2004 , p. 292). A Likert-scale questionnaire was used to survey one hundred five adjunct faculty. The results of the study showed that relative deprivation was significantly and negatively related to job satisfaction, dedication to the university, and participation in university service. Therefore, this study suggests that the adjunct faculty who participated in this study were not very satisfied with their current part-time position.

This study focuses on adjunct online teaching job satisfaction; however, there are small amounts of data pertaining to the job satisfaction of part time/adjunct instructors at the higher education level (Feldman & Turnley, 2004). Nonetheless, this is viewed a positive factor. This proposed study will complement the literature pertaining to instructor job satisfaction in higher education.

As stated above there are small amounts of data pertaining to adjunct instructors' job satisfaction. Therefore, it is not surprising that even less data exist for the job satisfaction of higher education adjuncts who teach online (McLean, 2005). There are many studies that examine the job satisfaction of online faculty; however, those studies examine the job satisfaction of the full-time faculty that teach online learning courses.

Summary

Pedagogy and learning theory are the backbone of all education. Early educators and educational researchers built a foundation for education to prosper and grow. Behaviorism was the beginning stage of education allowing the teacher to mold students based on his/her instruction. Cognitivism was the second stage of learning theory. Students were seen as active participants in the learning process. Finally, constructivism allows the learner to construct their own knowledge based upon previous knowledge. Online learning consists of an abundant supply of communication and learning methods such as asynchronous, synchronous communication, collaborative learning, and blended learning. Online learning in the higher education arena has experienced seemingly limitless growth in the past decade.

There are many methods of communication that are employed in the online learning world. Synchronous, asynchronous, collaborative learning, and creating, online learning communities all relate to communication and support in online learning. The majority of online learning courses are taught in an asynchronous manner with some synchronous methods such as online chat or video conferencing employing a small percentage of the class time. However, most online learning can be completed by

students at their own pace and on their own time, twenty-four hours a day and seven days a week. Collaborative learning classrooms allow students to participate in the learning process with other classmates in an active learning phase. With the support of online learning communities in the classroom, collaborative learning and asynchronous online learning can be productive for students.

The perception of the quality of online learning, training instructors to teach online, and the ownership of intellectual property are all variables in the process of online teaching. The quality of online learning has been a debate for many years among higher education faculty. However, there are three major steps that have been employed to ensure the quality of online learning. The seven principles for good practice in undergraduate education, the twenty-four benchmarks for online learning, and the five pillars for online learning were created to assist with the quality debate of online learning. The training of online instructors appears to vary among institutions based on faculty's comfort levels with technology and the perceived need for training by the institution. Finally, the ownership of intellectual property according to copyright laws belongs to the university if an employee is full-time; however, part-time employees own the rights to their intellectual property unless stated by university policy. Often the adjunct is given a syllabus to follow that was created by full-time faculty and in these cases the property belongs to the university. These three areas of online learning are the backbone of online learning programs.

Job satisfaction is a key component in any profession. In order to employ fruitful workers, those individuals should be satisfied with their position. University faculty in

the US appear to be most satisfied with the teaching and research aspects of their positions. Though adjunct faculty are a subset of university faculty, they also appear to be at least partially satisfied with their positions; however, they feel that they are treated differently among the faculty because they are part time. Finally, the research on online adjunct faculty is very limited; thus, this study hopes to add significantly to the literature pertaining to the job satisfaction of adjunct online learning faculty.

Chapter 3

Methodology

This study examined the nature of job satisfaction for online adjunct instructors in higher education. The focus of this chapter is to provide a synopsis of the methodology used in this study and the conceptual framework utilized to examine job satisfaction for online adjunct instructors in higher education. The chapter explains the purpose of and benefits to qualitative research, gives a brief history and definition of qualitative research, a definition of phenomenological research, the philosophical foundations to research, the theory and theoretical framework surrounding job satisfaction, a description of the Internal Review Board (IRB) process, background of the research site and participants, and an explanation of phenomenological research, data collection methods, and data analysis processes.

Qualitative research spans all disciplines and topic areas. It began as ethnographic studies as early as the ancient Greeks, with the aspiration to record and alter the route of human history (Denzin & Lincoln, 1994). Qualitative research studies and observes individuals in their own personal social settings, their perspectives, values, and views as a single entity or as a group (McMillan & Schumacher, 2006). Qualitative research is based upon the philosophical underpinnings of the constructivist rule of thought in that there are various ways to present reality (Denzin & Lincoln; McMillan & Schumacher).

Researchers derive detailed reports of their participants, noting all observed aspects of the topics of interest. This allows researchers to bridge their studies into other areas of research based on their qualitative findings (McMillan & Schumacher).

Qualitative studies should be conducted when there is not much information about a particular phenomenon (Marshall & Rossman, 1999). Job satisfaction for adjunct online instructors fell into this categorization as there are small amounts of empirical data about the phenomenon discussed in the literature. Performing a qualitative study allowed the researcher to examine and explore job satisfaction for online adjunct instructors in the deep, exploratory manner needed.

There are many valuable aspects of qualitative research; researchers delve into studies and observe individuals in their own environment; therefore it is realistic in nature (Bogdan & Bicklen, 2003). Qualitative research presumes that each piece of data is significant; everything has the potential to be a clue to shed some deeper light or understanding on the phenomena that is being studied.

Qualitative research is colorful; as a result, data come in the form of language or illustrations rather than providing statistical data (Stake, 1995). The data are rich with one or all of the following: interview transcripts, field notes, personal documents, and memos. Qualitative researchers are concerned with the process of gathering information about the participants and the “human experience”. They seek to understand the complexities and the interconnections of the phenomena being studied rather than seeing how it compares to or is different from others (Stake). The qualitative research design is evolving, providing a sense of feeling about the cases being studied and the reporting provides a

vivid familiarity to readers (Stake). It allows readers to comprehend the participants' actions from the individual's own point of view (Bogdan & Bicklen, 2003). Through this qualitative process, the researcher was able to obtain data regarding the job satisfaction of online adjunct instructors in higher education.

Philosophical Foundations of the Research

All researchers need to have an understanding of their philosophical roots for their own frame of reference when performing research. The following few paragraphs attempt to explain the philosophical foundations of research and then further explain the ontology, epistemology, methodology, and methods that were used in this study.

There are four elements to research philosophy which are ontology or theoretical perspective, epistemology, methodology, and method (Crotty, 1998). Ontology refers to members' foundational beliefs about the real world that they are researching (Crotty). The term member refers to a member's scholarly school of thought, such as the world of educational research, or the world of social science research, etc. There are two opposing ontological beliefs about research, positivism and interpretivism (Denzin & Lincoln, 1994). Positivism is grounded in the ontological belief that there is one reality; therefore, the world exists in black and white. However, interpretive thought is grounded in the belief that there are multiple realities, therefore, all realities are valid; they just exist in a different hue or color, depending on the interpretation of the individual. The constructivist ontology typically takes a dominant role in qualitative research and assumes the belief that there are multiple realities (Denzin & Lincoln, 1994). There are some researchers who conduct qualitative research from a positivistic perspective (Yin,

2003), but unlike quantitative research, this approach is not typical. This researcher's theoretical point of view is that there are multiple realities surrounding job satisfaction for online adjunct instructors in higher education. This ontological perspective by the researcher is not intended to simply follow the trend in qualitative research but rather it describes how the researcher perceives reality.

A researcher's ontological perspective drives their epistemology, or the reasoning process by which one performs their empirical work (Denzin & Lincoln, 1994). There are two primary camps of epistemological thought—objectivism and constructivism (Crotty, 1998). “Objectivism is the epistemological view that things exist as meaningful entities independently of consciousness and experience, that they have truth and meaning, and that careful research can obtain that truth and meaning” (p. 6). The epistemology of objectivism is embedded in the positivistic ontology. Constructivism is the act of a researcher “...engaging with objects in the world and making sense of them” (p. 79). Qualitative research typically is interpretivist in nature; however, it can be evaluated using positivist methods (Denzin & Lincoln).

It is noted that “all research is interpretive, guided by a set of beliefs and feelings about the world and how it should be understood and studied” (Denzin & Lincoln, 1994, p. 13). The ontological and epistemological beliefs of a researcher ultimately drive the methodology of their research (Denzin & Lincoln).

Despite the fact that most educational research is positivistic in nature (Green, Camilli, & Elmore, 2006), this study followed the interpretivist route in the collection and analysis of the data. This interpretivist approach was bracketed by creating a theoretical

framework that grounded the interview protocol guide (Marshall & Rossman, 1999), and used specific techniques to analyze the data (Denzin & Lincoln, 1994).

Many of the studies that examine job satisfaction in higher education are quantitative in nature (COACHE, 2007; Davis et al., 2007; Oshagbemi, 1997; Preziosi & Gooden, 2003). Also, the research conducted on online adjunct faculty has also been quantitative in nature (Feldman & Turnley, 2004; McLean, 2006; Schutz, 2004). This study aimed to delve deeper into the realm of job satisfaction by utilizing qualitative research methods. This interpretive, qualitative approach adds to the body of knowledge in its unique approach.

Methodology refers to the way in which researchers plan to obtain information about the subject they are studying (Denzin & Lincoln, 1994). For example, in qualitative research, case studies, ethnographies, phenomenological studies, and grounded theory are all valid forms of methodology. Qualitative research is grounded by a theoretical or conceptual framework that guides the study (Marshall & Rossman, 1999). This assists the researcher in showing “how she is studying a case of a larger phenomenon” (Marshall & Rossman, 1999, p. 11). The theoretical framework allowed the researcher to connect research questions to a larger frame of reference in the field (i.e., showing that online adjunct job satisfaction is related to the overall study of job satisfaction) (Marshall & Rossman).

This dissertation utilized a phenomenological methodology. “Phenomenology is a transcendental approach to our understanding of the world” (Introna & Ilharco, 2004, p. 57). The word transcendental is defined by one of the founders of phenomenology,

Husserl and yet a second way by Kant, the originator of transcendentalism. Kant defines transcendentalism as “the a priori categories of mind—such as sensation and judgment—that make cognition possible as such” (Introna & Ilharco, 2004, p. 61). Husserl defines transcendentalism as “the active, directed, ongoing life of consciousness that is the necessary condition for our ongoing experience of the world to be meaningful as such” (Introna & Ilharco, 2004, p. 61). The definition of transcendentalism that was used for the purpose of this study was the one by Husserl. Husserl believes that consciousness is active, meaning that we are always experiencing the world as something, and taking in all aspects of the experience. Thus, Husserl’s definition of phenomenology notes that it is a holistic and cognitive approach to our understanding of the world (Introna & Ilharco, 2004).

The methodology ultimately drives the methods that are used in a study. The methods are the ways in which researchers plan to obtain data based on their methodology. Such methods in qualitative research contain but are not limited to participant observations, interviews, and document analysis. In this study, the primary method was semi-structured interviews. All of the above philosophical elements of research are “a basic set of beliefs that guides action” during the research process (Guba, 1990, p. 17).

Theoretical Framework

The following conceptual framework was developed from Herzberg’s motivator-hygiene theory also known as the two factor theory. His theory contends that lower level needs do not lead to job satisfaction. This is in line with Maslow’s (1943) classic theory

of motivation which describes a layered set of needs. The lower level needs, which include psychological, safety, love, and belonging, form the basis of this framework. Lower levels supersede higher levels when an organism's degree of satisfaction at the lower level is threatened (Maslow). The higher level needs include esteem, self-actualization, the desire to know and understand, and aesthetic.

From an organizational perspective, Herzberg's theory takes a more pragmatic approach than Maslow's psychological focus. Lower level needs would include items such as minimum salary, working conditions, company policies, and supervisory practices. These lower level needs are external to the employee and do not lead to satisfaction. Their absence, however, could lead to job dissatisfaction. In Herzberg et al.'s (1993) two factor model, these lower level needs are known as hygiene factors (see Figure 1).

Higher level needs in the two factor model revolve around the internal needs of the employee. They include such areas as recognition, achievement, and personal growth. Not realizing these in an organizational setting would lead to the lack of job satisfaction. This is not the same as job dissatisfaction though; rather it is the absence of job satisfaction. These higher level needs are known as motivators (Herzberg et al., 1993)

The base premise of the theory is that job satisfaction and job dissatisfaction act independently of each other. However, they both play a role in the overall job satisfaction of an employee. For example, Figure 1 represents the relationship between the variables.

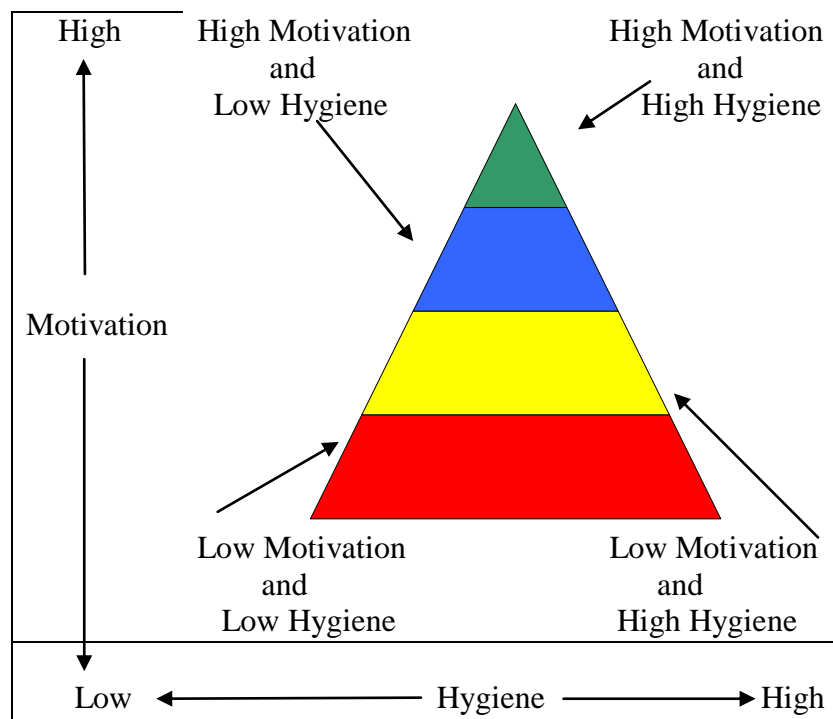


Figure 1: Two Factor Theory Relationship Model

High hygiene and high motivation is the ideal situation where employees are highly motivated and have few complaints, thus making it at the top of the pyramid. High motivation and low hygiene means that the employees are motivated but they have many complaints about salary and work conditions, thus making it second from the top of the pyramid. Low motivation and high hygiene means that the employees have few complaints but are not highly motivated, making this the third item from the top of the pyramid. Finally, low motivation and low hygiene is the worst situation because employees are not motivated and they have many complaints. Essentially, there are a set of causes to job satisfaction in the work place and a separate set of causes to job dissatisfaction (Herzberg et al., 1993).

Despite the theory being one of the most widely used theories in studies of job attitudes (Herzberg, 1968), criticisms of the theory have surfaced. Most significantly, some researchers have contended that the binary perspective of satisfaction and dissatisfaction is faulty (Hackman & Oldham, 1976). It could be seen as a continuum instead of binary relationship. Some feel that other theories, such as expectancy theory (Vroom, 2005), have superseded the two factor theory. As will be seen, however, these criticisms have not stunted the use of Herzberg's theory in contemporary educational research.

The two factor theory has been used extensively in education and higher education research. The theory has been applied directly in the study of job satisfaction among college level faculty (Cohen, 2005; Moore & Hofman, 2004; Onen & Maicibi, 2004) as well as in the postanalysis of the findings (Lacy & Sheehan, 2004; Rosser & Townsend, 2006; Ssesanga & Garrett, 2005). With rare exception (Ssesanga & Garrett), the extant literature supports the predictive value of the theory. Despite the existence of the criticisms towards Herzberg's two factor theory, this and other contemporary research continue to support its validity.

A conceptual framework was constructed based on Herzberg's (1993) two factor theory. In Table 2, there is a condensed version of the conceptual framework which outlines the theoretical aspect. The framework was built from the factors that Herzberg identified in his research. As can be seen in Table 2, the factors are grouped into the two major areas: motivators and hygiene factors. The expanded version of the table and how

the motivators and hygiene factors relate to online adjunct job satisfaction can be found in Tables 2, 3 and 4 below.

Design

The intent of this research study was to examine the job satisfaction of online adjunct professors in a higher education setting.

Table 2

Conceptual Framework

Major Grouping	Areas identified by two factor theory (Herzberg et al., 1993)
Factors Leading to Satisfaction (Motivators)	<ul style="list-style-type: none"> • Achievement • Recognition • The Work Itself • Responsibility • Advancement
Factors Leading to Dissatisfaction (Hygiene)	<ul style="list-style-type: none"> • Policy and Administration • Supervision • Salary • Interpersonal Relations • Working Conditions

Qualitative methods, known for their richness and detail, allow for particulars to be recognized about the phenomenon of study and give a deeper understanding of the phenomenon. There are many different types of qualitative studies, such as ethnographies, case studies, life stories, and historical studies to name a few (Denzin & Lincoln, 1994); however, a phenomenological design was the best fit for this research study.

Table 3

Motivators

Major Grouping	Areas identified by two factor theory (Herzberg et al., 1993)	Issues Specific to Online Adjunct Faculty
Factors Leading to Satisfaction (Motivators)	Achievement	<p>How does teaching online as an adjunct lead to feelings of achievement?</p> <ul style="list-style-type: none"> • Student success? • Instructor Growth? • Transformational incidents of learning
	Recognition	<p>Do adjunct instructors who teach online feel they are properly recognized?</p> <ul style="list-style-type: none"> • Do the chairs or admins give regular feedback and encouragement? • Are there any organization-wide instances of recognition (professor of the year, etc)? • Do the students ever show recognition for the instructor's efforts?
	The Work Itself	<p>How would an instructor judge the actual act of teaching online?</p> <ul style="list-style-type: none"> • Compared to jobs where face-to-face interaction is conducted, how does the online environment compare? • How would an instructor describe online teaching?
	Responsibility	<p>Are there any responsibilities that online instructor's feel are critical to their job?</p> <ul style="list-style-type: none"> • How would the instructor describe the degree of responsibility they have to the students in their class(es)? • How would the instructor describe the degree of responsibility they have to the school in which they teach? • Does the instructor feel they have a responsibility to the content of the course or to the state of the art in the field?
	Advancement	<p>Do the online adjunct instructors feel there are any opportunities for advancement within the organization?</p>

Source: The Motivation to Work, Fredrick Herzberg, 1959.

Table 4

Hygiene

Major Grouping	Areas identified by two factor theory (Herzberg et al., 1993)	Issues Specific to Online Adjunct Faculty
Factors Leading to Dissatisfaction (Hygiene)	Policy and Administration	<p>How would the instructor describe the policies (and overhead administration) that dictate their job?</p> <ul style="list-style-type: none"> Do the policies help or hinder their work as a teacher in higher education? Do the administrative personnel make the adjuncts' job smoother or more difficult?
	Supervision	<p>How does the supervisory role have an impact on online adjunct instructors' experiences?</p> <ul style="list-style-type: none"> Do the instructors feel that their supervisors are fair in their judgment, prompt in their communication, and easy to get along with? Do the instructors know the organizational structure and who they report to?
	Salary	<p>Do the online adjunct instructors feel that their salary is sufficient as a minimum level?</p>
	Interpersonal Relations	<p>Given the remote nature of online teaching, how do interpersonal relations manifest?</p> <ul style="list-style-type: none"> Do online adjunct instructors feel that the professional relationships they form are as strong as the relationships they form in face-to-face situations?
	Working Conditions	<p>Considering the fact that online adjunct instructors tend to teach from the locale of their choice, are there working conditions related themes that cut across all online instructors?</p> <ul style="list-style-type: none"> Does the uncertain nature of the adjunct role impact the perception of working conditions? Do the instructors feel comforted by choosing where and when they work?

