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Job Satisfaction Among Faculty Members at CCCU Institutions

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Dedication

This dissertation is dedicated to my dad, Gerry. You have encouraged me to always work hard and give my best effort. I would not be who I am today without your influence and unwavering love. Thank you for being my biggest cheerleader and reminding me to not “get distracted”. Your faith in me is one of my driving forces. I love you, dad.

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Abstract

The purpose of this research study was to determine whether any significant differences existed between generational cohorts, gender and employment status, and reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). This study aimed to influence institutional objectives and values to make any necessary adjustments in the attraction and retention of faculty members. The Academic Setting Evaluation Questionnaire (ASEQ) was used to survey participants. The data suggested factors that impact job satisfaction among faculty members within CCCU institutions are not those related to generational cohort, gender, or employment status. This study produced findings contradictory to previous studies within higher education.

Keywords: job satisfaction, higher education, faculty members, generations, gender, CCCU institutions

Table of Contents

CHAPTER 1 - INTRODUCTION

Statement of the Research Problem

"As institutions of higher education strive to provide their students with quality instruction, it is important for them to recruit and retain excellent faculty" (Harrison & Hargrove, 2006, p. 22). Higher education institutions (like other industries) are not immune to the challenges of employee turnover and retirement, especially among faculty members. When faculty members turnover or retire, institutions are tasked with finding comparable talent (Foot, 1996). To attract desired faculty, institutions must have appropriate processes in place. These efforts can minimize the inevitable costs associated with turnover. Once onboarded, an additional challenge arises — retain faculty members valued by the institution. This retention poses an important challenge considering the large number of Baby Boomers, approximately 60 million, approaching retirement age (Johnson, 2013). With large numbers of workers retiring, recruitment and retention of desired talent becomes even more critical to an institution's success.

In 1994, the elimination of mandatory retirement played a part in the aging faculty dilemma (Allen, 2004); wherein Baby Boomers began retiring at faster rates than could be replaced by qualified faculty (Clark, 2005). Consequently, this mandatory retirement led to a delay of promotions, a decline in the number of new hires, and an upturn in labor costs. This challenge also included the costs required to recruit replacement faculty, and posed an interruption in workflow (Murray & Murray, 1998), which can inhibit both the effectiveness and productivity of higher education institutions. Employee turnover often represents a significant cost in list recruiting, training, socialization investments, and disruption and replacement (Mobley, 1982). These costs have much greater impact

during a period of financial uncertainty, which is one of the present challenges in private higher education.

Gallup discovered in a study among Chief Business Officers (CBOs) at private higher education institutions, that 44 percent were not confident in their institution's financial stability (Calderon & Jones, 2017). Additionally, 71 percent of CBOs reported the turbulent nature of the financial crisis in higher education was portrayed accurately by the media. Tuition prices among higher education institutions have experienced high rates of inflation. From 1984 to 2008, college tuition and fees increased by 439 percent. Family earnings only increased by 147 percent during the same period (Peruso, 2011). These tuition increases were connected to increases in real expenditures per student. This discrepancy posed a threat to private institutions, often discovering the lack of affordability among students minimized equity and choice in higher education. Although tuition rates have increased, faculty members have not likely benefitted from the additional stream of institutional income due to the changing nature of faculty roles in higher education. Often, this allocation of financial resources benefits the nonfaculty members including student services, academic support, and institutional support (Desrochers et al., 2010).

The distribution of instructional faculty within higher education institutions has experienced a shift from full-time, tenured faculty to use of more part-time instructors as exhibited in Figure 1 (*Data Snapshot: Contingent Faculty in US Higher Ed*, 2016). The popularity of contingent faculty positions continues to grow in higher education. Contingent faculty positions include both part- and full-time non-tenure-track appointments which often share a common characteristic of temporary or short-term

commitments. Today, more than half of all faculty appointments are part-time, and are classified as adjuncts, part-time lecturers, or graduate assistantships. Many faculty serving in part-time capacities teach the equivalent of a full-time course load. However, since part-time faculty are typically paid by the course, without benefits, many college instructors lack access to health insurance and retirement plans. While many institutions suffer from budget cuts, the largest increase in contingent appointments occur during periods of economic prosperity as institutions heavily prioritize improvements in facilities and technology over instructional quality (*Data Snapshot: Contingent Faculty in US Higher Ed*, 2016).