Source: The Motivation to Work, Fredrick Herzberg, 1959.

There are many definitions of phenomenology, but the one that was used for this study was centered on the theme that the way we all have lived experiences and phenomenology is the way in which we understand these experiences in a holistic context within the worldview (Marshall & Rossman, 1999). Phenomenology also makes the assumption that these lived experiences consist of a configuration in which these events can be narrated. There have been many critiques of phenomenological research because it lacks precise methodological procedures; it is a relatively new qualitative research methodology, and it has an obscure and multifaceted scientific terminology (Introna & Ilharco, 2004). However, despite these critiques of phenomenological research, it is seen and has been a viable way to conduct in-depth qualitative research since the middle of the 20th century (Introna & Ilharco).

Phenomenology allows those examining the study to see many intimate details within the phenomenon that cannot be experienced in many quantitative studies (Marshall & Rossman, 1999). Phenomenology has a unique position in the research world (Introna & Ilharco, 2004).

Rationale for the Design

There were two designs that were considered for this study: case study and phenomenology. A case study tells in detail the “intervention” and the real life setting in which it takes place. While illustrating cases, case studies are designed to exemplify various topics within the study and they are used to explore situations in which the case being studied has no single set of outcomes (Yin, 2003). Case studies are intended to elucidate the assumed connections in real life that cannot be described by surveys alone

(Yin). There are numerous data points that are considered when conducting a case study, such as students, professors, and the administration. In this study, there was only one data point collected from participants—the online adjunct professors.

A phenomenological study provides the researcher with very similar outcomes to a case study in which there is no one single set of outcomes in the study, and phenomenology aims to draw a picture for the reader about the real life experiences of the participants while examining one phenomenon. The phenomenon in this study involved examining the perception of job satisfaction that adjunct instructors held that taught in a higher education setting at a private university in the southeastern US. By utilizing phenomenological research methods, the researcher was able to study in depth the job satisfaction of online adjunct professors.

Research Questions

The qualitative approach to interviewing assumes the complexity of social settings and requires an in depth approach to the examination of the phenomenon (Denzin & Lincoln, 1994). This fact implies that the researcher must be comfortable with not knowing the outcome ahead of time. In light of this, “the interview becomes both the tool and the object, the art of sociological sociability, an encounter in which both parties behave as though they are of equal status for its duration, whether or not this is actually so” (Fontana & Frey, 1994, p. 361).

As a result, it is critical that the researcher keep the research questions at the forefront as he/she is conducting the study. The research questions that were answered during the course of this study are as follows:

1. How do adjunct online instructors define job satisfaction?
2. What affects an adjunct instructor's job satisfaction in online teaching?
3. What comparisons do adjunct online educators make between online and face-to-face teaching?
 - a. What do they perceive as the advantages and disadvantages involved in teaching online versus teaching face-to-face?
 - b. What do they perceive as the struggles involved in teaching online versus teaching face-to-face?

Data Collection Methods

The first step of the data collection process consisted of gathering some demographic information from the individuals who were willing to participate in the study (see Appendix D). The demographic survey was sent out to the fifty-six individuals who currently taught for Southeastern University as online adjunct instructors. The purpose of the questionnaire was to provide the researcher with descriptive information regarding the participants and help to provide some context for the readers. This process was part of the iterative nature of qualitative research and it might have been necessary to add, delete, or change questions as data collection progressed. As a result, it was necessary to go back to participants for follow-up or further clarification based on the first interview.

Data were collected using the primary phenomenological method, semi-structured in-depth interviews. The participants were located throughout the world and taught in an

online environment, living across the US and other countries such as the United Kingdom and Romania. Because of this, physical observations were conducted.

As stated, semi-structured interviews were the core of data collection in this phenomenological study. There are several advantages of conducting one-on-one interviews in a qualitative study. Because it was not possible to observe online adjunct instructors in the classroom, one-on-one interviews allowed some insight into their perceptions of job satisfaction from the individual's perspective (Creswell, 2003). Individuals also provided information about their history as a professor. Finally, conducting one-on-one interviews "allows [the] researcher some control over the line of questioning" (p. 187) in the interview process.

The phenomenological approach to interviewing is very in-depth and grounded in phenomenological customs (Marshall & Rossman, 1999). There are three types of in-depth interviewing in the process of phenomenological investigation. The first type revolves around studying experiences that have occurred in the past about the phenomenon of interest; the second studies current experience with the phenomenon; and the third focuses on a combination of the experiences. This study focuses on the third type of phenomenological interviewing, asking about current online learning aspects and examining how their previous experience in a face-to-face teaching experience related to their current online teaching.

The advantages of one-on-one interviewing do not exist without limitations. Information is gathered in a determined location rather than in the classroom. The existence of the research being conducted may have had some bias on the replies of the

participants. Finally, the participants may not have been able to uniformly express their responses verbally and thoughtfully.

As stated above, the online adjunct professors that participated in this study live in various places in the world; therefore, one-on-one telephone interviews were conducted using a Voice Over IP system called Skype and using a sister program called ProgroGramo to record the data from each interview. Software called Dragon Naturally Speaking was used to assist the researcher in transcribing the interviews.

The previously presented theoretical framework of job satisfaction and the research questions guided the in-depth interviews with the online adjunct instructors. This allowed the researcher to examine factors that drove and motivated the instructors in an online environment and focused on their job satisfaction.

Subject Selection and Setting

Given the delimitations described below, there was a narrow window from which to select participants. This section seeks to establish a justification for why this particular setting was chosen. This organization provides a unique opportunity for research as the online component of Southeastern University is very new. It launched in March of 2008 after two years of planning and preparation. Despite extensive planning, many of the processes and procedures were still being ironed out six months into the launch. As it was, there were still emerging standards and practices related to the online component.

Another appealing element to this site was that the vast majority of the participants were new to online teaching. Their responses would not be clouded from repeating the same task over a long period of time. While they were new to online

teaching, most of them have experienced teaching face-to-face as an adjunct in a college setting. This gave the participants a basis for which to form their opinions about online instruction.

A demographic survey was sent out to the thirty-nine individuals who taught for Southeastern University as online adjunct instructors. Once the demographic survey was returned with descriptive information regarding the participants, individuals were selected for the study based on their demographic information. The objective was to try to find ten participants out the thirty-nine online adjunct instructors that taught at SEU who were willing to participate in the study. The selection process aimed to target individuals who were new to the online learning environment, had prior teaching experience in a face-to-face setting, had a variety of comfort levels with technology and were from several different age brackets.

Approval for participation and use of the site was granted by the administration at Southeastern University. The IRB process was of exempt status for both Virginia Commonwealth University and Southeastern University.

The Site

Change is the one consistent theme throughout the course of the study with SEU. Through various discussions with administrators who chose to participate in the study only through informal communication, the researcher has been able to gain insights into the political and organizational structure of the university.

In 2004 there were discussions related to introducing an online program and the full-time faculty were against the idea. There were fears of losing their identity as a

respected research university and becoming a diploma mill. However, after much debate and discussion, SEU went live with four online degree programs in March of 2008. This was not without incredible levels of upheaval and impact though. The faculty and students of the small private university in the College of Business staged several protests in the year prior to the online program launch. All of the faculty that were involved with the protest were fired by the administration. Insubordination with regards to this initiative was not tolerated. It should be noted that tenure is not granted at this organization so the administration was in a particular position of power.

Since the inception of the online learning program in 2008, it has been housed in the Professional Studies College of the university. This college caters to working adults and military personnel. It is not considered an integrated part of the university

The Participants

Phenomenological studies involve in-depth understandings of the phenomenon being examined. The purpose of such studies is to become immersed in the sociological aspects of the phenomenon with a relatively small amount of participants. It is recommended that ten participants are interviewed for a phenomenological study (Creswell, 1998; Moustakas, 1994).

At the time of the initial contact with the online adjunct instructors, there were fifty-six online adjunct instructors working for SEU. Of the online adjunct instructors, fourteen adjunct instructors teach in the Business Administration program, Seventeen online adjunct instructors teach in the Management area, nine online adjunct instructors

teach in Accounting, and sixteen adjunct online instructors teach in Computer Information Systems.

The program director of the online program initially contacted the adjunct instructors to introduce them to the study and to the researcher (see Appendix F). This was necessary in order to inform the adjuncts that a study was being conducted concerning online adjunct instructors' perceptions of job satisfaction, if they chose to participate. After the program coordinator introduced the researcher to the possible participants, the researcher made her first contact via email with the online adjunct instructors and asked for participation in the study (see Appendix G). Six individuals responded to the initial email from the researcher; however, only five of the individuals returned their consent form and informational questionnaire thus providing fifty percent of the needed participants for a phenomenological study (Creswell, 1998; Moustakas, 1994).

The theory of diffusion of responsibility states that individuals within groups of people tend to defer acting on a situation (Darley & Latane, 1968). It stems from a study examining the murder of Kitty Genovese on March 13, 1964, which was witnessed by dozens of people. Psychologists wanted to understand why nobody offered to help her during the thirty minutes it took for her to die (Darley & Latane). This theory indicates that a general email sent to a group of people would not likely result in a significant number of responses. Considering the study needed a minimum of ten participants, a second email was sent to the online adjunct instructors that addressed each online adjunct

instructor individually. The second email contact provided the other five participants that were needed for the phenomenological study.

The participants returned the consent form and the informational questionnaire to the researcher by either fax or they scanned the documents and emailed them to the researcher. Ten participants agreed to participate in this study. Five females and five males responded to the request for participants. The study consists of three online adjunct instructors that taught in the Bachelors of Arts with a concentration in Management, three online adjunct instructors that taught in the Business Administration program, and four online adjunct instructors that taught in the Bachelors of Science in Information Systems. SEU currently only requires its online adjunct faculty to hold a master's degree in their discipline area.

Individuals were asked to complete an informational questionnaire in order to provide the researcher with needed information about the participants in the study. The questionnaire sought answers to better define the years of teaching experience, age of the participants, positions held other than online adjunct teaching, and levels of proficiency with technology. Seven of the ten participants fall into the 30 - 45 age range, two participants are between 46 -59 years of age, and one participant is between 60 - 75 years of age (see Table 5). The informational questionnaires that were completed by the participants provided the following information for this research study (see Appendix E).

One of the participants accepted a full time administrative position at SEU after the data was collected. The remaining nine participants currently hold other positions and teach online as adjunct instructors for SEU (see Table 6). Six of the ten participants also

teach as online adjunct instructors for other universities. All of the participants have taught in a face-to-face setting, their teaching experience ranges from less than one year to more than ten years in a face-to-face undergraduate classroom (see Table 7).

Table 5

Age Range of Participants

Age of Participants	Number of Participants
30-45	7
46-59	2
60-75	1

Table 6

Other Positions held by Participants

Current Positions held by Participants	Participants
Adjunct instructor at another university and runs a consulting firm	BA 1
Works part-time within the public school system	BA 2
HR Consultant, adjunct instructor at two other Universities	BA 3
Manager at local gas company	MGMT 1
Legal council for a major car company	MGMT 2
Board member, clerical assistant, student mentor, adjunct instructor at another university	MGMT 3
Contracted Programmer	IS 1
IT Senior Manager	IS 2
Adjunct instructor at another university	IS 3
Web design consultant and Trainer	IS 4

Six of the participants have been teaching in the online setting for less than one year, two of the participants have been teaching online between one and two years, two participants have taught between six and nine years online, and one participant has taught for more than ten years in the online setting. Three of the ten participants have not had any other experience teaching online other than at SEU.

Table 7

Participants' Years of Face-to-Face and Online Teaching Experience

	Years Face-to-Face Teaching	Years Online Teaching
Less than 1 year	3	5
1-2 years	3	2
3-5 years	0	2
6-9 years	0	0
10 or more years	4	1

Five of the ten participants reported having a comfort level of proficient with technology and five of the participants noted that their comfort level with technology was advanced (see Table 8). Thus, the entire group was technically proficient. Two of the participants spent between three and four hours a week communicating with students, three of the participants spent between five and six hours a week communicating with students, and five of the online adjunct instructors spent more than six hours a week communicating with students.

Table 8

Participants' Comfort Level with Technology

Comfort Level	Participants
Novice	0
Proficient	5
Advanced	5

Based on this self-reporting, all of the instructors spent notable time communicating with their students (see Table 9). While communicating with their students, all ten participants used the online classroom chat to discuss class issues and address questions (see Table 10). Nine of the ten participants also use the class discussion board and email within the LMS to communicate with their students. Finally, five of the ten participants also use external email clients to communicate with their students.

Table 9

Communication Hours with Students per Week

Time Spent per Week	Number of Participants
Less than 1 hour	0
1-2 hours	0
3-4 hours	2
5-6 hours	3
More than 6 hours	5

Table 10

Methods of Communication

Methods of Online Communication	Number of Participants
Chat	10
Discussion board	9
Email (via LMS)	9
Email (external)	5

Interview Guide

The interview questions were derived from the research questions and the theoretical framework. These questions were used to guide the interview and provide the basis for the semi-structured nature of all of the interviews. Though it was thought that not every single one of the questions would be asked due to time constraints, all of the questions were covered. It was planned that if all of the areas were not covered in the first interview, a follow-up interview would be scheduled. The interview protocol can be found in Appendix E.

Data Analysis

Data analysis for qualitative studies involves three interconnected steps: “data reduction, data display, and conclusion drawing/verification” (Denzin & Lincoln, 1994, p. 429). These steps do not just transpire after data has been collected. They are constantly revolving during each phase of the study, before data has been collected, after data collection, and as a method of reducing the data and drawing conclusions and substantiating the findings.

Data reduction for this study occurred from the beginning of the study because a theoretical framework was derived and research questions were written (Denzin & Lincoln, 1994). Once all data were collected and transcribed, data selection and trimming began. Summarizing the data, coding the data, and finding emergent ideas or schema are all methods of data reduction that were practiced in this study (Denzin & Lincoln).

Data display is the second aspect of data analysis in qualitative studies. It should be conducted in such a way that it draws a picture of the data for the readers. Examples of data display are “structured summaries, synopses, vignettes, network-like or other diagrams, and matrices with text rather than numbers in the cells” (Denzin & Lincoln, 1994, p. 429). The method of data display is in the form of structured summaries, synopses, and matrices with text.

The third step in the data analysis process involves drawing conclusions and verifying the conclusions. There are many different ways to interpret data; however, for this study, triangulation and noting patterns and themes was used to verify and draw conclusions regarding the data. In order to ensure the credibility of this qualitative research study, the researcher attempted to determine if there were any recurring themes or patterns in the data (McMillan, 2000). This was done by reading the transcripts of the interviews in their entirety and making notes in the margins of the data (Creswell, 2003). The researcher then coded the recurring themes to categorize them into common themes (Creswell). This is part of the holistic process that qualitative researchers use to judge the credibility of the study (McMillan).

Coding and analysis of the data was completed by hand. The data coding and analysis was completed manually by the researcher rather than using qualitative analysis software as per phenomenological methodology. Both the researcher's ontological and epistemological views of research are interpretive in nature, meaning that there is no one truth; therefore, reality is socially constructed and subject to the interpretations of each individual. Also, according to phenomenological research, the researcher is the best instrument to analyze the data (Introna & Ilharco, 2004). It is most prudent that the researchers analyze the data as they are the best at stating their interpretation of the data.

There are two processes to data analysis that were carried out in this study per phenomenological research, phenomenological reduction, and eidetic reduction. Phenomenological reduction requires the researcher to defer all means of theorizing and generalizing about the phenomenon at hand (Introna & Ilharco, 2004). The researcher did not per se look at the specific phenomenon being studied, "we look at what we normally look through" (Sokolowski, 2000, p. 50). In other words, the researcher was looking at the phenomena of job satisfaction rather than the phenomenon of job satisfaction for these particular online adjunct instructors.

The second part of the data analyses consisted of eidetic reduction where as the researcher shifts his or her focus to "the essential meaning of human experiences that transcend this or that experience" (Introna & Ilharco, 2004, p. 67). The researcher used a procedure of 'free evaluation,' meaning that other probable meanings were sought after. "The analysis continually draws on the external horizon to explore the intentional structural correlation of consciousness; it uses the nexus of relationships to uncover the

essential meaning of [the] phenomena” (p. 67). An explanation of the data coding process that was utilized is stated below.

Each protocol question was put into a very large data table. The table included every protocol question to the far left of the table with the answers from all of the participants located on the right side of the table. As themes emerged, they were coded by hand using abbreviations. These emergent themes were also compared to the two factor theory of job satisfaction. These two processes are common methods of data analysis and coding among qualitative researchers (Marshall & Rossman, 1999).

Triangulation was used to compare common themes in the interview data. Triangulation is “one of the most common analytical techniques to enhance the credibility of a qualitative study” (McMillan, 2000, p. 128). For example, if a certain pattern was observed during the interview process, then the researcher asked an academician that was familiar with qualitative research, higher education, and the role adjuncts play in the academic world to analyze five of the interviews to “verify” that there was an agreement among the emergent themes and findings. This is referred to as peer checking, and if the pattern was consistent among the researcher and the peer checker, then the finding was seen as credible.

Though this was not a quantitative study, reliability and validity were issues that the researcher had to consider in order to make the research study credible. In order to ensure reliability of the content of the interviews, the researcher recorded the interviews, and utilized member checking by having each adjunct ensure the accuracy of the interview via the detailed interview notes.

There are three types of validity in qualitative research: descriptive, interpretive, and theoretical (Johnson, 1997). Descriptive validity is the extent to which the information that is relayed by the researcher really occurred in the data collection process. In other words, it means that the researcher asked several other people to observe the situation under study to ensure that the researcher accurately presented the information. This was achieved by having all of the individuals who were surveyed check over their interview to ensure that they were transcribed correctly via member checking. The second type of validity, interpretive, is ensuring that the correct meanings are being portrayed or interpreted by the researcher. This was done by peer checking mentioned above. These two types of validity, descriptive and interpretive, were combated through member checking and peer checking.

The data analysis processes are fluid and ongoing throughout the process of a qualitative study. The data was collected via interviews, reduced based on common themes and triangulation, displayed in various manners, and conclusions were made and coded by hand, and emergent themes and ideas were verified via the theoretical framework, semi-structured interviews, and peer checking.

The Institutional Review Board

This study was submitted to the Institutional Review Board for approval. All required consent forms and other protocols were completed and followed. Upon receiving approval from the Institutional Review Board at Virginia Commonwealth University and Southeastern University, the researcher proceeded to the next step in the study process, contacting the potential participants and collecting the data.

Delimitations

The purpose of the study was to add to the growing body of literature surrounding job satisfaction for online adjunct faculty in higher education. Because instructors were asked to provide their definition of job satisfaction, they may or may not have had the ability to articulate satisfiers and dissatisfiers as they related to online learning job satisfaction.

The second limitation of this study was related to the amount of online teaching experience each of the adjunct instructors possessed. It was assumed that the majority of the online adjunct instructors were teaching online for the first time. This may or may not have affected their overall job satisfaction as an online instructor versus their experience teaching face-to-face.

Summary

This chapter described the ideas and applications of qualitative research and, more specifically, phenomenological research. It provided the reader with a vivid description of the research study, the theoretical framework created from Herzberg's theory of job satisfaction that drives the study and data analysis, the limitations of the study.

This study investigated the job satisfaction of online adjunct professors at Southeastern University via phenomenological research. The research questions and the theoretical framework allowed the researcher to derive the interview protocol that drove the interview process. The researcher examined the transcripts of the interviews to find emergent themes. After a theme was identified in the data, the researcher then triangulated the data with members and utilized peer checking to verify common themes

among the sources of data. If the source of data showed a relationship, then each emergent theme was added to the findings of Chapter Four and Five of this dissertation.

Chapter 4

Findings According to Herzberg

The controversy surrounding online education is never far from the conference rooms of universities and colleges throughout the nation. Questions about the efficacy of online delivery, retention, and fiduciary motivations remain on the table. This study is investigating one aspect of online education, the online adjunct instructors' perceptions of their job satisfaction. This research intended to conduct an in depth examination of the perspective of online instructor's views of online learning. Perceptions of job satisfaction were conducted via a phenomenological study through the lens of Herzberg's two factor theory, examining the satisfiers and dissatisfiers of job satisfaction. Though it is one piece of a large puzzle, this facet can have far reaching ramifications for the success or failure of online education at colleges and universities.

Data Analysis and Coding

The framework for data analysis was briefly discussed in Chapter Three. The analytical methods by which this framework was executed are addressed in this section. There were two phases of the data analysis process that were conducted to the data to refine it. Both steps involved three connected sub-processes: data reduction, data display, and conclusion drawing (Huberman & Miles, 1994). A key factor in the data analysis was

the data reduction. There was a very large volume of data, occupying over 100,000 words condensed on 200 pages.

A data reviewer assisted in the verification of the transcripts and the data. The reviewer was an individual that is familiar with qualitative research, who has an understanding of institutions of higher education, the role of adjunct instructors, and who was not an adjunct instructor for SEU. He reviewed five randomly selected audio recordings of the interviews and resultant transcripts. His feedback indicated that the transcripts were completed with a high degree of accuracy. In addition to ensuring the accuracy of the transcripts, the data reviewer also performed the data reduction process that is explained below and he confirmed the emergent themes of the five randomly selected transcripts.

When phenomenological research is conducted, researchers work with the transcripts to condense the material carefully (Keen, 1975). They do not use coding, rather, they read through the data until they reach '*Lebenswelt*.' *Lebenswelt* is defined as the "world of lived experience" (Merriam-Webster, 2009). Phenomenologists read through the transcripts to find units of relevant meaning as was carried out in this study (described in the fourth step of the data analysis process). However, the definition of 'coding' and the definition of a unit of relevant meaning were interpreted to be the same by the researcher. "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldana, 2009, p. 3).

Phenomenology does not generally follow a specific set of steps in the data analysis process (Keen, 1975). "...unlike other methodologies, phenomenology cannot be reduced to a 'cookbook' set of instructions. It is more of an approach, an attitude an investigative posture with a certain set of goals." (p. 41) Phenomenology is seen as an abstract process and researchers who practice phenomenology are hesitant to make it a concrete process. However, guidelines that were derived following the guidance of other researchers were followed throughout the data analysis process (Hycner, 1985).

A multiple step process was derived to assist in the data analysis of phenomenological data (Hycner, 1985), and this process was utilized during the data analysis of this study. Transcription, bracketing, and the phenomenological reduction, listening to the interview for a sense of whole, delineating units of general meaning, delineating units relevant to the research question, training an independent judge to verify the units of relevant meaning, eliminating redundancies, clustering units of relevant meaning, determining themes from clusters of meaning, return to the participant with the data, and a composite summary are the steps that were utilized in the data reduction process.

Step one, transcription of the data, was an opportunity for the researcher to become more aquatinted with each participant and their view on the phenomenon. During the transcription process, the data files were listened to and typed using Dragon Speak. After each interview was transcribed, the researcher listened to the data file as she read the transcription of the interview. Space was left in the margins of the paper to make

notations about paralinguistic communication noting how words were said in relation to the interview protocol questions (Hycner, 1985).

Phenomenological reduction was the second step in the data analysis process. “The phenomenological reduction is a conscious, effortful, opening of us to the phenomenon *as a phenomenon*. ...We want not to see this event as an example of this or that theory that we have we want to see it as a phenomenon in its own right, with its own meaning and structure” (Keen, 1975, p. 38). As a result, the researcher put aside ideas of the expected outcomes and focused solely on the data and its meanings from the participants’ perspective (Hycner, 1985). One way in which the researcher deferred her expectations of the data was to distance herself from the interview protocol and the two factor theory during the data transcription and data analysis, which was a three month process. This allowed the researcher to remove her bias of the expected outcomes of the data from the data reduction and analysis process. The data was approached with receptiveness allowing meanings to emerge from the transcripts and the recorded interviews rather than from the expected outcomes of the researcher.

In the third step, Hycner (1985) suggests listening to the interviews and reading the transcripts for a sense of wholeness. This was done by listening to the interview recordings several times and reading and rereading each of the transcripts at least five times to gain knowledge of each participant’s perception of job satisfaction in online teaching. After listening to each interview and rereading the transcripts, the researcher was more familiar with each participant’s perception of job satisfaction as a whole. This process allowed the researcher to recognize and pinpoint the general message of the

participants' perceived job satisfaction from online teaching. For example, the overall consensus from each of the participants was that they were satisfied teaching online. The consistent variable was flexibility. Flexibility was the code that was used to identify aspects of job satisfaction and each transcript was coded using the word flexibility noting the number one benefit to teaching online.

The fourth step in the data analysis process and the first phase of the data reduction process involved delineating units of general meaning. Hycner (1985) defined delineating units of general meaning as "those words, phrases, nonverbal or para-linguistic communications which express a unique and coherent meaning (irrespective of the research question)" (p. 282). This was done by combing over every word in the transcripts and this process allowed the researcher to try to determine each aspect of the participant's perception of job satisfaction. For example, when participants were asked if the lack of face-to-face interaction affected their job in any way, 4 participants stated that it did not affect their jobs. However, after a closer examination of the data and reading further into the transcripts, all three participants noted that the lack of face-to-face interaction made their jobs more difficult as opposed to teaching in a face-to-face setting. Therefore, it was noted that these participants initially stated that the lack of face-to-face interactions did not affect their jobs and the corresponding information noting that the lack of face-to-face interactions makes their job more difficult were both highlighted in the same color. This first phase of the data reduction process allowed the researcher to comb through the data transcripts and decide what data was pertinent to the research questions and to the study.

Delineating units of relevant meaning pertinent to the research questions is the fifth step in the suggested data analysis process. This process consisted of identifying the units of relevant meaning that were pertinent to the research questions and then reducing the information to include the units that applied to each of the research questions. This process was also conducted using Herzberg's two factor theory. After the units of general meaning were determined they were then paired to the research questions and the two factor theory accordingly. After the units of relevant meaning were matched with each research question or the two factor theory, they were then condensed into similar themes. For example, question two of the interview protocol asked participants to explain the differences between teaching face-to-face and teaching online. The units of relevant meaning that appeared in this question upon the first data analysis were online education hinders communication, comments about students, more flexibility online, more work than teaching face-to-face, lack of face-to-face interaction makes teaching more difficult to form meaningful relationships, students think that online classes are an easy 'A,' lack of face-to-face communication does not affect their job in any way, and more difficult to manage time when teaching online. These units of meaning were reduced to the following themes: online learning creates barriers in communication, difficulty in forming meaningful relationships, lack of face-to-face communication does not affect job in any way, and comments about students (Hycner, 1985).

In order to eliminate redundancy, flexibility was ignored because the participants also included flexibility when they answered the first question in the interview protocol. This was the second phase of the data reduction process. Hycner (1985) notes that it is

important to eliminate redundancy during the data analysis process by noting how many times something was mentioned and the manner in which it was mentioned. The more a unit of relevant meaning was mentioned the more pertinent it is to the research. Units that were not mentioned frequently were eliminated. For example, only one participant noted that time management was an issue in online learning versus face-to-face; therefore, that category was not included in the emergent themes and students that think that online classes are an easy 'A' was merged into the section that discussed comments about students.

The next step included ensuring that there was a general consensus of agreement with the units of relevant meaning that pertained to the research questions and the two factor theory. This was done by consulting with a researcher who was trained as an independent reviewer to analyze the data using the same analysis methods described in this section to check for the reliability of the coding. If there had been an issue or disagreement about the coding, a third researcher would have been consulted to verify the coding.

The final units of relevant meaning or codes that materialized in the transcripts were the motivational aspects of online teaching that included flexibility, the lack of face-to-face interaction, growth, student success, course changes, and the intent to continue teaching. The final units of general meaning that surfaced in the transcripts for the hygiene aspects of online teaching were overall impressions of online teaching, barriers in online learning, students, and the administration. The final units of general meaning that emerged from the transcripts according to the research questions were: (question

one) flexibility, the participants found the act of teaching online to be enjoyable; (question two) lack of face-to-face interaction, the inability to form meaningful relationships, barriers in communication, inability to spot troubled students, the administration, student readiness, limited growth, and lack of support, the technological platform (LMS), students attitudes' in online learning; (question three) advantages and disadvantages of online teaching. As stated previously, a researcher who was familiar with online learning and higher education assisted in verifying the units of relevant meaning to avoid researcher bias and to assist with coding and emergent findings verification (Hycner, 1985).

After the researcher in this study conducted the analysis of the data for each of the participants' transcripts, the data reviewer was asked to conduct his own analysis of the data utilizing half of the interview transcripts. He read the five randomly chosen transcripts five times each to gain an overall familiarity with the data. After the data reviewer read the transcripts, he revisited the data to look for emergent themes, noting those themes in the margins of the transcripts. Then, he revisited the transcripts and highlighted similar themes using colored highlighters. Next, he created a large table that contained three columns. The first column consisted of the ten interview questions (each in their own row); the second column constituted the participants identification numbers (1-10) each contained in their own row; and the third column housed the participants' responses to each of the research questions. He then copied and pasted the emergent themes into the table for each respective interview protocol question. Once his analysis was complete, the researcher and the data reviewer compared their findings of the

emergent themes. No inconsistencies were found among the researcher's analysis of the data and the data reviewer's analysis of the data. If inconsistencies had been found in the data, a third researcher familiar with online adjunct teaching in higher education and job satisfaction would have been consulted.

The next step that was taken was to cluster a like themes or units of relevant meaning together. This was done by revisiting Herzberg's two factor theory and the research questions. As themes emerged that were consistent with Herzberg's two factor theory, they were placed in a table and divided and placed into the two sections of the theory—motivators and hygiene. This process was also carried out for each of the three research questions. There was some overlap of the data clusters (Hycner, 1985) and this was intentional. It was important to paint a complete picture of the data through the clustering of information based on the two factor theory and the research questions in order to ensure rich detail from each participant about their perceived job satisfaction, thus the need for Chapter Four and Chapter Five. Conclusions were drawn and verified by the after the data reduction and display were conducted.

Each of the participants was asked to member check the information from the interviews. The transcripts were sent to the participants via email and they were given two weeks to examine the interview transcripts. The participants noted any comments about the interview transcript by utilizing the option in Microsoft Word to include a comment. The options that the participants utilized in the member checking process of their transcripts were to add, delete, or make changes to the information in the document. The documents were then returned to the researcher via email. Small changes were made

from a few of the participants but the overall themes and content remained intact. Summaries were then written explaining the themes and how they related to each of the research questions and the two factor theory.

Findings According to Herzberg

One of the most critical issues noted in the literature with online learning is the relationship between burnout and teaching online (Dunlap, 2005; Hogan & McKnight, 2007). One potential cause is that professors spend more time preparing and creating information for online classes than they do for their face-to-face courses (Hogan & McKnight). Another issue is that instructors in the online environment are expected to be in contact with their students on a regular basis. Emails are required (per SEU) to be answered within twenty-four hours of receipt and instructors usually check into their online courses daily to participate in the weekly discussions. Because more time is required for creating course materials (Hogan & McKnight) and consistent contact is required (Hislop & Ellis, 2004), there might be more room for burnout in the online sector than for the face-to-face environment. This research intended to conduct an in depth examination of the perspective of online instructor's views of online learning and job satisfaction.

An identifier was used to protect the identity of the participants in this study and provide descriptors to give each participant a voice. For example, there were four online adjunct instructors from the Bachelors of Science program in Computer Information Systems and each participant is identified with their subject code (IS) and a random number from one to four (IS 1- IS 4). There were three participants from the Bachelors of

Arts in Management (MGMT 1 – MGMT 3) and three online adjunct instructors who participated from the Associate of Arts in Business Administration (BA 1- BA 3).

The findings according to Herzberg et al. (1959) have been divided into two segments which align with the supporting theory, Herzberg's motivation-hygiene theory. The data gathering was completed via the phone interview protocol which was as well based on the theory (see Appendix H). The protocol was, however, adjusted to allow for an optimal flow of dialogue in a phenomenological perspective. The first subsection describes the participant's views of the Motivation (or satisfiers) aspect of online teaching. Herzberg's belief was that certain satisfiers involve the internal satisfaction of an employee. According to Herzberg, there are five factors related to satisfaction: achievement, recognition, the work itself, responsibility, and advancement (see Appendix B).

Motivational Aspects of Online Teaching

The biggest benefit of teaching online noted by eight of the ten participants was the flexibility that the job offered. Many participants stated that it was a huge benefit to be able to check into their classes when they had the time during each day. They did not have to attend a class at a certain hour or have office hours in person. They could answer emails each day on their own time and respond to students' classroom discussion posts at their leisure, but in a timely manner.

Four of the participants stated that they have taken classes online and knew what to expect when teaching in an online setting. They noted that the lack of face-to-face

interaction was not an issue for them. One participant, IS 2, began taking online courses at the beginning of his tenure in higher education and stated:

I actually started out when I got my associates degree. I took a few classes online and I really liked it. It was more writing but I found that to be a challenge. Also, it was really helpful to me because I needed a flexible schedule and I have a large family and a full-time job. I was actually in the military at the time. So, I actually had a lot of other obligations as well. So, when I started taking my bachelors, I began taking a larger percentage of my courses online. So, when I went to grad school I actually found a program that was completely online that allowed me to meet my goals on my own time.

Another participant, MGMT 2, noted that teaching courses online was a lot like taking classes online, convenient and familiar. He noted:

Because I was an online student and man, I like this form of education myself. And I just think that this is a good way to teach people, especially people who are more mature and far more disciplined and can deal with it and so I don't mind teaching it because I got my degree this way.

A third participant, BA 3, received her doctorate online and has spent a lot of time as an online student so she has had the opportunity to see the other side of online learning. She stated:

Well, you have to understand that I finished my PhD in an online program so I'm very comfortable with online learning. What is helping me grow is that teaching online has shown me the backside. It has shown me the teaching side as opposed to the student side. So, in that sense, yes, I have grown because, I have gained new knowledge. Also, I think that any time I teach any subject, I learn something new. I don't care if I am teaching the same course for the third time, I always find something that makes me think a little more or that piques my attention. I always learn something every semester and I'm excited about that. I love learning.

The above four participants noted that online teaching was much like online learning—familiar and flexible. However, the other participants in the study did not find online learning as easy in terms of communication.

Lack of Face-to-Face Interaction

Though four of the participants knew what to expect in the online sector, the remaining six participants noted that they missed the interaction that one encounters in a face-to-face classroom. One instructor MGMT 3 noted that she likes to “reach out” to online students because she has been an online student and understands how difficult and lonely it can be at times. Another participant, IS 3, stated that it is very difficult to explain concepts to students online. She mentioned that it is easy to see if students understand concepts in a face-to-face classroom but very difficult to see if they truly understand. She stated:

Sometimes when you want to explain something to a student it is easier if you could talk with them and see their face to understand that they're getting it or not. I cannot always do that with a written conversation. They say, “Oh, I got it,” and if you can't see their face, you really don't know if they've getting it or not. Whereas in a real classroom, students say, “Oh yeah, I get that,” and then you can tell that they have a funny look on the face or they are poking the person next to them or drawing a big question mark on their paper. So, I miss that interaction.

MGMT 2 stated that it is difficult to see who he is teaching at times because of the lack of face-to-face interaction. He notes:

The con is that I lose track of who I am teaching. In other words, just the participation is individualized and I have no idea of where my classroom is, and I think that is one of the things that I'm missing, that I don't get any of the feedback. That's one of the joys of being in a classroom and watching students respond; they're interested in asking questions and there is none of that spontaneity online.

Another participant, MGMT 1, noted that he also misses the face-to-face interactions while teaching in the online environment. IS 3 commented on the inability to get to know her students as well in the online sector. She stated that she has no problem targeting the good students and the not-so-good students, but she misses the ability to get to know her students better like she can in her face-to-face classrooms. BA 1 noted that he enjoys teaching face-to-face much more than teaching online. He noted that compared to face-to-face teaching, online teaching does not compare at all. These six participants miss the face-to-face interaction in the online environment.

Student Success

Another topic that was discussed with the participants was student success. Participants were asked to discuss the difference between ensuring student success online versus face-to-face. Very few participants defined success in the same way when referring to the success of students in online learning. Five of the participants stated that it is more difficult to spot and help students who are in trouble in the online learning environment. Three participants noted that it is critical to student success for instructors

and colleges to be proactive if students are not participating in their classes or are not producing work that is up to the instructors' standards. One of these three participants noted that this university appears to be taking proactive measures to ensure students' success in the online environment. One participant noted that there is a lot more hand holding in online learning than there is in the face-to-face classroom. She stated:

You have to make sure to communicate with the students and send e-mails. Let them know you're there, let them ask questions. I'm always saying, 'If you have any questions, let me know,' and some are good about it and some students aren't. And so, if I see that students haven't logged in, and so for a couple days I'll remind them, I will e-mail them and say by the way the information was posted, by the way have you done such and such yet? Or this test is coming out in a week, have you taken the practice quizzes yet? So, to keep them successful, I think it's almost not the same. I think I have to do hand holding a little bit more than I would do in a regular classroom.

MGMT 1 noted that it is easier for students to be more successful in an online course because everything is spelled out for them in the syllabus. BA 2 stated that students appear to have issues with time management in the online learning environment. Finally, five of the participants noted that it was more difficult to spot and help struggling students online versus face-to-face.

Growth

Personal growth was another topic that was discussed with the participants. The participants were asked to explain the personal growth that they have experienced as a result of teaching in the online learning environment. Areas of personal and professional growth were discussed with the participants. Technological growth, learning from

students, and self-directed growth were among the topics expressed by participants (see Table 11).

Table 11

Types of Participant Growth

Types of Growth	Number of Participants
Technological	5
Self Directed	4
Interactions with Students	4
Subject Matter	3
Limited	2

The number of participants adds up to more than 10 because some participants noted several types of growth as opposed to one type of growth.

Technological growth was the most reported personal growth among the participants. Five participants felt that they have learned more about technological advances either in their field or within the online learning community. BA 3 stated:

I'm very much interested in technology and how things work and how I can apply technology to my teaching—whether I'm teaching a face-to-face course or an online course. So, learning the LMS system through the online program was interesting. It was not challenging, but it was interesting. So, now there is another bit of knowledge in my repertoire.

IS 1 stated:

When I'm teaching network classes and if new technologies come out it shows up in my curriculum fairly quickly. I'm able to learn that so that I'm

a little more prepared for changes in the field. Even if I wouldn't use it in my real-world experience, it helps me in any school that I might teach at. So, I think that it's a greater value to the students as well.

Four participants reported learning from their students continuously in the online learning community. MGMT 1 notes that his students provide him with much information that caused him to really challenge his own ways of thinking about the business environment and his teaching. He noted a fair amount of personal growth in that he saw the difference because the students did provide some answers that are more adept than what you get in the face-to-face classroom. MGMT 1 taught some general business courses and the information could be applied to various areas in the business world. He described learning how some businesses operated based on certain class topics in areas like health care and getting tidbits of how those areas currently dealt with various issues. He said “It has definitely helped me to restructure and reconsider how I do things in the classroom.”

In addition to the participants that are learning from their students, four of the participants noted that they have experienced various forms of personal learning by teaching in the online environment. IS 4 has learned better communication skills. She stated that she believed that one of the biggest growth areas was in her communication skills. For example, whether it is communication, or about how to complete assignments, communication skills about the content itself, or the tone of the style, and the subtle inferences that students make where they may need some help. Time management skills,

better etiquette in the online environment, and improved writing skills were also responses about personal growth from the participants.