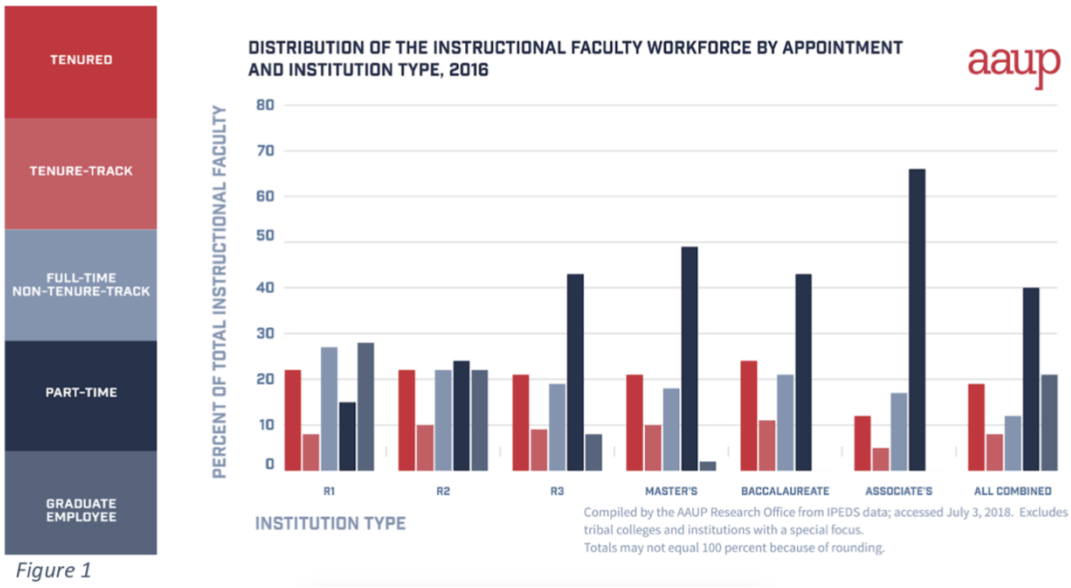

Figure 1

Figure Definitions:

R1: Doctoral Universities – Highest research activity. Includes universities such as Harvard University, Kansas State University, and West Virginia University.

R2: Doctoral Universities – Higher research activity. Includes universities such as American University, Kent State University, and San Diego State University.

R3: Doctoral Universities – Moderate research activity. Includes universities such as DePaul University, Idaho State University, and Liberty University.

Master's: Generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Include universities such as Appalachian State University, Eastern Kentucky University, and Gonzaga University.

Baccalaureate: Institutions where baccalaureate or higher degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees are awarded per year. Includes colleges such as Castleton State College, Hampshire College, and Oberlin College.

Associate's: Includes community colleges and colleges that have one or more baccalaureate degree programs that confer more than 50 percent of degrees at the associate's level. Includes college such as Central Virginia Community College, Mississippi Delta Community College, and South Puget Sound Community College.

Private, nonprofit institutions are often financially disadvantaged compared to their larger state-funded or private for-profit competitors. Higher education institutions generate revenue from tuition and fees dollars, private donations and endowments, grants, etc. (Kaufman & Woglom, 2008). Most smaller nonprofit institutions are tuition-driven and rely on relatively small endowments (Adrian, 2003). This dependency makes them more susceptible to demographic and economic shifts. Many smaller nonprofit institutions experience budget inconsistencies as a result of enrollment fluctuations caused by a price-conscious pool of prospective students. For instance, in 2009 and 2010, 114 and 149 private, nonprofit institutions failed to meet the U.S. Department of Education's financial responsibility guidelines (Blumenstyk, 2009; Taylor, 2010). In 2010, A. Richard Kneedler, a higher education consultant, determined of the 700 private colleges, two thirds were at risk of financial failure (Taylor, 2010).

During the first decade of the 21st century, 49 Christian colleges were forced to close as a result of financial instability (National Center for Education Statistics, 2010). Of the 1,024 religiously affiliated institutions in the United States, 144 are members of

the Council for Christian Colleges and Universities (CCCU). These institutions are highly mission and faith focused. Societal shifts may impact the attractiveness of these types of institutions in the future. For instance, today's Millennials and Gen Zers (those who presently comprise the majority of traditional-aged college students and young adults entering the job market for the next decade) are more likely to be unaffiliated with religion than their parents or grandparents (Pond et al., 2010). This may introduce challenges for Christian institutions needing to attract students to meet enrollment numbers, but can also create difficulties in younger faculty recruitment and retention.

One way to address the pending challenges of an aging workforce is to retain high quality faculty who provide value-added performance to their institutions (Harrison & Hargrove, 2006), especially the younger hires with opportunity for longer tenures at the institution. It is equally critical to identify the factors that motivate an individual to continue a career in higher education (Clark, 2005). Studies involving faculty members covered a wide range of topics including faculty members' motivation, productivity, and behavior (Blackburn & Lawrence, 1995), gender and minority issues (Aguirre, 2000), benefits and salary (Hagedorn, 1996), and satisfaction (Olsen et al., 1995). Many of these factors have also been associated with retention and turnover of faculty (Johnsrud & Rosser, 2002). Few studies researched the job satisfaction of faculty members working at CCCU institutions, and even fewer include insights into the distinct generational makeup of current faculty as it relates to industry specific job satisfaction.

Purpose of the Study

The purpose of this research study was to determine whether any significant differences existed between generational cohorts, gender, and employment status, and

reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). This study aimed to influence institutional objectives and values to make any necessary adjustments in the attraction and retention of faculty members. Segmenting the data by generations reflected the distinct generational cohorts in today's workplace. If institutions understood general satisfaction levels among their faculty members, they would be better prepared to address any major retention concerns, thereby reducing faculty turnover at their institutions. This may positively impact their financial stability by retaining faculty members who align with institutional values.

Research Questions

Research for this study focused on faculty member responses from CCCU institutions involving job satisfaction within their current workplace. The following research questions aimed to extract information from self-reported levels of job satisfaction by emphasizing certain generational, gender, and employment demographics.

RQ 1: *Do job satisfaction levels vary among faculty members of different generational cohorts at CCCU institutions?*

> ***H1:*** *Baby Boomer faculty exhibited higher levels of job satisfaction than Millennial faculty.*

RQ 2: *Do generational cohorts, in conjunction with gender, exhibit different levels of job satisfaction among faculty members at CCCU institutions?*

> ***H2:*** *Female faculty exhibited higher levels of job satisfaction than male faculty. These levels increased in older generations.*

RQ 3: *Do job satisfaction levels vary between full- and part-time faculty members at CCCU institutions?*

H3: *Full-time faculty members exhibited higher levels of job satisfaction than part-time faculty.*

Definition of Terms

Job Satisfaction.

This study used Tahir and Sajid's (2014) definition of job satisfaction, as they synergized notable researchers' (Locke, 1970; Newstrom, 1993) previous definitions to the following "Job satisfaction is a set of favorable and unfavorable feelings and emotions with which employees view their work and is a function of the perceived relationship between the amount of rewards employees receive and the amount they believe they should receive" (p. 35). This definition represented a comprehensive view of job satisfaction and the role it plays in the modern workplace.

Generational Cohorts.