In addition to noting personal growth as a result of teaching online, in another question on the interview protocol, the participants were asked if they have experienced any professional growth as a result of teaching online and if so to explain that growth. Participants noted that they have experienced self-directed growth, technological growth, growth from the subject matter, in their interactions with students, and a few participants noted that they have experienced limited growth while teaching for SEU (see Table 11).

BA 2 notes that she visits the library and likes to read articles and keeps herself up-to-date on current happenings in her field. IS 4 stated:

Most definitely, as an online adjunct there is sometimes a community of other online adjuncts and you can go to conferences, but you are not down the hall day-to-day with people in the field who are popping in to you asking questions. And I think it's up to that adjunct to continue on in the field as in terms of workshops and computers. My field is very robust and changing so it's important to stay on top of things.

Three participants reported that they grow from the interactions that they have with their students online. MGMT 3 learns how to improve her teaching through reading and implementing student's feedback about her courses. IS 1 and MGMT 1 learn from their students and their students' questions about the course. IS 1 stated that sometimes

students come up with some interesting questions and problems that lead her to doing additional researching to answer questions.

Finally, two participants reported limited growth as a result of teaching online for SEU. These two participants noted different types of limited growth. BA 1 noted that his growth was very limited in the online learning environment as opposed to teaching face-to-face. He stated that it “comes back to that limited time of interaction and the lack of live interaction. I think that reduces the opportunity that that would allow.” BA 3 stated that her growth has been limited to learning what it is like to be an online instructor as opposed to being an online PhD student. These two participants noted that their growth has been limited in many ways due to the lack of face-to-face interaction and limited amount of time that they spend on live interaction with their students.

Three participants noted that they grow each time they teach a course by delving into the subject matter. BA 3 noted “I think that any time I teach any subject I learn something new. I always find something that makes me think a little more or that piques my attention. I always learn something every semester and I'm excited about that. I love learning.” She goes on to explain that the reason why she teaches is to help mold minds. She expressed a fondness for teaching. MGMT 1 and BA 1 both note that the information in their fields changes rapidly and that they have to keep up to date with the on going exchange of information with in their fields. As a result of constant change in the field, some classes at SEU may need to be updated to show changes that have gone on in the field recently.

Course Changes or Updates

The participants were asked if the courses that they teach for SEU need to be updated to reflect the changes in the field. Four participants stated that updates to the content are needed to keep up with the changes within the area of study. Two of these four participants (MGMT 1 and MGMT 3) noted that the course content is good but that the information needs to be supplemented. MGMT 1 notes that the information is good but it is necessary to provide a more interactive learning environment. He stated that “The course content is okay but it is not very interactive. Students don’t seem to have many opportunities to apply the knowledge that they learn in the class to the real world of business.” Four participants noted that they would change the lectures if they were given the chance by SEU. BA 3 stated that the video prerecorded lectures need to be updated because they do not elaborate on topics and they contain a lot of pauses and umms. IS 4 recommends that the course be updated to reflect the pre-preparation that the students need to conduct before they begin the course. IS 1 notes:

Well, I have noticed that the recorded lectures are not anywhere near the lengths that the face-to-face lectures would be. I wonder if they would allow for a person to say, you know I can just do this at home. I can do it longer. I can record it myself. I mean, a lot of the things on ‘YouTube’ are like that and they're pretty good really.

Two participants stated that they have regularly referred their students to ‘YouTube’ to supplement the material in the lectures. The remaining six participants

noted that the course content is up-to-date and does not need or require any changes currently.

Although the majority of participants did not feel that updating the course content was necessary to reflect the current changes in each respective field, the instructors reported that they would like to add some personal touches to their online courses. Three of the participants would like to add their own personal lectures to the course content. Though they feel that the information is adequate for the courses that they teach, they would like the students to be able to match a face with a name. Many of the courses at SEU are filmed by a professional in the field; however, that individual is many times not the instructor that is teaching the course. MGMT 3 noted “I do think that at this university it would be more helpful if they did a whiteboard where I, we could talk and interact so we could get better acquainted.” MGMT 1 noted:

I've been playing with other courses in which I teach outside of this university just with welcome messages and audiovisual, just added personal touch to things which I think may help. I think going through the course that I'm teaching, the individuals get to know the lecturer pretty well but they don't get to know me.

Intent to Continue Teaching Online at SEU

The participants were asked if they intend to continue teaching online if the opportunity permitted. All ten participants intended to continue teaching online at SEU if they were asked to return each semester. Their reasons for continuing to teach online were to be available for their families during the day, have more room for travel, to give

back to society, to make a difference in a life, interaction with students, and keeping up-to-date in their field. Two of the participants wanted to be available for their children and families during the day. IS 1 stated:

I do intend to continue, since I've gotten started on it I really do like it and it does give me a lot of flexibility.... I can work my schedule around it, when I have my children, and I can be available to them when they are here and that's really nice. And I am kind of big on seeing the online programs, and I think that's an important thing to have basically because there's a very large community out there of people who are already working there in the industry.

Another participant needs to be available during the day for his wife who has a debilitating illness that affects her daily. He notes that it was very important that he find a job that he enjoyed but also one that would allow him to assist his wife with their six children during the day. Three of the participants noted that there is a lot more room for travel because they teach in the online learning environment. IS 3 stated:

I enjoy what I do. I'm not sure that I would want to retire. Even in my 70s, why would I want to give up a good gig like this, I mean I can travel the country in the RV. As long as I have an air card and a laptop, I can teach at the Grand Canyon. I can go travel. I just have to do a few extra things to be sure that I have my time change correct and I'm available for office hours and things like that but other than that.

Three of the instructors noted that it is a benefit to be able to take their jobs with them when they travel. They do not have to take time off from work; they just simply take their computers with them and make sure that they have an Internet access wherever they are in the world. Two of the participants will continue to teach in the online sector because it is their way of giving back to society. MGMT 1 was very emphatic in his responses and noted that teaching is something that he truly enjoys both face-to-face and online. He stated:

When I first got out of school and came back, I said I wanted to teach because I wanted to give back. And I truly believe, I feel that I've collected a pile of information and an interesting perspective on that. And I really want to be able to share that with folks so that they can see things differently and for all the classes I teach, whether it's online or in the classroom.

Three of the participants wanted to continue teaching online to make a difference in students' lives. MGMT 1 stated "It has been a good learning experience for me and I enjoy the opportunity to touch people, if you will, and put the "touch" in quotes, to be able to be in contact with people." He noted that he really enjoyed teaching students on a daily basis and that is one of the main reasons that he planned to continue to teach.

Keeping up-to-date with the field was another reason why participants would continue teaching online. Two of the participants like how teaching online keeps them up to date in their field. BA 1 stated "I teach for two reasons - one reason is to give back to

society for all the blessings that I have. The second is, it forces me to stay current in the field in which I teach.” He noted that he has been teaching students for decades and he thoroughly enjoys teaching and it allows him to keep up to date with all of the happenings in his field.

The final reason participants noted that they will continue to teach in the online learning environment is because of the interactions that they have with their students. BA 3 noted that ”at the beginning of every course, I read the students’ profiles to find out a little bit about them and then I send them an email to try to establish a dialogue. I just love interacting with students.” She noted that she would love to teach full time at a university either online or face-to-face but that there were not very many opportunities for her to do so at the current time.

Finally, the participants were asked if they would be interested in teaching in the online learning environment full time for one university. All ten participants noted that they would be interested in teaching online full time if the opportunity arose. Despite this positive response, it remained an area of concern for the participants. IS 2 noted:

I've actually thought about this, and the downside that I have heard of in doing so is that sometimes you take a full-time position and you are not allowed to teach elsewhere. So, therefore, if that was the case and this university was going to offer me a full-time teaching job, I would have to look at what the income would be from being full-time. If that would take away from what my overall income is then that is something I would not consider. That being said, if the school would say here's a full-time position; however, you can work other places, than that would definitely be something I would consider.

Seven participants noted that they would indeed take a full time online teaching position if the University did not prohibit them from seeking additional income from

other universities or from doing contract work for companies. Comments from two participants that were tenure track professors at other universities centered on not missing the drama and the experience of witnessing others' unhappiness that you receive as a full time face-to-face instructor. IS 4 stated:

The nice part about teaching at different institutions that receive the level of satisfaction and the level of happiness is not really job satisfaction but it's the lack of discontent amongst them, because, there some schools with faculty that are just really ticked off. I mean they're just really unhappy about everything and things always can go wrong, especially with technology. But, there's just an overall sense of positivism at this University in this administrator actually started a discussion forum for the adjuncts and it does seem that none of them are unhappy.

She noted that she is much happier in the online learning environment because she does not have to experience others issues with teaching. She can do her job and ensure that she is giving her students what they need to be successful in her courses. Another participant noted that she enjoys teaching online because she does not have all of the responsibilities of a tenure track face-to-face professor anymore. IS 3 stated:

If I pick up a few more schools and courses I'll be making about what I was as a full-time tenure track professor with a lot more flexibility and a lot less headaches. This is because I wouldn't have the advising, the meetings, or other superfluous junk that adds nothing to your personal or professional growth.

This subsection discussed the instructors' perspectives of the motivation side to job satisfaction. The questions examined what it is about online teaching that directly

drives the levels of job satisfaction for online instructors in relation to motivators. An in depth analysis of these findings is presented in the Discussion section below. The following subsection describes the findings of the other side of job satisfaction: drivers of dissatisfaction. As Herzberg (Herzberg et al., 1959) labels them, these are the hygiene aspects of job satisfaction (see Table 4).

According to Herzberg et al. (1959), hygiene factors are related to policy and administration, supervision, salary, interpersonal relationships, and working conditions. Motivation factors meet the psychological needs of humans, while hygiene factors meet their physiological needs. Motivation and hygiene are presented in two separate sections because Herzberg states they are related in determining job satisfaction, but one is not dependent upon the other.

Hygiene Aspects of Online Teaching

As stated in the above paragraph according to Herzberg, hygiene factors related to job satisfaction are just as important as the motivation factors when examining job satisfaction. But, these areas are considered preservation factors to avoid dissatisfaction and they do not provide job satisfaction in and of themselves.

Overall Impressions of Online learning

The instructors who participated in this study were asked to share their overall impressions of online learning (see Table 12). A few of the participants noted that it was very helpful to be able to be home with their families during the day and do the work for their online classes at night.

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Table 12

Impressions of Online Learning

	Number of Participants
Like the Flexibility	8
Enjoy Teaching Online	5
More Time Consuming	1
More Challenging	1
Not Impressed with the Technology Platform	2
Students are not Prepared	4
Not Initially Impressed	2

It is important to note that the table below adds up to more than the number of participants because some participants noted more than one impression of online learning.

Others noted that no dress code and setting their own office hours and time to work on class discussions and emails were the biggest benefit to their online adjunct position.

Five of the ten participants noted that they enjoy teaching online. The remaining participants did not say that they didn't enjoy teaching online; however, one participant mentioned that online learning is very time consuming and it takes a lot more time to get the class going than it does a face-to-face course. She said:

It is very convenient and enjoyable most of the time. I think it is a good way of getting across a lot of information in a short amount of time. Once you get it going it is easy to maintain. It just takes a whole lot of work to get it going.

She expressed that getting online courses ready takes a lot more time upfront, but once an instructor has taught a course a time or two, it becomes much easier to teach the course online. Another participant, BA 2, noted that there is different preparation involved in online teaching as opposed to teaching face-to-face. She said:

I think starting online classes is a lot more work. Writing the exams is hard, because everything has to be so precise, because they can't ask for clarification on taking an online exam and you're not available. So, the upstart is so much more work, getting all the notes of the exams, all the readings of the special permissions. I was wary about the idea of plagiarism and making sure I give people the proper credit. And if you're face-to-face, you can share an article and say, this is from the journal of such and such. If you are going to put it in writing, a lot more care and detail needs to be taken. But then if you take that time at the beginning and get it done, then in future subsequent uses, it is already done for you.

MGMT 3 stated that teaching online is a little more challenging than teaching face-to-face. The researcher sought clarification during the interview and asked the participant to elaborate on the challenges of teaching online by asking if she was referring to the challenges of teaching online versus teaching face-to-face or the challenges for the students taking online courses. Her response was:

A little bit of both, but mainly for them because I get a lot of e-mails from them saying, "Oh, man, this is so hard and you're not here so I can just ask questions." So I call them, I call my students, I call all of them. So I say "Okay, I'm calling right now and we can talk about it." We kind of form like bonds, and I get to know my students as I talk to them and it puts with other aspects of their positions.

In addition to the lack of face-to-face interaction with students, participants also noted that there are issues instructors who participated in this study noted, that they were not pleased with the technology platform that was being used to deliver instruction to their students. One individual noted that SEU has come a long way in terms of ancillary support but there are still many hurdles that students have to encounter along the way to get certain software up and running for particular courses. An additional participant stated:

The technology platform [has been the biggest challenge]. When they brought the first LMS online, Blackboard, it was in a beta version and we went to live with it and it took about four semesters to shake it out. Then, they did it again with the new LMS from Angel, with what I consider the beta version, even maybe an alpha version. I find it difficult to adapt to platforms that are not really stable.

Four of the participants believe that a lot of students in the online sector are not prepared enough to take on the responsibilities of online learning. Their reasons include lacking technological abilities to just choosing not to respond to emails regarding nonparticipation in the course. The other two participants noted that it is difficult to explain certain concepts online and students have trouble understanding how to be successful in the online environment.

Of the ten participants in this study, two noted that they were not very big fans of online learning before they began teaching; however, one person now strictly works as an

online adjunct instructor and the other participant is eager to find additional courses and universities to teach online. One participant noted:

Certainly, I've been teaching at another university in the classroom for about 12 years now. And when I first started, they were trying to get me into the online program; I was somewhat reluctant because I thought that it was far too easy to have other people doing the work. You couldn't be sure that the person who was taking the class was actually doing the work and couldn't be sure what type of education they were really getting. Yeah, there may be some advantages to people getting their degrees [online] such as not having to physically go to school. Initially, I was somewhat reluctant and started doing some research. And as it [online education] started to grow I began to recognize that if I wanted to be teaching in the future, the best way to do that because I don't have my doctorate was to get into the online forum.

These ten participants explained their general perceptions of being an online adjunct instructor, their biggest challenge, what they like least and most about teaching online, and what attracted them to teach in the online learning environment. Many participants noted that they enjoy teaching online. A challenge that was mentioned several times in the data centered around the difficulty of explaining concepts to students online and the lack of preparedness of some online students to succeed. Students are not prepared in regard to technology skills and are not intrinsically motivated to handle the self-motivation required of an online student.

After exploring the general perceptions of online teaching, it was important to understand the comparisons between online teaching and face-to-face teaching. Participants were asked to describe some differences that they have experienced teaching online versus teaching face-to-face, including the lack of face-to-face interaction, and the benefits and hindrances of online instruction (see Table 13).

Table 13

Barriers in Online Learning

	Number of Participants
Communication is More Difficult	4
Lack of Face-to-Face Communication Affects Job	7
Difficult to form Meaningful Relationships	7

Barriers in Online Learning

Five of the ten participants believe that online education makes communication more difficult because they cannot “see” if their students truly understand certain concepts. One participant noted that there is an additional barrier in knowing that instructors do not physically see a student in the classroom. Employing multiple modes of communication in order to try to get back and forth to students in an online context is possible but it makes communicating difficult. Another participant BA 2 stated:

Sometimes when you want to explain something to a student it is easier if you could talk with them and see their face to understand that they're getting it or not. I cannot always do that with a written conversation. They say, “Oh, I got it,” and if you can't see their face, you really don't know if they've getting it or not. Whereas in a real classroom, students say, “Oh yeah, I get that,” and then you can tell that they have a funny look on the face or they are poking the person next to them or drawing a big question mark on their paper. So, I miss that interaction.

An additional participant also touched on the difficulty of being able to “read” students responses, stating that it can be more difficult sometimes to explain things in the online environment because the instructor has to write out everything. If students don't

understand, it's not easy to know that. The instructor would not see the glazed look, or get the feedback from knowing they understand or they don't understand.

Five of the ten participants believed that online learning creates a barrier for communication between the student and the instructor. These five participants who noted that communication was more difficult in the online learning environment stated that it was much more difficult to 'see' that a student understands a concept online because you do not have that face-to-face contact. When asked if the lack of face-to-face interaction online affects their job as a college teacher, four of the ten participants answered that they did not feel that the lack of face-to-face interaction affected their jobs. However, when discussing the hindrances of online teaching, all four participants contradicted their earlier response to whether the lack of face-to-face interaction affects their jobs in any way. MGMT 3 states:

No way, no way, because like I said, I'll call them. I say, "I wish you were in the same town I was. I would come to your house to talk to you." I reach out to them so that it does not affect the way I teach anyway. I'm always there for my students. However, later while discussing the same question she states, "You lose a little bit of the interaction but I think I interact with them when I talk to them on some level, because they have a voice.

When BA 2 was asked "Does the lack of f2f communication affect your job as a college teacher in any way?" her response was, No, I don't think so. But, later she states "There is a little bit of a loss for me as a teacher - not being able to see students face-to-face to understand that I'm getting through."

BA 3 also responded with "I don't believe so" when asked if the lack of face-to-face communication affects her job as a college teacher in any way. She did, however,

state a few sentences later, “I think I get to know the students in my face-to-face class a little better on a personal level because a lot of times there's more chance for informal communication whereas in the online environment you have a discussion board that's for personal information but it's still not quite the same without the nonverbal communication.”

However, when IS 4 was asked “Does the lack of face-to-face communication affect your job as a college teacher in any way?” her response was, No, not in any way and she later backed up that answer by saying:

I like the relationship; you have more interaction and know more about a student online versus face-to-face class. When you're teaching a three hour class, you don't get to know your students as much. But in the discussion board, you would get the chance to know your students a little more than you would with a lack of time in a face-to-face class.

IS 4's response was the only one of the four that was later backed up by a similar response. Her answer was the exception of the participants, the remaining three say they miss the face-to-face interaction and don't get to know their students as well online. Seven of the ten participants feel that a hindrance to online learning is that it is difficult to form meaningful relationships in the online learning environment. There are only four quotes below because the three contradictions from the previous section were counted as part of the seven participants. BA 1 stated:

Between 1 & 10, with ten being high, face-to-face is a ten; online is about a five or a four. Specifically, you just have to work harder at developing relationships with students. I try to develop relationships with students in my graduate courses in particular. They have gone on to be my employees, my customers, and my peers. I find that it's harder to develop those relationships online.

MGMT 1 described herself as a “people person” who is focused on relationships. She desired to establish a sort of confident competence level that can result in an engagement in more than a superficial level. She went on to say that for her, being online is frustrating because she doesn’t have the opportunity to develop that level of engagement with everybody. IS 1 described similar hindrances in not being able to get to know the students as well [as in a face-to-face environment]. BA 2 noted that the lack of communication between teacher and students makes it very hard to form relationships. “Teaching face-to-face, I have many more opportunities to get to know my students before and after class and even in the halls on other days.”

Students

When asked to compare teaching face-to-face and the online environment, nine of the ten participants made specific comments about students in both environments (see Table 14). MGMT 2 noted that students have to write more online and that hinders their success. He states:

Communication, that's one. I think that they're certain people that just don't like to write much. And I think that those people do not do well in an online context, because so much of it involves writing and one of the things that I like to do is to encourage email.

Table 14

Comments about Students

Comments Made about Students from the Participants	Number of Participants
Demographically older	1
Some students are “sharp; some don’t belong in online learning	1
Have to write more online	1
More focused online	4
More negative online	1
Very little interaction between students and instructors	1
Not familiar with the software	1

BA 2 notices that some of the students are “real sharp” and some you wonder how they got through school. She stated:

I've had a few that you're really wondering how they got through schools as far as this and ask a ton of questions. And these smart people don't have to sit through all of these questions, but I hate to say dumb questions, but the question is.

Though this observation may hold validity, it is not uncommon to see similar bimodal preparation levels in a face-to-face environment as well (Garrison & Vaughn, 2008).

Three participants noted that students tend to be a little more focused online. MGMT 3 noted that the students seem to have a little more challenge online. He stated that they tend to work harder and that they seem to pay attention a little more because someone in the face-to-face environment doesn't seem to pay attention as much. He stated that when he is teaching online, students want to get involved. IS 2 observed that demographically, the students tend to be older and, in general, more serious. She noted that they are often adult students with families who are at home juggling a number of different responsibilities, and that is true in all three of the schools where she taught online. MGMT 1 noted that students tend to read the book more and make more references to the book online versus face-to-face. He stated:

I'm intrigued with the differences between online and in class. On-line students definitely read the book and reference the text more often; that's the bulk of what the program is and they "get'er done". On the other hand, when they are in the class room many students don't bother with the book at all—even when assigned, figuring that whatever the instructor is providing in class is all they need to know.

IS 4 stated that students who are not familiar with the software used to deliver the education can experience a hindrance to their learning in an online learning environment. She states:

Well, if it's an online student, then I have to rely on them to have done those setups ahead of time which a lot of times do not occur and that is one hindrance. And occasionally there are students with Internet connection issues but that's not usually a problem today as it was if we go back in the years some, but in 2009 you should be able to get online almost all places.

While eight of the participants made comments about students' abilities and readiness to take online courses, 1 participant, BA 2, noted that students are much more negative online than face-to-face. She described students who are much more prone to expressing their opinion online a lot quicker. She speculated that they criticize online because there is not the face-to-face interaction. She recalled in a regular classroom, "at least on the surface, everything was friendly and nice and happy, whereas students feel freer to express themselves in a negative manner online."

Another participant, BA 3, noted that there is very little interaction with students online. She pointed out that even though she had office hours, she very rarely had online students that came into the chat room to talk. She said there is no interaction from the students and that few, if any, students ever showed up for the synchronous class time.

Lack of interaction among students and the instructor is a concern among the online adjunct instructors that participated in this study. This may or may not lead to the success of students in the online environment.

The Administration

Participants were asked, how does the administration within the organization facilitate your job as an online instructor? Three of the ten participants noted that the administration is very “hands off” and two of the three stated that that makes their job a little better not having someone micromanaging them. However, the 3rd participant noted that “They hire me and pay me. That's about all, as opposed to a totally different model at a different school where, even though it's online, they are with you all the time.”

Five of the ten participants noted that they have never received any conflicting information from the administration and two participants noted that they have received conflicting information from the administration. MGMT 2 noted:

Let me give you an example, if we could generalize this a little bit. I had an incident where a student was blatantly plagiarizing work from another set of students and I had to go to the chair and provided streamed screenshots with this guy versus the other guy and I have to say one of the early frustration issues was that I wasn't sure who was supposed to be the one to tell me what to do.

BA 2 received conflicting information regarding how many undergraduate versus graduate courses you could teach per term. Six of the participants had positive comments about the administration noting that they always get back to individuals in a prompt manner and they are very courteous. However, two of the participants had negative comments about the administration and the program in general at Southeastern University. MGMT 2 stated that there was no room for growth in the program. The

administration does not encourage meaningful feedback about improvements to the program. They also do not communicate directly with the instructors; communication comes through a secretary to the adjunct professors. He also stated that it seems as though all of the power lies with the support staff and not the administration in the academic positions. He also noted that plagiarism is accepted in this program. He described a situation where he had two students in two different classes commit plagiarism. The administration instructed him to give them another chance and move on from the issue. He said “I have never taught at a university where plagiarism was accepted and frankly I am very appalled.”

Another participant noted that there is not much room for growth at this university. BA 1 states “It seems as if there is more room for growth at [another] university than there is at this university. I would say that is a good way to put it. This university just basically signed you up as a contractor and you show up and you do your thing.” He also notes that this university is not very supportive compared to the other university he teaches at. He went on to say that he applied “what I learned at that university to this university. They look at the important issues, how do they know that we know about online classroom assessment techniques, software to discover plagiarism, encouragement of critical thinking in the online classroom.”

Two different participants noted that they are frustrated with the administration at Southeastern University. Instructors who develop courses for SEU are responsible for creating the lecture information and traveling to a production studio to tape all of the lectures. MGMT 2 developed several courses for SEU and stated that he did not like the

“lag time” between filming the lectures and when the course materials “go live” for the developed course. He also does not like the lack of communication between developing a course and waiting for it to go live. He states that it is frustrating not to be able to go into the system and fix issues that occur on the syllabus, in the tests, or in the course. He noted that the most frustrating thing is that he had absolutely no control in between the time he submitted materials to the time that it showed up on the website. Furthermore, there were typos in the information, the test was wrong, and it took a number of weeks to fix the problems. MGMT 2 stated it would ideal if he had a more direct line into fixing issues in an online class. He described this by a direct comparison to a face-to-face setting:

If you were in a regular classroom and you had a bad handout around the next day you hand out another handout. But here it takes three or four weeks for them to fight the red tape, find the right web designer to let you go in and go through many layers of approval. You know it's my course and I know what the correct answer is.

BA 2 noted that she does not always receive feedback from the university forms that the students fill out at the end of the semester. She notes that it would be helpful to receive that feedback so she could make the appropriate changes to her course if there are issues that need to be addressed. But she goes on to add that most of the feedback that she receives is from the undergraduate program and does not really receive much if any feedback from the graduate program (see Table 15).

Table 15

Administrative Issues

Issues with Administration	Number of Participants
Administration is very “Hands off”	3
No Conflicting Information	5
Conflicting Information	2
Not much Room for Growth	1
Frustrated with Course Developments	2
Does not Receive Feedback from Student Evaluations	1
Made Suggestions for Administrative Changes	3

Three of the ten participants made suggestions for ways that the administration could improve the online programs at SE University. IS 1 suggested that SEU establish a training session for their new faculty to practice using the LMS. IS 3 suggested that SEU establish a mentorship for new faculty to allow new faculty to have someone to go to with questions about the program and ask for support. MGMT 3 offered five suggestions on how the administration could improve their online learning program at SEU. She noted that it would be nice if SEU had the opportunity for faculty members to “move up” within the organizational chain like they do at another university where she teaches that has an online program. She also suggests that online adjunct faculty members should receive 1-800 voice mail numbers in order for students to call and leave messages for their instructors. She adds that online faculty should be treated like real faculty at the university by receiving their own profile on the university website noting that they are part of the faculty at SEU. She suggests that adjunct online faculty receive health and life

insurance benefits from the university and that there should be online clubs for students to belong to like there are at the other university where she also teaches online. She went on to say:

In the other university where I teach, they have clubs, they have their own little student government. I really think they should have students have their own little part of the university because they may say, “Look, why we aren’t part of an online club?” That is definitely something they need to improve on. I think they're really leaving out those students. I really think this university should step up and do that. I think they're really leaving a lot of students out.

Discussion

This section contains the reflection and analysis of the interview responses in the previous section. On one hand, it is a final reduction of the data to the singular findings to which the data points. It also allows for a look back at the extant literature to see what may have been said about these findings by other researchers, which will be discussed in the final chapter. It is this reflection that will identify the productive areas for future research.

The discussion section is divided into three subsections. Each sub-area of the theory is described in a subsection. The first are the factors that affect the motivation of online instructors. The second are the factors that affect the hygiene (per Herzberg et al.,

1959) of online instructors. The final subsection contains the overall findings of the study.

Factors that affect motivation.

In this study, one theme came up over and over again when the topic turned to potential motivators—flexibility. Above and beyond anything else in the motivation realm, flexibility was the most dominant positive aspect for online adjunct instructors. This was mentioned by all ten participants on multiple occasions. Research indicates that an overriding benefit to teaching in the online setting is related to the flexibility in scheduling their “teaching” time while teaching online (Cavanaugh, 2005; Conrad, 2004; Lomine, 2002; Rahman, 2001). A study was conducted to develop a criteria for on university to recruit their online adjunct faculty (Rahman). A quantitative survey was distributed to seventy-eight faculty members, seventy-two were full time and six of the faculty members teach part-time online. Of the seventy-eight faculty members, thirty-eight chose to participate in the study and thirty-two of the thirty-eight noted that the flexibility of teaching online is important to me. This was the second highest answered question on the survey noting that thirty-four of the thirty-eight participants ranked in first place the possibility that effective learning can take place online. Another research study used focus groups to study faculty motivation in Asynchronous Learning Networks and all four focus groups ranked flexibility as the number one reason that they teach in the online setting (Hiltz, Shea, & Kim, 2007). Flexibility in scheduling appears to be a very strong motivator for those instructors who teach in the online sector.

While participants ranked flexibility as a high motivator for job satisfaction, their opinion of physical human interaction ranked low. A lack of face-to-face interaction was the most mentioned hindrance among the participants. According to several studies, one negative underlying factor to teaching in the virtual environment is the lack of human interaction in the classroom (Blair, 2002; Dutton, Dutton, & Perry, 2002; Gudea, 2008; Hinn, Leander, & Bruce, 2001). One study noted that the lack of face-to-face interaction with students affects the professors' rapport with their students (Gudea). The author further explains that a common reason for instructors not returning to the online teaching environment is fueled by the lack of face-to-face interaction (Gudea). These instructors miss the nonverbal cues and the spontaneity of face-to-face teaching discussions. Participants noted that they did not feel that they received enough physical human interaction from their students and that appeared to be a hindrance among many of the online adjunct instructors.

Teaching involves multifaceted processes; being able to keep track of students' progress in the online environment was another low area of motivation. Several researchers noted the difficulty that professors face with "tracking the invisible online student" (Beaudoin, 2002; Kearsley, 1995). Another researcher states that students feel alone in the online learning environment and that instructors can provide various means to interact with the students and support student success such as offering office hours for synchronous chat (Serwatka, 1999). However, that was a frequently mentioned issue with the participants of this study. Instructors noted that they did provide office hours for their

students; however, it was very rare that any students showed up in the chat room for office hours.

Another way that online adjunct instructors can keep track of their online students' success and understanding is via email. Researchers noted that one-third of the students that began in their online learning environment do not successfully complete courses (Morris, Finnegan, & Wu, 2005). This was due to many factors including, insufficient initial posts about weekly class discussion topics, insufficient follow up posts, and insufficient views of other students' weekly posts (Morris et al.). This insufficient participation was another issue with the participants in this study. They noted that they had many students who refused to participate in the class and with those that did participate; it was difficult to "read" their knowledge of the subject matter because they only provided the very minimum responses to meet the course requirements. Keeping track of students' progress in the online learning environment appears to be an issue with many online instructors (Beaudoin, 2002; Kearsley, 1995; Morris et al.; Serwatka, 1999).

The participants in this study reported a high level of learning, both in terms of personal and professional growth. Learning about technical issues, online communication, and subject matter were the three reoccurring themes. The participants that noted technological growth mentioned that the growth was limited to a coincidental overlap in delivery of online learning and the actual field in which they work. One study notes that the number four reason for teaching online was to receive technological training and knowledge (Clay, 1999). However, the only technological training that the instructors receive at SEU is a CD walking them through the LMS. Therefore, these

instructors appreciated the ability to learn more about the technology in their field (Information Systems) while also teaching in the online learning environment.

Online communication was the second most mentioned area of growth among the participants. They noted learning about online communication and expressed that that they have learned more effective ways to communicate with their students online. This is a common theme in the literature among instructors in online learning (Harasim, Hiltz, Teles, & Turoff, 1995). It is noted that instructors should be receptive to various forms of nonverbal communication reactions, noting that it is difficult to “see” humor and sarcasm in the online learning environment (Berge, 1995). Creating a harmonious and welcoming environment is critical to learning in the online sector; however, many students may need to be reminded of “netiquette” or online etiquette (Berge). Instructors need to receive training to teach adult learners in order to “foster empathy to meet the online learner’s needs and challenges” (Gibbons & Wentworth, 2001). Online communication training is not provided by SEU; therefore, these instructors took it upon themselves to learn the ways of online learning communication to meet the needs of their students.

Staying current in one’s field is noted as a reason that individuals choose to teach in the online learning environment (Smith, 2001). A study was conducted that interviewed twenty-eight online instructors at a midwest university (Liu, Kim, Bonk, & Magjuka, 2007). They were asked to share their perceptions of the benefits and barriers of teaching online. One of the benefits mentioned was the growth that they experienced in the subject matter in their field. There have been other studies that point out the noted perception of instructor growth in regards to subject matter in online teaching.

The ability to add instructional content to their courses was perceived as a low motivator for the online adjunct instructors in this study. Participants stated that it was very difficult to add information to the current course content. Courses that are developed for SEU are often created by one online instructor; however, there may be fifteen sections of one course that are offered. Therefore, there are many other instructors that teach a particular course, but they are unable to add their own supplemental information to the course. This was frustrating to six of the ten participants that were interviewed in this study. They felt that they were professionals with a lot of knowledge to share with their students' and they were unable to add pertinent and valuable information to the course.

One participant noted that the course is a cookie cutter course with cookie cutter information and lectures are created by one professional but are produced by an educational production company. Another participant noted that each professional has something to teach their students and that they should be permitted to add pertinent information to supplement the instruction that is provided by the prerecorded and predetermined curriculum of each course. It is suggested that when a university is planning their online learning program that they determine ahead of time the means of curriculum and the instructors' role in delivering the information (Levy, 2003). However, nothing is mentioned in the article that would indicate the perceived job satisfaction of online instructors' autonomy in including additional instructional information. One study indicates that the faculty at a public university in New York are extremely stratified with their online teaching experiences (Fredericksen et al., 1999). This is due to the fact that this university values their instructors. "Faculty own the courses and have the final say in

their development. SLN has never sought to replace or automate faculty. Indeed, the SLN administrators and staff have consistently made teaching and teachers a priority”

(Fredericksen et al., 1999, p. 269).

The standard teaching motivators, such as to give back to society and to make differences were ranked as midlevel motivators by four participants in the study. Four of the participants in the study noted that they teach for additional reasons than to just better themselves; they want help others as well. One participant noted that he has twenty plus years of experience in the field in which he teaches and he feels he has a lot of knowledge to share and he wants to give back for the blessings in his life. Another participant noted that she teaches to make a difference and that is what she loves about teaching. This is a common thread among k-12 teaching’ however, it was difficult to find research in higher education that supported this reason for teaching.

In summary, the areas of high motivation included flexibility and the instructor’s ability to learn new information while teaching online (see Table 16). The areas of low motivation included the lack of physical human interaction, the difficulty of monitoring students’ success, the inability to add additional instructional content to the course, and standard teaching motivators such as giving back to society. This dichotomy will be reviewed in the next few paragraphs.

Table 16

Summary of Factors that Affect Motivation

Achievement

Recognition	
The work itself	Lack of face-to-face interaction (60%), Flexible (80%), Familiarity (40%), Course changes and updates (40%)
Responsibility	Student success (50%-difficult to spot struggling students)
Advancement (personal)	Growth (100%)

A high motivation for teaching online was that the position is flexible. Therefore, instructors can complete their work at their leisure or even take their work with them on vacation. Another high motivator for online teaching was the ability to learn new information about their field. Participants noted that they learn from the subject matter, technological growth, and growth in the area of online communication. However, two participants noted that there was no room for growth at this university which was a low motivator for these two participants.

The lack of physical human interaction, the inability to add additional course content, and keeping track of students' progress were low motivators for participants. Participants felt that the inability to read their students and to communicate face-to-face negatively affected their job satisfaction. They also felt that not having the ability to add to the predetermined course content was a deterrent to teaching online for this university. Finally, participants noted that it was difficult to keep track of students' success online because they were not physically interacting with the students on a weekly basis and it was often very difficult to explain concepts to students online. The question remains

whether this means that one could conclude that the motivation side of job satisfaction is not met with online adjunct instruction. A more cogent interpretation would reveal that these areas of motivation do not carry the same weight. As will be discussed in the overall findings, one of the areas appears to override all others.

Factors that affect hygiene.

Analysis of the data revealed that there were six factors related to hygiene in online teaching: they enjoyed teaching online, the LMS technology platform, interactions with students and their abilities, communication, administration, and the adjunct role. Each of these hygiene factors also had two levels, low and high. High levels of hygiene revealed that these were positive aspects of the participants' job satisfaction. Low levels of hygiene revealed that participants were not very satisfied with these aspects of their online position (see Table 17).

One overlying theme appeared repeatedly in the data from these participants; they all enjoyed teaching in the online setting. All ten participants responded with a high level of hygiene for their online positions. Of the twenty professors that were surveyed from a small mid-western university, seventy-one percent stated that they enjoy the act of teaching online and would teach more online courses if given the chance and they would recommend online teaching to their colleague (Fuller, Norby, Pearce, & Strand, 2000). At a community college in New York, eighty-three percent of online instructors also enjoyed teaching in the virtual environment (Fredericksen et al., 1999). Another study conducted at a public university in New York stated that "The faculty in the department

has been extremely satisfied with the experience of online teaching.” (Fredericksen et al., 269). In the literature it is common to see that adjunct instructors enjoy teaching online.

Table 17

Summary of Factors that Affect Hygiene

Policy /Administration	Plagiarism (20 %) Positive views (60 %)
Supervision	Very hands off (30 %)
Salary	Nice to have additional income (30 %)
Interpersonal Relationships	More difficult to communicate (50%), Lack of face-to-face communication (60%), Inability to form meaningful relationships (70%)
Working Conditions	Unstable LMS (20 %)

Participants in this study noted that the technological platform or LMS appears to be unstable and does not include the ability to interact with students face-to-face via a white board according to five of the participants. Researchers noted that it is important to make an LMS similar to a classroom and to allow the instructor to choose the features of the classroom to meet the needs of the students (Feldstein & Masson, 2006). A research study was conducted asking instructors to rate their level of satisfaction with their current LMS. Fifteen community colleges throughout the United States participated in the study. Forty instructors participated in the study noting the type of LMS that is utilized at their university and their satisfaction level with the LMS. Five of the universities noted that they have an LMS that was created in house. The participants in this study as well as the administration noted that the LMS is created in house and updated in house. Of the forty instructors interviewed, seven were very satisfied with their current LMS, eighteen were

satisfied or somewhat satisfied, one was neutral and three were somewhat dissatisfied. The author did not, however, include a summary of the satisfaction level of those five universities that reported utilizing an in-house LMS.

Participants noted a low hygiene ranking of students' educational abilities to succeed in the online environment. In a recent study, one hundred eight faculty members were surveyed noting the factors that inhibited them from teaching in the online environment (O'Quinn & Corry, 2002). Of the total participants, seven taught online courses only. The seventh most frequently answered inhibitor was concern about the quality of online students (O'Quinn & Corry, 2002). Research shows that online attrition is a common issue among online learning programs (Martinez, 2003; Palloff & Pratt, 2001). This may or may not be caused by the quality of the student that attends online learning programs. Another factor that may play a role in the dissatisfaction of participants in this study may have to do with the fact that there are no entrance requirements for the students that attend the undergraduate online learning program at SEU. Because all of the participants in the study have taught at universities where there are minimum entrance requirements, they may have higher expectations than instructors who have not taught in programs with entrance requirements.

Participants noted low hygiene in regard to students' behaviors online reporting that students in the online environment do not hold back in their online correspondence and respond in very negative manners that would most likely not take place in a face-to-face setting. Researchers note that there are rule breakers in every walk of life from big cities to small towns and even in virtual communities (Hiltz & Wellman, 1997). They

also continue saying that “online communities are no different from any large population of people. The more numerous and anonymous their members, the more likely there will be antisocial behavior” (p. 48). It was predicted by these researchers that as students begin to feel more and more a part of learning communities, they will display less negative behaviors “(such as flaming and normlessness)” (Hiltz & Wellman). Students in the online program at SEU may be new to the online learning environment and may not feel as if they ‘belong.’