There is much debate over the span of years comprising each generation; regardless, most experts agree upon the definition of generational cohorts developed by Strauss and Howe (1991). Therefore, generational cohorts are "An involuntary, permanent, and finite group of individuals who encounter – from birth – the same national events, moods, and trends at similar ages, retaining a common age location in history" (Strauss & Howe, 1991, p. 48). For this study the following span of years were used to segment each generation into cohorts.

Generational Cohort	**Birth Years**
Traditionalists	1925 – 1945

Baby Boomers	1946 – 1964
Generation X	1965 – 1980
Millennials	1981 – 1997
Generation Z	1998 – TBD

CCCU Institutions.

The Council of Christian Colleges and Universities (CCCU) is comprised of 180 Christian institutions around the world, with 144 set in the United States and Canada (About CCCU, n.d). CCCU members are private, two- or four-year nonprofit and religiously affiliated institutions. Membership in the CCCU requires accreditation and a mission grounded in the Christian faith. Out of the 520,000 students annually enrolled in CCCU institutions globally, 445,000 students are enrolled in the United States. Annual employment of faculty and staff is approximately 72,000, of which approximately 20,000 teach in the United States.

Faculty Members.

Faculty members were defined as individuals who serve in teaching capacities at their institution. For the purpose of this study, full- and part-time faculty members were included in the sample set. Full-time faculty members are typically defined as those teaching approximately 12 hours per semester at the undergraduate level and 9 hours a semester at the graduate level. Part-time faculty members often teach at or below the typical full-time load, but are generally non-exempt employees who do not receive benefits.

Demographics.

Birth year – the year in which the individual was born

Gender – the gender in which the individual identifies for themselves

Tenure – "A tenured appointment is an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation" (Tenure, n.d.).

Full-Time – considered a full-time employee at their institution

Part-Time – teaches on a part-time basis, typically a non-exempt employee

Department/Area of Discipline – the academic area in which the individual primarily teaches

Delimitations

This study was delimited to faculty members teaching at CCCU institutions to narrow the scope of research. Previous studies focused on similar factors within private institutions, but little research exists within CCCU member institutions who claim to be mission and/or faith driven.

Assumptions and Limitations

Since the participant group was comprised of faculty members, distributing the survey during potential high response rates (mid Spring or Fall semester) was critical and served as a limitation to the study. Only having a small window of availability could have impacted the overall number of responses received. Additionally, the diverse makeup of institutions within the CCCU made it difficult to conclude definitive generalizations based on data from a few member institutions. Lastly, the overall number of participants was not enough to make widespread generalizations about the entire pool of CCCU faculty members.

Significance of the Study

Job satisfaction is a familiar topic in higher education studies, but little research focused on job satisfaction among CCCU faculty members. The recovering economy has pushed college bound students to research more affordable options for their post-secondary degree. As a result, private, nonprofit, faith-based institutions often experience fluctuations in enrollment numbers, which can increase financial instability. Therefore, these institutions must look internally to discover ways they can adjust the budget to stay afloat. One such line item is faculty turnover. Turnover, in any organization, is often expensive. Replacing and training new hires lead to compromises in other areas of the budget. Institutions could potentially reduce turnover by understanding what their faculty members value and using that information in effective ways to increase job satisfaction.

Institutions should be concerned if any faculty members exhibit low levels of job satisfaction. Those institutions should then adjust their practices to ensure longevity among valued faculty members. Younger faculty members likely have longer tenures than those faculty members belonging to older generations who will retire in the coming years. Placing the right emphasis on the younger faculty members could ensure greater job satisfaction and may lead to declines in turnover rates. Overall, this can help CCCU institutions retain valuable employees.

Researcher's Perspective

The researcher's interest in this particular study stemmed from their own working background in higher education as a faculty member at a CCCU institution. Additionally, generational studies research has piqued their interest for more than half a decade,

especially in light of the age diversity represented in today's workplace. The researcher is a product of Christian higher education and believes there is much value in this type of institution. Therefore, they want to see this segment of the industry thrive. A bias the researcher attempted to minimize was the assumption that older generations would exhibit higher levels of job satisfaction given the nature of the higher education industry. To limit this bias, the researcher elected to conduct a quantitative study.