Participants noted a low level of hygiene with the communication between adjuncts and students and the inability to form meaningful relationships in the online learning environment. It is noted that “online relationships are less valuable than offline ones” (Cummings, Buttler, & Kraut, 2002, p. 103). In the literature there are many studies that focus on students’ happiness with the relationships that they form in online learning (Thurmond, Wambach, Connors, & Frey, 2002; Tu & McIsaac, 2002), but there is not much research discussing instructors’ feelings about relationships in online teaching. One study noted that a reason for online instructors’ frustration in relation to their job was due to the lack of face-to-face interaction with students and the lack of student involvement (Wasilik & Bollinger, 2009). This area of research has not been explored very much and needs further research. It is important to all humans to form connections with other individuals in any setting, even in the online sector. The participants in this study found it difficult to form relationships with students online and to communicate with them.

Another area of low hygiene among participants in this study relates to the administration at SEU. Three consistent themes of low hygiene resonate throughout the data from participants in regard to the administration; they are either too involved or not involved enough, they were not concerned about the plagiarism that was taking place in their courses,

and the nonacademic ‘administrators’ appear to run the program. One researcher notes that online faculty have a very distant relationship with their administrators and that this causes a lack of connection with the institution (McLean, 2006). A lack of attachment with the university may affect the retention of online instructors (McLean). Plagiarism and cheating is an issue in many universities. A study that surveyed both students and online faculty reported that both feel that it is much easier to cheat in an online setting than in a face-to-face setting (Kennedy, Nowak, Raghuraman, Thomas, & Davis, 2000). Because students are not interacting with their instructors face-to-face, there is a view that students can get away with cheating. Another study notes that online cheating is rampant and professors need to know that there are ways to prevent such acts of cheating online (Montgomery, Kandies, & Ross, 2008). Three instructors at SEU noted that plagiarism had been an issue in their online classes and it was treated very lightly, if it was addressed at all.

The role of the online adjunct instructor was the last piece of data that was mentioned by the participants. Participants noted a low level of hygiene in reference to their roles as online adjunct instructors at SEU. It was mentioned by participants that they didn’t really feel like they were part of the university because they were not given faculty profiles on the university website or an opportunity for advancement. All of the participants in this study noted that they enjoy teaching online and will continue teaching online if the opportunity permits, and they also noted that they would take a full time position if it was offered by the administration at SEU. This is in accordance with the literature that states that online adjunct faculty often “can and do become, ‘professional online adjuncts’ and make a decent living doing so.” (Valez, 2009, p.1). As a result, it is critical that these online faculty feel supported, feel as if they are a part of the university, and form relationships with the faculty

and the university (Orlando & Poitrus, 2005; Puzziferro-Schnitzer, 2005; Valez, 2009).

However, the online adjunct faculty at SEU reported that they do not feel as if they are a real part of the university. One participant went as far as to say that the online faculty at SEU is treated as second class citizens to their regular faculty. Many of the participants noted that they do not feel that they have a relationship with their administrators at all. Two participants noted that all the administration has done thus far is to hire them and pay them. Because teaching in an online environment lacks the face-to-face communication and human personal interaction, it is critical that adjuncts feel as if they belong to the university and that they are supported.

In terms of the opposite side of the job satisfaction coin, hygiene, the findings indicated very low results. Though one of the factors, enjoyment, came back quite high, all of the other results were in the negative range. The technology, the student's ability, the student's attitude, communication, administrative involvement, and the adjunct role were all reported as very low levels of hygiene. All in all, the instructors demonstrated very high levels of dissatisfaction.

Overall findings.

Linking each side of the job satisfaction theory can be done using a number of methodological approaches (COACHE, 2007; Cohen, 2005; Cranny et al., 1992; Judge, Thorensen, Bono, & Payton, 2001; Lacy & Sheehan, 2004; Mansell, Brough, & Cole, 2006). Judge et al. collected quantitative data via surveys utilizing a dual source methodology to control for bias, while Mansell et al. used a self-report questionnaire to produce their findings. In this study, a quasi-quantitative approach was used and the

elements of motivation were tallied and then compared to the tally of the elements of hygiene.

This approach indicated that the participants' perceptions in this study revolved around more low levels of motivation than high levels of motivation and more low levels of hygiene than high levels of hygiene. The majority of the data in this study points to negative views of job satisfaction. Therefore, noting that there are a number of aspects about their jobs that were not pleasing (see Table 18).

Job flexibility, learning potential, and a rewarding work environment were the three factors that pointed to positive perceptions of job satisfaction. Low amounts of physical human interaction, the difficulty of keeping track of students in the online environment, the lack of instructor immersion and input into the online courses, the instability of the LMS, differing abilities of students in the online environment, students consistent negative responses and attitudes, the inability for quality dialogue, and the lack of a "connection" with the administration and the university were all factors that contributed to negative perceptions of job satisfaction among the participants.

Nonetheless, although the data displays negative views of job satisfaction from the participants in this study, they all intend to continue teaching at SEU in the online learning environment. The overriding factors of all of the negative aspects of participants perceived job satisfaction were flexibility and the convenience of performing the job from anywhere in the world at any time.

Summary

The online adjunct instructors in this study noted their perceptions in regard to specific aspects of their current positions at SEU. Emails were distributed to the online adjunct instructors at SEU and a total of ten instructors participated in the research study.

Table 18

Overall Findings of Motivators and Hygiene Factors Noted by Participants

	<u>High</u>	<u>Low</u>
Motivator	Flexibility Learning Potential	Physical Human Interaction Keeping Track of students Instructor immersion
Hygiene	Work is Rewarding	Technological Platform Student's Ability Student's Attitude Dialogical Opportunity Administrative Oversight

The qualitative interview process was conducted via the telephone using Skype because the participants live in various parts of the world. The interviews were recorded using ProgroGramo, a program created to record conversations via Skype. Once the interviews were completed the researcher used Dragon Naturally Speaking to assist in the transcription of the data. After the data was transcribed it was necessary to revisit the data to look for emergent themes in the data. The data were highlighted in different colors to show the various themes that emerged from the data, and similar themes were highlighted

using the same color. These reoccurring themes became the emergent findings in this research study. They were condensed based on the color highlighting similarities and placed in a table so the researcher could see the similarities and differences among participants' perceptions of teaching online.

Participants expressed low opinions of motivation factors such as the lack of physical human interaction, the difficulty of keeping track of students' progress online, and the inability to add their own touch and expertise to the course and course content. The only high motivation factors that were reported were the flexibility of online teaching noting that it was very easy to take their job with them on vacation and they could respond to students and grade papers at a time that was convenient for them. Low levels of hygiene also outweighed the LMS technology platform was not stable, students were often very negative in online settings and there were many students who were not academically prepared to take classes online, communication and the inability to form meaningful relationships with their students and the administration, the lack of involvement of the academic administrators versus the over involvement of non academic "staff," and the administration appears to be more interested in profit than integrity involving plagiarism issues. All in all every online adjunct instructor noted that they would continue teaching for SEU and they would also take a full time position teaching online if the opportunity permitted.

The overwhelming low levels of motivation and low levels of hygiene factors from the data note that online adjunct instructors at SEU were not satisfied with their positions. However, the one factor that appears to override all other factors of the

perceptions of job satisfaction of online adjunct instructors at SEU is flexibility. Because these instructors can work from home at times that are convenient for them, take their jobs with them anywhere in the world, they appear willing to endure all of the negative aspects that come with teaching in the online environment at SEU.

Chapter 5

Findings According to the Research Questions

In this chapter, the findings from the three research questions in this study will be discussed. This was done by reintroducing the research questions and noting the key findings that accompany each research question. The three research questions that were used in this study were as follows:

1. How do online adjunct instructors define job satisfaction?
2. What affects adjunct instructor's job satisfaction in online teaching?
3. What comparisons do adjunct online educators make between online and face-to-face teaching?
 - A. What do they perceive as the advantages and disadvantages involved in teaching online versus teaching face to face?
 - B. What do they perceive as the struggles involved in teaching online versus teaching face-to-face?

Each of these questions will be discussed as well as the emergent findings from these questions. As expected, there is some overlap among the findings for the following three questions. The context of each question was intended to have a large scope that encompassed large conceptual areas.

Question One: Online Adjunct Instructors Definition of Job Satisfaction

The first research question sought to understand how online adjunct instructors define job satisfaction. This was a general question that needed to be answered to determine the context by which the participants derived their perception of job satisfaction. This will help lay the groundwork for the second two questions which seek to directly address the question of job satisfaction from the perspective of the online adjunct instructor (see Table 19).

Table 19

Frequencies of Responses to Research Question One

<u>Category</u>	<u>Frequency</u>
Flexible	80%
Enjoyable	50%
Familiarity to online learning	40%
Money	30%

Flexibility.

Based on the results of the interviews, online adjunct instructors associate job satisfaction almost completely with flexibility. Eight of the ten participants noted that the most beneficial aspect to online teaching was flexibility. They demonstrate their satisfaction by declaring their intent to continue with the job indefinitely despite the theoretical results indicating strong evidence of low job satisfaction. IS 1 noted that the

flexibility of his position at SEU allows him to stay at home with his wife and kids during the day and do his work at night. He stated:

I've been teaching part time at a university in a face-to-face classroom for a few years. It's something I've always enjoyed. I have been a coach and participated in youth programs and teaching is something that I have always enjoyed anyway. And once my wife was diagnosed with [a disease], I started teaching classes online so I could be at home with her more during the day and now that I've learned more about how the disease affects her, it's a whole lot easier for me to be home all the time and teach at night online.

Another participant expands on the flexibility of his online position noting that he travels a lot in his current full-time position and that it would be very difficult for him to show up in a face-to-face classroom on a weekly basis. So adjunct teaching allows him to teach and still hold his current full time job. MGMT 2 stated:

The time commitment is less structured than teaching in a classroom, which is a good thing for me because I travel a lot. My work makes it difficult for me to show up in a classroom.

BA 1 has worked for the university for many years and is currently a retiree but he enjoys teaching online because it allows him to set his own schedule. He noted:

The flexibility of my schedule is the best aspect of this job. I've retired four times. I have two full-time jobs practically, so it allows me to teach in a timely fashion. So the flexibility is the number one benefit.

BA2 enjoys the flexibility of teaching online both in terms of being able to do work when it is convenient to her and also because she does not have to get dressed up and drive to work in order to teach her classes. She noted:

I always go back to the benefits—flexibility, flexibility, flexibility. I just love it. I'm in my sweatpants right now. I don't have to worry about it, whereas if I am going to meet someone, I would maybe take more care in brushing my hair, that is very vain as you can tell. But the flexibility is much easier with online, to me that's important.

Flexibility was the number one most mentioned aspect of online teaching among the participants. Although flexibility was the most mentioned benefit to online teaching, another theme was also present in the data. Participants find the act of teaching online enjoyable.

Enjoyable

Five participants defined online teaching as an enjoyable position. BA 2 notes that her job is enjoyable, but it takes a lot of front end work to get the class up and running. She stated:

It is very convenient and enjoyable most of the time. I think it is a good way of getting across a lot of information in the short amount of time. Once you get it going, it is easy to maintain. It just takes a whole lot of work to get it going.

MGMT 3 noted that the preparation for online classes was very different from teaching face-to-face but that was something that made the position enjoyable for her. She noted:

Yes, I think it's very fun and interesting, and I know it's different from the traditional way, but to me it's more of a challenge.

IS 2 noted that he enjoyed teaching online due to the flexibility of his schedule because his wife has a disease that affects her daily well being. But, he stated that he enjoyed helping others reach their educational goals in addition to the flexibility. Teaching online has been enjoyable and rewarding to IS 2. He stated:

So from a personal level it has been a lifesaver on a professional level, like I said it's always been something that I've enjoyed, teaching and helping others to learn things that they want to succeed in their career or in their personal lives. So it's been rewarding and at the same time-a blessing.”

Four participants also noted that they are comfortable teaching online because they were online students themselves. They stated that it is a familiar learning environment and that is pleasing to them. Also, 3 participants noted that they teach primarily for the additional income and the added bonus is that they enjoy teaching in the online sector. Though these were additional items elicited from the research, they were low in frequency and not indicators of a common definition of job satisfaction.

The Importance of These Findings

Flexibility and enjoyment are the two primary ways the online adjunct instructors at SEU defined their job satisfaction. As noted in Chapter Four, although job satisfaction appeared to be low among the participants in this study, they intended to continue teaching online despite their reports of low levels of hygiene at SEU. These participants had the ability to overlook the low motivators and low hygiene factors that were associated with online teaching at SEU. This was evident because they intended continue to teach online even though there were negative aspects of the job that affected their levels of job satisfaction.

The participants in this study noted that the number one reason that they would continue teaching online was because the job was flexible. They were able to make their own office hours, grade assignments at their leisure, take their jobs with them when they traveled, and they did not have to get dressed or ready for work if they did not choose because they worked behind the computer and not in front of a class full of students. Each of the participants noted that they would return each term to teach for SEU if the opportunity permitted.

The practice of continuing to teach online and the low levels of hygiene and motivation did not seem compatible with this research question. In the two factor theory, Herzberg et al. (1959) noted that if there were low levels of motivation and low levels of hygiene, individuals would not continue to work in that position due to low levels of job satisfaction. It is possible that the theory will persevere in the long run based on previous studies noting low levels of job satisfaction. **There were numerous studies that**

reported the prevalence among teachers and burnout (Kyriacou, 2001; Troman & Woods, 2001; Wood & McCarthy, 2002); however, there was little research that surrounded the idea of burnout among online instructors (Dunlap, 2005).

Because online instructors are required to be available to their students on a more regular basis than face-to-face instructors (Hiltz & Turoff, 2005), it is possible that burnout may play a role in the retention of online adjunct instructors at SEU. Burnout was an issue that resonated through the literature in regards to teaching, but currently does not appear to be an issue with the participants in this study.

Summary

Online adjunct instructors at SEU define job satisfaction in two ways, flexibility and enjoyment. Flexibility of online teaching resonates throughout the literature as one of the top reasons why people choose to teach and continue to teach in online settings (Cavanaugh, 2005; Conrad, 2004; Lomine, 2002; Rahman, 2001). Although the workload can be heavier in online courses, the amount of work is often overridden by flexibility (Cavanaugh). Half of the participants noted that they enjoyed teaching online at SEU. Flexibility was the number one reason why the participants in this study chose to continue teaching at SEU.

Question Two: What Affects Online Adjunct Instructors' Job Satisfaction?

In creating this question, the intent was to inquire in order to answer the question of "satisfaction" as an ideal in the workplace. This idealized concept is fraught with many

detractors though. This question was seeking to identify what the detractors were from the perspective of the adjunct online instructor.

There are many variables that affect the job satisfaction of the participants of this study (see Table 20). Barriers in communication in the online learning environment, the difficulty of forming meaningful relationships with students and other faculty, the administration limited growth, and the inability to spot and help students who are having issues in a course are only some of the issues that affect the participants job satisfaction at SEU.

Table 20

Affects Participants Online Job Satisfaction

Category	Frequency
Lack of Face-to-Face Interaction	90%
Inability to form Meaningful Relationships	70%
Lack of Communication with Students	50%
Difficult to Spot and Help Troubled Students	50%
Administration (Conflicting Information and Leadership)	40%
Lack of Student Readiness	40%
Limited Growth and Lack of Support	20%
Technology Platform	20%
Student's Attitudes in Online Courses	20%

Lack of face-to-face interaction.

Nine of the ten participants stated that the lack of face-to-face interaction with their students was the number one hindrance of their positions at SEU. IS 3 noted that the inability to interact with her students face-to-face makes it more difficult to “see” students’ responses to information. When asked if the lack of face-to-face interaction affected her job as an online adjunct instructor in anyway she stated:

It makes it more difficult in some ways, because I can’t get the visual cues. However, being able to e-mail them at any time is a positive. Of course I could have done that with the other students as well. But because the main mode of communication is online it doesn't matter when or where I am online.

BA 1 further supported the concept of the lack of face-to-face interactions affecting his job satisfaction. He noted that he taught in a different manner online than face-to-face and that when he taught online he was forced him to be less interactive with students. He stated:

One of the differences is that I use pre-prepared lectures that are pre-written in the online world. I do not use pre-written and pre-prepared lectures in the face-to-face world; I'm much more Socratic and interactive with students.

MGMT 1 noted that the lack of face-to-face interaction makes teaching more difficult because of the inability to see students' reactions to information. He stated:

You know, I think on the online environment you do lose something. I miss that physical interaction, that physical presence, that face-to-face gives. Some people are engaged in the online environment, but when you're in a classroom, you can see that they're engaged because their eyes light up because their whole body language shifts. They are leaning forward in their seats, they are physically engaged, and you can see that they are into it, understanding what's going on. I do think online has a presence that is somewhat guarded.

Inability to form meaningful relationships

The lack of face-to-face interaction appears to have an affect on the participants' inability to form meaningful relationships online. Seven of the ten participants noted that the inability to form meaningful relationships also affected their job satisfaction. BA 1 noted that the inability to form meaningful relationships makes his job significantly more difficult teaching online versus teaching face-to-face. He stated:

Between 1 to 10, with 10 being high, face-to-face is 10; online is about a five or a four. Specifically, you just have to work harder at developing relationships with students. I try to develop relationships with [face-to-face] students in my graduate courses in particular. They have gone on to be my employees, my customers, and my peers. I find that it's harder to develop those relationships online. You get the bio and that's it. You get less of an ongoing sense of who they are, unless students are willing to share about how the material can be applied to their own specific career or their own job or their own business. And, I do focus a lot of my teaching on that, since it's a marketing course.

MGMT 1 noted that the inability to form meaningful relationships is frustrating. He stated that he prides himself on forming relationships with students and that it makes his job more meaningful when he can build these types of relationships. He noted:

I am very much a people person, very focused on relationships, and personally engaging folks in activities or conversation. I pride myself on being able to develop a relationship with folks very quickly, so that we can develop a sort of confident competence level that we can engage in far more than just a superficial level. So for me being online is frustrating in that I don't have the opportunity to develop that level of engagement.

IS 2 noted that he formed better relationships with his face-to-face students than he did with his students online. The lack of information communication created barriers for him to create relationships online. He stated:

I think I get to know the students in my face-to-face class a little better on a personal level because a lot of times there's more chance for informal communication whereas online environment you have a discussion board that's for personal information but it's still not quite the same without the nonverbal communication.

The participants' inability to form meaningful relationships with their students affected their job satisfaction in the online learning environment. They noted that they did

not have as much of an issue forming meaningful relationships with their students in face-to-face classrooms.

Barriers in communication.

Participants noted that because they did not see students face-to-face, they were unable to effectively communicate with students to explain certain concepts. Five of the participants believe that teaching online creates barriers in communication. Participants noted that trying to explain concepts to students in the online setting is often difficult because they could not “see” if their students understood the concepts. IS 3 noted:

I also find that it's more difficult sometimes to explain things in the online environment because you have to write out everything. And if students don't understand you don't get that, you don't see the glazed look, you don't get the feedback from knowing if they understand or they don't understand.

BA 1 stated:

I think there is an additional barrier in knowing that you don't see a student in the classroom. You can try to employ multiple modes of communication in order to try to get back and forth from students in an online context but it really makes communicating difficult.

BA 2 noted:

Sometimes when you want to explain something to a student, it is easier if you could talk with them and see their face to understand that they're getting it or not. I cannot always do that with a written conversation. They

say, “Oh, I got it,” and if you can't see their face, you really don't know if they've getting it or not. Whereas in a real classroom, students say, “Oh yeah, I get that,” and then you can tell that they have a funny look on the face or they are poking the person next to them or drawing a big question mark on their paper. So, I miss that interaction.

Difficulty spotting troubled students.

Five of the ten participants noted that it is difficult to spot and help students who were having difficulty in their classes due to the lack of face-to-face interaction. They stated that the lack of face-to-face interaction affects the ability to “see” if students understand the information.

IS 4 stated:

It's different than having a student that is in class and you give them a look or you pull them aside after class. And it's easy to delete an e-mail and it's harder to delete a face-to-face looking in the eye conversation, but I think overall that we are doing well in terms of addressing the needs of the online population.

MGMT 2 noted:

There is such little interaction between student and teacher that it is difficult to see if students understand the material until they get to the exams or to the writing aspects of the course.

IS 3 reported:

It [student success] is more difficult to see because of the limited interaction. It is more difficult to see that a student is troubled than in a

face-to-face environment. But, I think that both in both environments the instructor and the university need to be proactive in determining what issues may be involved.

Though half of the participants in the study noted that student success is more difficult to see due to the lack of interaction between student and instructor, one participant noted that there were ways to improve the issue. She stated that it is possible to improve the inability to “see” student success by having a proactive method to ensure student success within the university.

Administration.

Four of the ten participants stated that they had issues with the administration at SEU. These participants stated that they were frustrated by the way the administration ran the undergraduate online program and two of the ten participants received conflicting information from the administration.

One participant noted that they contacted the administration to ask how many classes she could teach during one term and no one could give her a straight answer. BA 2 noted:

I was unsure about teaching, and I don't think they knew right off the bat, but how many classes you can teach per term if you're doing the undergrad versus graduate-level, so that type of just logistical information. Somehow I didn't get all of it so that was some information that I needed. But when I ask questions they are really good about getting back to me. So they are

good at communicating, but they don't always know the information to give me.

MGMT 2 noted that he encountered problems with the administration when dealing with a plagiarism issue. He stated:

I had an incident where a student was blatantly plagiarizing another set of students work and I had to go to the chair and provided streamed screenshots with this guy versus the other guy, and I have to say one of the early frustration issues was that I wasn't sure who was supposed to be the one to tell me what to do. ...I just needed somebody to say I agree with you or I don't agree with you and the second thing is what do I do about it? And in the case of the administration I wonder if it was the first time that it was actually presented to them because it took them eight weeks for them to tell me what to do, by which time my term was already over.

BA 1 noted that there are three different set ups within SEU for the online learning program and that each area is run by a different group of people.

Different management which is sort of unusual. In other words, it's almost like you have different schools set up for different modalities as opposed to one program offered under multiple modalities. It's offered under the school of business and the online campus as well. I have also videotaped courses for said company, the third organization within the university on a totally different platform. So, I really find it unusual for a school to have two different online platforms and three different organizations teaching the same subject matter. This makes it different so, I guess you need to know I'm also part of an additional program (name deleted due to identification in the study) within the university. I have authored and taped two courses, neither of which have not run yet. They seem to be having problems with that program because I have signed four different contracts and each time the class has been canceled. So, I guess that would be another difficulty, I get prepared to teach another course online with the (name deleted) side of the house, sign a contract and it gets cancelled. So, I am not sure what is going on over there with enrollment. So this university may not be aware that they have the same faculty in all three places.

There is limited interaction between the administration and the instructors at SEU which may have led to the frustration factor of several participants in this study. The lack of information and leadership was the most frustrating issue for the four of the ten participants.

Student readiness.

Four of the ten participants mentioned that they were frustrated by the lack of student readiness with some students in the online learning environment. They noted that there are some students that thrive in the online sector, but it is very difficult to deal with students who are not prepared or cut out for online learning. BA 2 noted:

It is difficult when there are students that really have a hard time grasping the information through an online program. Each term you get a few students who just have trouble reading e-mails and understanding what they're supposed to do.

IS 1 also noted:

I would say it [the hindrance] still goes back to trying to find ways to take a student who probably does not belong in the online environment and trying to find ways to present the information that so that they can understand it.

IS 4 noted that some students are not technologically prepared to work in an online learning environment. She also stated that this lack of pre-preparation is difficult to teach students at a distance when they need assistance with technological issues. She noted:

I think that some of the students are not technically prepared to interact in the class and that they don't have the proper setup or the capabilities and that interacts with the ability to exchange the content for the course....One of the classes I teach for this university is [unnamed course] technologically-based course but students are sort of transient oriented and not in a true degree program. They do not have the technical skills needed to take the course so there's an inordinate amount of time that first week assisting students and getting the program installed, having them understand the basics that they should have when they get there, so that we can get into the content so that's the most frustrating thing I think.

Four of the participants in this study noted that they have encountered students who do not appear ready for the online learning environment. One participant noted that her students are not technologically prepared. And the remaining 3 participants noted that they have encountered students who are not academically prepared for the online learning environment.

Limited growth and lack of support.

Limited growth and lack of support were also issues that appeared in the data from 2 of the 10 participants. BA 1 made the following two statements in regard to limited growth and lack of support:

It seems as if there is more room for growth at that university [another online program where this instructor also teaches] than there is at this University. I would say that is a good way to put it. This University just basically signs you up as a contractor and you show up and you do your thing. It is your responsibility to be on top of things. The competition takes your career, continuous learning and growth on as part of the responsibility of the administration.

And

The other one is much more supportive, much more learning based. I keep up with things; I apply what I learned at that university to this University.

They look at the important issues, how do they know that we know online classroom assessment techniques, software to discover plagiarism, encouragement of critical thinking in the online classroom.

Lack of support from the administration in regards to professional development and growth were issues for 2 of the 10 participants. There may have been various reasons why the other 8 participants did not have an issue with the lack of professional development from the university.

The technological platform.

Two of the ten participants noted that they were displeased with the stability of the technology platform. They noted that it is difficult to teach students when you don't have a stable system in place. One participant, IS 4, stated that she thinks the program has a lot of ancillary support but the medium has to be stable in order for the students to be successful. BA 1 stated:

The technology platform [has been the biggest challenge]. When they brought the first LMS online, Blackboard, it was in a beta version and when we went live with it, it took about four semesters to shake it out.

Then, they did it again with the new LMS, Angel, with what I consider the

beta version, even maybe an alpha version. I find it difficult to adapt to platforms that are not really stable.

These two participants noted that because instruction is delivered strictly via an LMS, the system must be stable in order to be a successful

Students' attitudes in online courses .

Two participants noted that they have encountered some negative students in the online environment, many more negative students than in the face-to-face teaching environment. They both noted that students are much more likely to be negative about issues right away in the online learning environment at SEU. BA 2 noted:

The students are much more prone to expressing their opinion online and a lot quicker to criticize online maybe because you don't have the face-to-face interaction. I know in a regular classroom, at least on the surface, everything was friendly and nice and happy, whereas students feel freer to express themselves in a negative manner online.

MGMT 2 stated:

Students are much more apt to respond in a negative manner online. I have taught face-to-face for many years and I have never once had a student treat me derogatorily or be rude to me the way some of these students online tend to be.

Two of the ten participants noted that they had experienced more negative students while teaching online at SEU than they did teaching face-to-face. Both noted that students that they had encountered face-to-face were less likely to react negatively than those in the online setting at SEU.

There were many aspects that contributed to the participants' job satisfaction. The inability to form meaningful relationships, lack of student readiness for the online learning environment, and the administration all impacted the job satisfaction. The following section will focus on the importance of the findings surrounding what affects job satisfaction for the participants.

Importance of These Findings

The most reported issue from nine of the ten participants was the issue they had with the lack of face-to-face interaction with their students. Many of these participants noted that it was more difficult for them to explain issues to students because they did not have the face-to-face interaction. Because all ten of the participants have taught in the online learning environment, this may have been an indicator as to why the participants had issues with the online communication with students at SEU. The number one complaint among participants in this study was that they were unable to see students' responses when they were explaining issues, concepts, or answering questions. Several participants reported that it was difficult because they could not see the nonverbal cues that were associated with communication and understanding. A study that surveyed online instructors noted that they were also very unhappy with the level of interaction that they received from their students in the online sector versus the interaction in the face-to-

face learning environment (Preziosi & Gooden, 2003). Berge (1998) also noted that the lack of face-to-face communication in the online teaching sector is a major concern to online instructor.

The lack of face-to-face interaction appeared to be connected to the barriers of communication created by the online learning environment at SEU. Instructors noted that it was very difficult to get inactive students to respond to their emails and their calls. They also noted that students seldom communicated during office hours to ask questions. The lack of attended office hours and class live-chat sessions were also concerns that were reported by other online instructors (Preziosi & Gooden, 2003). The participants in this study noted that most of the communication with students was by discussion boards and an occasional email asking a specific question about course issues.

Communication with students in the online environment was directly linked to the inability for form meaningful relationships. Students tend to only communicate with instructors if they need to know information directly related to the course and tend not to share personal information. The lack of communication from students thus made it more difficult for instructors to spot students who were having trouble in class. Participants noted that it was easier to see and help troubled students in the face-to-face setting based on nonverbal cues and the assignments that they turn in personally.

Another area that participants noted was working with students who are not ready for the online learning environment. Although there is very limited research investigating the job satisfaction of online adjunct instructors, the number one stressor for the instructors in one study was reported as working with ill prepared students (McLean,

2006). These instructors noted that remediation for these ill prepared students should have been done before they entered into the online learning environment.

Summary

There are many aspects of online teaching that affect online adjunct instructors job satisfaction, such as the lack of face-to-face interaction, the inability to form meaningful relationships with students, and the lack of student readiness to participate in an online learning environment. The most reported issue from nine of the ten participants was the lack of face-to-face interaction with their students. The administration, some students' ill preparedness to participate in online learning, limited growth and support from the university, and negative attitudes from students were all factors that affected the job satisfaction of the participants in this study.

Question Three: Comparisons Between Online and Face-to-Face Teaching

Question three examined the comparisons that the participants made with the online environment versus the face-to-face sector. Specifically, it sought to understand what comparisons adjunct online educators made between online and face-to-face teaching. The sub-questions included asking what they perceived as the advantages and disadvantages involved in teaching online versus teaching face to face, as well as what they perceived as the struggles involved in teaching online versus teaching face-to-face (see Table 21). When the participants were asked about the differences of teaching online versus teaching face-to-face, they reported higher levels of autonomy, lower student readiness, lower student involvement, and difficulty in establishing meaningful

relationships with students. In the face-to-face setting, participants' higher amounts of autonomy with their course content, higher levels of student readiness, a larger amount of student involvement in the classroom, and a greater ease in forming meaningful relationships.

Many of the participants noted that in the online environment at SEU they did not have any autonomy with the content of their class unless they were the one who developed the course for SEU. The three participants that developed courses for SEU had full autonomy with the course content; however, participants that were teaching courses that were developed by other individuals had absolutely no say so in the course content. The participants who had no autonomy with the course content were frustrated because they could not add what they saw as pertinent information to the course.

Table 21

Participants Comparisons between Online and Face-to-Face Teaching

Online	Face-to-Face
Lower Autonomy	Higher Autonomy
Low Student Readiness	Higher Student Readiness
Lower Student Involvement	Higher Student Involvement
Difficult to establish meaningful relationships with students	Easier to meaningful relationships with students

Several of the participants noted that they had encountered students who were not prepared for the online learning environment stating that students have to be self-motivated and good with time management. IS 4 noted:

And, there seems to be more of an awareness of the time management for the students in a face-to-face class, because a student who is aware of how much time they have to budget to be in class for homework to get to class and that seems to elude some of the online student's.

Participants noted that they have experienced lower levels of readiness with students in the online learning environment. A number of the participants in the study noted a lower level of student interaction in the online learning environment than in the face-to-face setting. BA 3 noted:

Even though I have office hours, I very rarely have online students that come into the chat room to talk to me. There is no interaction from the students. Very few students show up.

In addition to lower amounts of student interaction, participants also mentioned the difficulty in forming meaningful relationships with students online. Participants stated that it is much easier to form relationships with students when you are in a face-to-face setting. Noting that students often ask questions or stay after class or come to office hours to discuss issues related to class and other aspects of their life. Many participants noted that students seem more apt to share information in a face-to-face setting.

Question 3(a) examined what the online adjunct instructors perceived as the advantages and disadvantages in teaching online versus teaching face-to-face? The advantages that the participants reported were flexible schedule, students were more focused in the online environment and they liked the dress code (see Table 22).

Table 22

Advantages and Disadvantages of Teaching Online

Advantages	Disadvantages
<ul style="list-style-type: none"> • Flexible schedule • Students are more focused • Like the dress code 	<ul style="list-style-type: none"> • Students <ul style="list-style-type: none"> * Less prepared * Think it is an easy “A” * Lack of time management • Lack of face-to-face interaction • Inability to form meaningful relationships • Spend more time on classes • More difficult to explain concepts • Lack of autonomy

Three of the participants mentioned that they have experienced students with more focus in the online sector versus face-to-face. One participant mentioned that the students were more focused because they more mature, working professionals as opposed to the face-to-face students.

MGMT 2 noted:

I was an online student and man I like this form of education myself. And I just think that this is a good way to teach people, especially people who are more mature and far more disciplined and can deal with it and so I don't mind teaching it because I got my degree this way.

Another participant noted that students were older and tended to have the ability to share their experiences and apply the knowledge that they learn from her. BA 3 stated:

With the online students they are generally older, have worked, and have had some real-life experiences, I get a much richer response. They are able to able to tie their real-life experiences to what is being learned in the course.

The list of disadvantages from the participants greatly out weighed the advantages of teaching online. Participants reported students were less prepared, thought online learning was an easy “A,” and had issues with time management versus students in the face-to-face environment. Participants also noted that the lack of face-to-face interaction, the inability to form meaningful relationships, spending more time on online classes, the difficulty of explaining concepts online, and the lack of autonomy with class content were disadvantages to teaching online. Each of these topics has been discussed at length in either Chapter Four or the latter part of Chapter Five and will not be discussed at length in this section as well, to avoid redundancy.

Finally, Question 3(b) examined what the participants perceived as the struggles involved in teaching online versus teaching face-to-face. Participants noted that it was more difficult to communicate and form relationships with students, ensure students’ success, ‘read’ students, and pinpoint their grasp of the subject matter versus the face-to-face environment. Table 23 shows the differences that the participants perceived as the struggles in online versus face-to-face teaching.

Table 23

Struggles Related to Teaching Online

Online	Face-to-Face
<ul style="list-style-type: none"> • Communication barriers • Difficulty forming relationships • Difficulty ensuring student success • Difficulty reading students • Difficulty pinpointing students' grasp of knowledge 	<ul style="list-style-type: none"> • Not as many communication barriers • Easier to form relationships • Easier to ensure student success • Ability to 'read' students • Easier to pinpoint students' grasp of knowledge

Importance of These Findings

When the participants were asked to compare teaching online versus teaching face-to-face, the only area that was reported as a high level was flexibility. Although all of the participants in the study reported lower amounts of class content autonomy, student readiness, student involvement, the ability to form relationships, and spending more time on online preparation and teaching, they all intended to continue to teach in the online setting. Therefore, these findings support the idea that the flexibility of online teaching is the number one, highest aspect of job satisfaction for the online sector.

A study that also examined the job satisfaction of online instructors noted that the participants in that study were not pleased with the small amount of autonomy that they had in the online sector versus face-to-face (Preziosi & Gooden, 2003). This study also noted that the online instructors were not pleased with the low levels of student

involvement; they spend much more time grading and ‘teaching’ in the online sector versus face-to-face (Preziosi & Gooden, 2003).

Summary

The participants in this study noted lower autonomy, lower student readiness, lower student involvement, and difficulty in establishing meaningful relationships with students when they were asked about the differences of teaching online versus teaching face-to-face. They also stated that there are more communication barriers; it is more difficult to ensure student success, pinpoint students’ grasp of the course material, and to read students’ reactions to material. Despite all of the disadvantages of teaching online, the participants in this study continued to teach in the online sector.

Conclusion

By design, the data for the research questions and the findings according to Herzberg et al.’s (1959) theory tend to overlap. The resultant two headed analysis has shown that there is a deep and complex layering of semantic understanding for how online adjunct instructors perceive their job satisfaction. Flexibility is the number one reason that these participants teach in the online setting. Though they are concerned by the lack of face-to-face interactions, the inability to form meaningful relationships, the lack of autonomy, lack of student readiness, and the inability to ensure student success in the online sector, the participants in this study intended to continue teaching online at SEU.

Chapter 6

Conclusions, Recommendations, and Limitations

This chapter provides a review of the research setting, a brief summary of the study, the limitations of the study, recommendations for SEU, and recommendations for further research in the area of online adjunct instructors' job satisfaction.

Recommendations for SEU are included to provide insight for the administration into online adjunct instructor job satisfaction at SEU. The hope is to inform the administration about the current level of job satisfaction and offer ideas as to how to improve job satisfaction for these online adjunct instructors. Finally, recommendations for future research are provided for other researchers seeking to examine online adjunct instructors' job satisfaction and to help support consistency among research in the area of examining the job satisfaction of online adjunct instructors.

Review of the Site

SEU is a small private university in the Southeastern United States. In March of 2007, they launched five undergraduate degree programs in Accounting, Criminal Justice, Computer Information Systems, Healthcare Management, and Marketing. The undergraduate online learning programs were housed in the Professional Development School. Each degree program had a program chair and one program director was assigned to the five degree programs.

Courses at SEU were delivered via an in-house created Learning Management System (LMS) similar to Blackboard and Angel. Course content was delivered to students via pre-videotaped lectures and power points imbedded in the lectures. Pre-prepared syllabi were uploaded by SEU each term. Students used the LMS to communicate with the instructors and other students in the course. Students posted class related comments and posts on class discussion boards in the LMS.

The course content for the classes at SEU is derived by course developers. The course developers were hired by SEU to write the syllabus, create the course content, plan the lectures (via PowerPoint), and travel to a production company to record the lectures with the PowerPoint embedded into the lecture format. They signed a contract with SEU which stated that all of the course content that these developers created belonged solely to the university. They were also paid a lump sum of money to develop these courses for SEU. Course developers that created courses for SEU were generally chosen by each program chair. It was usually the case that the individuals that developed courses for SEU also taught those courses for the online learning program.

The online adjunct instructors were hired by the program chairs to teach in the online program. They were allowed to teach a maximum of two courses per term, some instructors taught two sections of the same class and some taught two separate courses per term. The student enrollment determined the number of sections that were needed per course.

It is important to note that the instructors had no autonomy with the content of the courses that they taught unless they developed courses that they taught for SEU. For

example, there was one particular course that demanded fifteen sections per term due to the course requirement and student enrollment. The program chair for that degree program developed the course content. The online adjunct instructors at SEU were course facilitators rather than course creators. They were hired to teach courses that were previously developed by another individual that was hired by SEU. Therefore, none of the adjuncts that taught the course had any autonomy in the syllabus or the course content. The only information that any instructor was able to add was their contact information and their office hours. These adjuncts are merely facilitators for the courses.

Generally, colleges require that adjunct instructors hold a master's degree in the area in which they teach or have at least 18 graduate credits in the area. SEU requires its online adjunct faculty to hold a master's degree in their discipline area; however, this is subject to change due to the pending accreditation for the School of Business at SEU. Three of the ten participants in this study have PhDs, and the remaining participants had master's degrees. The online adjunct faculty that taught for SEU were not aware of the degree requirement change that was taking place at SEU due to the pending accreditation.

In addition to changing their degree requirements for the online adjunct instructors, there were also other changes taking place at SEU. After data collection commenced, in May of 2009, the Professional College was disbanded and the online learning program merged with the School of Business. The online adjunct faculty were not aware of this change that was also taking place within the university.

There were many changes taking place at SEU in their online learning program due to the pending accreditation process. The online adjunct instructors were not privy to

the changes taking place at SEU regarding degree requirements or the change in administration from the Professional Development College to the College of Business.

Summary of the Study

The intent of this study was to examine the perceived job satisfaction of online adjunct instructors. Because the study was focusing on a single phenomenon of sociological origin, job satisfaction for online adjunct instructors, a phenomenological research study was utilized. The phenomenological research focused on the ability to sketch an image for the reader about the real life experiences of the participants while examining one phenomenon, job satisfaction.

A review of the literature found that educators were the fourth most satisfied professionals at their jobs (Davis et al., 2007), educators that teach in higher education are happiest when they are teaching and conducting research as related to other aspects of their jobs (Oshagbemi, 1997), and faculty that teach face-to-face and online are only slightly more satisfied teaching face-to-face than online. There was very little research examining the job satisfaction of online adjunct instructors; therefore, the review found that this research is feasible and has significant potential for contribution to the field of knowledge.

The next step in the research process was to create a means of which to interview participants in the study. The interview protocol, built on Herzberg's two factor theory and the research questions, drove the interview process. The interviews were conducted through Voice Over Internet Protocol (VoIP) via Skype. Though the calls originated through a VoIP protocol, most of the participants connected through a standard phone

line. The interviews were recorded via ProgroGrammo, an audio recording device that was compatible with Skype. In the end, the interview process took two months to complete and included several re-interviews to finalize points made by the participants. There were sixteen hours of interview recordings.

Over the following three months, the interviews were transcribed and then analyzed. The data transcription generated approximately two hundred pages of data after all of the interviews were transcribed. The first step of the data reduction process was done by rereading each of the interview transcripts. After all of the transcripts were reread, a large table was created that had three columns. The first column housed the ten interview questions (each in their own row); the second column housed the participants (1-10) (each on their own row); and the third column housed the participants' responses to each of the research questions. The constant comparative method was used to evaluate the open-ended qualitative data and to conduct the analysis (Lincoln & Guba, 1985). The following four steps were used to analyze and reduce the data: "comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory" (Lincoln & Guba, 1985, p. 339). The first reduction process resulted in summarizing the two hundred pages of data into twenty-seven pages of emergent themes. The second reduction process consisted of using various highlighting colors on the computer. The intent was to keep the consistency of the data but to allow for the visualization of common themes or emerging categories. The third step in the reduction process consisted of reducing those twenty-seven pages into three pages of emergent themes from the interview process.

Many themes emerged during the analysis of the data, such as participant's inability to forge meaningful relationships with their students and the lack of face-to-face interaction that hampered the ability to effectively communicate with students. However, one predominant factor of online teaching was the flexible scheduling. Nine of the ten participants noted that the number one reason that they taught online was due to the flexible schedule. All ten of the participants noted that they intended to continue teaching for SEU if the opportunity permitted and that they would take a full time job as an online instructor if SEU offered them a position.

Discussion of the Results

In examining Herzberg's two factor theory, the results yield interesting findings. Lack of face- to-face communication was noted by seventy percent of the participants; forty percent mentioned that the familiarity of online learning was comforting; forty percent of participants noted that the courses that they currently teach needed updating in relation to the work itself; fifty percent of participants noted that ensuring student success was more difficult in the online sector than face-to-face; eighty percent of the participants noted they have experienced some form of growth as a result of teaching online.

Job dissatisfiers or hygiene factors were also mentioned by the participants according the Herzberg's two factor theory; Twenty percent of participants noted issues with plagiarism and the manner in which this process was approached by the administration; sixty percent of the participants noted positive views of the administration and half of those participants noted that their direct supervisors were very "hands off." This was viewed as a positive aspect of their position because these participants noted

that they did not feel that they were micromanaged in their current position at SEU; Thirty percent of the participants noted that the additional income was an added bonus to teaching online. Salary is often an issue with job dissatisfaction noting that there will never be enough money paid to individuals per their standards.

In examining interpersonal relationships, fifty percent of the participants noted that it was more difficult to communicate with students in the online sector; sixty percent of the participants noted the lack of face-to-face communication with their students online; and seventy percent of the participants noted the inability to form meaningful relationships. Overall, there was a high percentage of participants that noted that they were dissatisfied with forming interpersonal relationships in the online setting.

However, the most intriguing finding was that the perception of satisfaction voiced by the participants did not agree with the data. The participants noted that despite all of the issues in the online learning sector pertaining to motivators and hygiene factors at SEU, they intended to teach at SEU indefinitely. The fact that they plan to continue teaching indefinitely at SEU indicates that they are satisfied. The fact that the majority of data points indicated low levels of satisfaction (e.g., low levels of motivation and hygiene), shows that the participants were actually not satisfied with their job. With the one predominant positive finding revolving around flexibility, this points toward this one data point as an overriding factor to the theory at least in the short run. Where these participants might be in terms of job satisfaction two to three years from now is a question other researchers could pursue. It is hypothesized that the observed high burnout

rate (Hogan & McKnight, 2007) of online instructors is a possible long term result of this disconnect.

Limitations of the Study

This study was a phenomenological approach that limited itself to a total of ten participants who all worked for the same organization. Many researchers would say that this is a severe limitation because it is not generalizable to the greater population. What most researchers would need to understand is that this research was never intended to be generalizable in a statistical sense. Analytic generalization (Yin, 2003) is what this research can provide. This means that what can be generalized is the research approach itself. It can be applied to other research. Specifically, the theoretical framework and the interview protocol that were created for the research study can be analytically generalized. Other researchers in the field will be able to use these items to conduct other studies on job satisfaction.

Another limitation to this research was the type of participants that were in the study. The participants had various teaching backgrounds and job positions outside of the online teaching arena. If the participants had similar teaching backgrounds perhaps the results would have been different. For example, if all the participants had been traditional professors at 4-year universities. Only one of the participants was a traditional professor at a four year university several years before she began teaching for SEU. Furthermore, the type of organization under study was unique. The findings would likely not apply to larger state institutions where faculty have more to say, for profit colleges, or small liberal arts colleges.

Recommendations for SEU

There are many recommendations that emerged from the research study that might have an impact on the job satisfaction for online adjunct instructors at SEU. The lack of communication between students and instructors was an issue that affected the job satisfaction of the online adjunct instructors in this study. Participants in this study noted that the lack of face-to-face interaction directly impacted their ability to form meaningful relationships with their students. The lack of face-to-face communication also may have had an impact on ensuring student success online.

It is recommended that the administration at SEU encourage an increase in the communication between teacher and students to allow for face-to-face communication via online learning by implementing real time online communication tools, such as a simple live text chat interface with video. They could encourage instructors to use other forms of synchronous communication like the video option of Skype for face-to-face interaction in order to communicate more regularly with students face-to-face. They could also work to create and implement, a computer and voice interface similar to Webx, Elluminate or Wimba which an online tool available in Blackboard. Although the LMS used at SEU was created in-house, SEU could work to implement such resources into their system.

An additional reason for using Skype or other live communication interface would be to discuss issues with students that may be struggling in the online setting. Face-to-face communication may be related to the inability to form meaningful

relationships with students; therefore, utilizing synchronous communication methods via video may allow for better relationship building with students.

The administration should encourage the faculty to create assignments that require student collaboration in small groups. Based on various studies, collaboration is an effective way for students to learn online (Hiltz, 1998; Ocker & Yaverbaum, 1999). Because face-to-face interaction is not present, collaborative projects or lessons allow the students to learn from their peers as they would in a face-to-face setting. This type of teaching may assist in student satisfaction of online learning and online adjunct instructors' job satisfaction as well. Collaboration among students in online courses is also one of the benchmarks for success in Internet based distance education (Policy, 2000).

It is also a recommendation that the administration provide recognition to their online adjunct instructors. For example, the administration could provide an adjunct of the year award to acknowledge the accomplishments of the instructors who teach online. Gaining a sense of recognition was an issue that resonated through much of the literature with online adjunct instructors (Bonk, 2001; Rockwell et al., 1999). Online instructors reported a sense of invisibility in the online setting. Generally, adjuncts are not included in departmental meetings and other faculty related events and they often feel as though their efforts as educators go unnoticed. Having some form of recognition toward the online adjunct instructors that teach at SEU may have an impact on their job satisfaction.

An additional recommendation from this research is to allow the instructors that are teaching at SEU to personalize their class by posting a personal picture so that their

students know who is teaching the class. Many of the participants in this study noted that they would like for the students taking their courses to know who is teaching the course. Because many of them did not develop the course that they teach for SEU, their students do not know what the instructor looks like who is teaching the course.

Another suggestion for SEU is to allow students to upload a personal picture for the class to see. Research has shown that students who feel more of a connection with their classmates and the instructor are more satisfied with online learning (Bolliger, 2004). One of the aspects of feeling a connection with classmates dealt with being able to see a picture of each of their classmates.

It is also suggested that SEU consider limiting the size of classes to ensure student success due to the limited amount of contact with students and the instructor. The ideal class size is between 15 to 20 students to ensure group connectivity and effective communication channels between the students and the instructor (Palloff & Pratt, 1999). Research notes that when online courses contain more than 20 students, effective educational experiences may be lost (Palloff & Pratt, 1999).

Additionally, creating a peer mentoring program in order for the adjuncts to ease into online teaching and learn the inner structure of SEU is also recommended. This would allow for a colleague to contact their mentor to ask questions about things, such as the time frame required to answer emails or to discuss other issues related to online teaching. Peer mentoring is one of the faculty support benchmarks listed in the Benchmarks for Success in Online Learning (Policy, 2000). Because many instructors begin teaching face-to-face, there may be a need for some transitional support for the

instructors at SEU. Online adjunct instructors should be supported in the shift from face-to-face teaching to teaching online and evaluated during the adjustment process (Policy, 2000).

The final recommendation for the online program at SEU is to instruct adjuncts as to who they should contact and what the steps are in the process of dealing with plagiarism issues. Several online adjunct instructors in this study noted that they were unsure in this area so this would aid them in the process of knowing who to contact, what the process entails, and a potential outcome related to the plagiarism issue.

There are many recommendations that surfaced from this study for the online learning program at SEU. Encouraging the online adjunct instructors to use various forms of synchronous face-to-face virtual communication may help instructors form more meaningful relationships and assist in helping struggling students succeed in the online environment. Allowing the instructors and the students to post personal pictures in order to put a name with a face may also help to form better relationships. Providing recognition for exceptional online adjunct instructors may also assist in raising the job satisfaction of the online instructors at SEU. Peer mentoring programs, the ability to upload personal pictures and informing the instructors of the process of reporting and dealing with plagiarism are also recommendations that arose from this research study.

Future Research

A longitudinal study of the online adjunct instructors could be conducted to see if the hypothesis of the differences between the theory and the findings will eventually show some results to the expectations of the theory. In future research it would be

interesting to investigate if the online adjunct instructors do indeed burn out from the lack of face-to-face interaction if other avenues of synchronous communication are not implemented.

Participants in this study noted that they spend more time on their online classes than they do with the classes that they teach face-to-face. This may become a contributing factor to burnout in the online learning environment for instructors. Although there is not much research that examines the burnout of online adjunct instructors, one study indicated that there were three factors that caused burnout among higher education online instructors: emotional exhaustion, depersonalization and lack of personal accomplishment (Hogan & McKnight, 2007). None of these concerns emerged instead, in this study the participants expressed dissatisfaction with depersonalization in that they are unable to form meaningful relationships with their students.

This research was a phenomenological study that was carried out in a single university. There are a large variety of institutions of higher education and conducting this study in a variety of settings might yield results that are reflective of those particular organizational settings. Because this study was conducted using the online adjunct instructors at one particular university in the Southeastern United States, other researchers could conduct studies at other universities throughout the country that offered online degree programs for undergraduates. These could include for profit organizations, Ivy League schools, and small liberal arts schools, etc. They could include organizations such as Kaplan who already utilize many of the recommendations described in the recommendations section.

It would be applicable for researchers who intend to conduct studies examining online adjuncts' job satisfaction to utilize the transferability of the findings to universities that utilize the same type of prepackaged courses. This would allow the researcher to compare similar programs and then transfer the findings of this study to the development of their own research study examining online adjunct instructors' job satisfaction.

A final potential area of future research could be a quantitative approach that utilized a surveying methodology to capture statistically generalizable findings. The theoretical framework created for this research could be utilized in the survey design to base it in theory. Though the in-depth findings this study generated would not be present, a broader breadth of resultant data would be generated. This could be generalized to the larger population.

Contributions of the Research

There is a very limited amount of research examining the job satisfaction of online adjunct instructors. This research study assisted in adding to the slowly growing body of research in that it examined the perceived job satisfaction of online adjunct instructors. Online programs are sprouting up each day and there is more of a need for online adjunct instructors. The continual growth of online adjunct instructors forges the question "Why doesn't more research exist on the subject?" There is a superabundance of research examining students' satisfaction with online learning but very little examining the instructors' satisfaction with online teaching.

There are three ways in which this study contributes to the field of research. The first is the practical contribution. This seeks to address how the research has a direct

impact on the practitioner. How does the research pragmatically apply to the “real world?” The second is the theoretical contribution. This seeks to answer how the research advanced existing theory or provided new theory. The final contribution is its effort to answer how the research advanced methodological approaches in the educational field.

From the practical perspective, the research yielded a large number of specific ways in which the satisfaction of the online adjunct instructors could be improved. As discussed in the recommendation section, the recommendations included more face-to-face contact with students to allow for better relationship, increased student collaboration, introduction of an online adjunct recognition program, personalization of the adjuncts from a technical perspective, and the introduction of peer mentoring. These factors have the potential to greatly improve the level of job satisfaction for online adjunct instructors at the university in this study.

The theoretical contribution included both the application of Herzberg’s theory to online job satisfaction and the creation of the theoretical framework. Though Herzberg’s two factor theory has been used in educational research before, this is the first known application of the theory in this particular way. The theory was used to build a unique theoretical framework that was then used as the basis to study online adjunct instructors’ job satisfaction.

Finally, the methodological contribution of this study was the use of phenomenological research in the field of educational research. Most educational research is survey or case based so this adds to the body of research (Introna & Ilharco, 2004). This approach yields in-depth results that go far deeper into the phenomena at

hand than either survey or case based research. Once a little used approach is published, it opens the door to other researchers to cite said research as demonstrative use of such methodology.

Conclusions

According to a 2007 study by the Babson Research Institute, only about five percent of institutions had not yet experimented with online learning; more than two-thirds of all higher-education institutions offered some form of online courses (Allen & Seaman, 2007). It is clear that online learning has taken a dominant position in the educational arena and trends indicate this position will only strengthen. As with all new endeavors, there are many unknowns. Previous studies in the area of online education have examined outcomes, assessment, delivery tools, success rates, and the satisfaction of the online learner. This dissertation approached a seldom analyzed topic: the satisfaction of the teacher.

Specifically speaking, this study examined the perception of job satisfaction for online adjunct instructors at a mid-sized university in the southern United States. The research found that the online adjunct instructors perceived that they were satisfied with their jobs. Based on the interview responses, flexibility was the main factor in this perception. A significant and unexpected finding was that their perception did not agree with the theoretical findings. The theoretical findings indicated that the instructors should demonstrate very low levels of dissatisfaction. The overwhelming majority of indicators for motivation and hygiene examined vis-à-vis Herzberg's (Herzberg et al., 1959) two factor model showed low levels of satisfaction. The disconnect between the participants'

perception and theoretical findings highlights a specific area for future research. The additional work load of online teaching, the lack of face-to-face interaction, and lack of recognition are possible precursors to burnout in online teaching (Hogan & McKnight, 2007). In the greater context of online education, maintaining a high excellence of instruction and motivated educators will only benefit the most important element of the equation: the student.

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Appendix A. Informational Questionnaire

In order to select a checkbox, double click the desired choice and set the properties to “checked” for that box. To enter information into the textboxes, click anywhere within the textbox and type your answer.

1. What is your age?

- ☐ Under 30
- ☐ 30-45
- ☐ 46-59
- ☐ 60-75
- ☐ 76 and up

2. As an adjunct faculty member please describe your other employment position.

3. Have you ever taught in a face-to-face setting?

- ☐ Yes
- ☐ No

If so, how long have you been teaching in a face-to-face setting?

- ☐ < 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-9 years
- ☐ > 10 years

4. How long have you been teaching as adjunct faculty online?

- ☐ < 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-9 years
- ☐ > 10 years

5. Under which program of study do you teach? What are the specific names of the courses within that program that you currently teach online?

Program of study	Course(s) being taught currently
<input type="checkbox"/> Computer Information Systems	
<input type="checkbox"/> Accounting	
<input type="checkbox"/> Management /Healthcare Management	
<input type="checkbox"/> Marketing/Business Administration	

6. Have you taught online, previously in other institutions of higher education?

☐ Yes
☐ No

7. What is your comfort/proficiency level in working with technology?

☐ Novice
☐ Proficient
☐ Advanced

8. Estimate the amount of time that you spend per week communicating with all students?

☐ < 1 hour
☐ 1-2 hours
☐ 3-4 hours
☐ 5-6 hours
☐ > 6 hours

9. What methods do you primarily use to communicate with students? (check all that apply)

☐ Chat
☐ Discussion board
☐ Email (external)
☐ Email (via LMS)

Appendix B. Interview Protocol

1. Could you share your impressions about teaching online? What do you like most about teaching online? What do like least about teaching online?
 - a. What attracted you teach in the online learning environment?
 - b. What have you found to be the biggest challenge in teaching online?
2. Can you describe some differences that you have experienced in the online sector versus teaching face-to-face? Compared to jobs where face-to-face interaction is conducted, how does the online environment match up?
 - a. Does the lack of face-to-face communication with your students affect your job as a college teacher in any way?
 - b. Can you describe the benefits and hindrances that you have experienced teaching online versus teaching face-to-face?
3. How does the administration within the organization facilitate your job as an online instructor? Is conflicting information ever provided? Are there any ways you feel could use improvement?
4. Does your online teaching help you grow in regards to the state of the art in the field? If so, how?
5. Does the course content need adjustment to reflect this growth and if so, how can the changes be implemented in the online setting?
6. Is there a difference in ensuring student success in an online setting versus face-to-face?
7. Have you experienced any personal growth or learning as a result of teaching online?
8. Do you think more interactive material needs to be developed for the courses such as audio lectures, video etc? If yes, what type of materials and why would this be of assistance?

9. Do you intend to continue teaching online if the opportunity permits? If so, what are your reasons for continuing to teach online?

10. If given the chance, would you consider fulltime employment where you would teach three or four online courses each semester? If so, why?

Appendix C: Primary email to Adjunct Faculty Members from the Program Coordinator, Program Chairs and Dean

Hello Adjunct Faculty Members,

Shalyn Lapke is conducting a qualitative study examining job satisfaction for online adjunct instructors at [redacted]. Participation in this study is completely voluntary and your identity will be kept confidential. The interviews will be roughly one hour in length and will be conducted over the telephone using a Voice over IP (VoIP) called Skype. Within the next couple of weeks, Shalyn will be distributing consent forms to the entire adjunct faculty. If you agree to participate in the study, please sign and return the consent form either by fax [redacted] or scan and email to Shalyn at [slapke@\[redacted\]](mailto:slapke@[redacted]). She will then contact you to arrange an interview time.

Thank you,

[redacted], Program Director

[redacted]

[redacted]

[redacted]

[redacted]

[redacted], Associate Dean

Appendix C: The Researcher's First Contact with Adjunct Faculty

Members Following the Email from the Program Chairs

Hello <Faculty Member Name>,

My name is Shalyn Lapke and I am a PhD student at Virginia Commonwealth University in Richmond, VA. I am currently conducting a qualitative study examining job satisfaction for online adjunct instructors at [redacted]. Participation in this study is completely voluntary and your identity will be kept confidential. The interviews will be roughly one hour in length and will be conducted over the telephone using a Voice over IP (VoIP) called Skype. These interviews will be audio recorded using a sister program to Skype which allows for audio recording, called ProgroGramo.

If you are interested in participating in this study please sign and return the consent form and fill out the demographic information either by fax ([redacted], Attention Shalyn Lapke) or scan and email to me at [redacted]. Once I have received your consent form and informational questionnaire will contact you to arrange an interview time.

Thank you,

Shalyn M. Lapke