CHAPTER 2 – LITERATURE REVIEW

The industry of higher education is no stranger to job satisfaction studies. This particular study aimed to provide insight into a sector of higher education with little exploration in this topic: the private, nonprofit, Christian institution. Across the United States, 144 institutions prescribe to these identifiers and are members of the Council of Christian Colleges and Universities (CCCU). Understanding job satisfaction among faculty members in higher education was the cornerstone of this study. To further advance this study, generational values and differences were introduced to incorporate a reflection of the age diversity represented in the modern-day workplace. This literature review explored the topics of job satisfaction, how it was previously studied within the context of higher education, and the current generational diversity of today's workforce.

Job Satisfaction

The term job satisfaction was originally coined by Hoppock (1935), but many researchers have provided their own interpretation. Mobley and Locke (1970) argue "job satisfaction and dissatisfaction are functions of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it" (p. 465). Robbins (2001) believed satisfied workers were usually more inclined to creativity, flexibility, innovation, and loyalty to an organization and its members, leading to reduced complaints, absenteeism, turnover, and termination. Employees experiencing job satisfaction also cite improvements in employee morale (Robbins, 2001).

Job satisfaction has often been researched as a foreshadowing of absenteeism, performance, and turnover. Although there is still debate on a widely accepted correlation of job satisfaction and performance among researchers, Mangione & Quinn

(1975) did discover workers who exhibited higher levels of job satisfaction usually demonstrated higher levels of productivity. Mangione and Quinn (1975) and Clegg (1983) both discovered a negative correlation between job satisfaction and worker absenteeism, suggesting employees who did not like their job were less motivated to arrive to work on time or at all. The relationship between job satisfaction and turnover has been proven in many studies, citing employees who experience job dissatisfaction are more likely to leave their job in the immediate future (Akerlof et al., 1988; A. E. Clark, 2001; Freeman, 1980; Shields & Ward-Warmedinger, 2000).

Job Satisfaction in Higher Education

Job satisfaction in the workplace plays a major role in the overall health of an organization. This is especially important in industries generally known for lower individual earning potential than the mainstream market, such as higher education (Machin & Oswald, 2000; Stevens, 2005). As a result, it has been inferred that other factors exist in the higher education industry to offset this wage discrepancy (Rosen, 1986). Hooda and Singh (2014) produced a study on job satisfaction among faculty members finding job satisfaction among this group of employees was highly influenced by three factors: leadership of their supervisors, rewards for work completed, and the working conditions/environment of the institution.

Kochar (2008) studied job satisfaction in higher education, noting the primary factors in job satisfaction for faculty members were the opportunity for growth, opportunity for advancement, and the working environment. Contrastingly, Meyer and Evans (2003) argue that the reasons individuals seek employment within the academic profession, namely flexibility and autonomy, normally are met with the opposite in terms

of demanding workloads, pressures to perform, and meager financial incentives. This finding further emphasizes the need to study and understand job satisfaction in the higher education setting.

Kalik and Wasimuddin (2010) studied the difference in job satisfaction levels among various ranks, educational achievement, and age within faculty members. They found Associate Professors reported higher levels of job satisfaction than full Professors, PhD achievers cited higher levels of job satisfaction than those without PhDs, and younger faculty members exhibited higher levels of job satisfaction than their older colleagues.

Tahir and Sajid (2014) conducted a job satisfaction study among 40 college faculty members in a Delhi University. Their findings revealed participants reported average job satisfaction scores, but when analyzing the difference between male and female college faculty members the satisfaction levels were significantly different — citing lower levels of job satisfaction among male faculty members.

Ashton (1986) cited the importance of job satisfaction of individuals who pursue teaching as a career as teachers have a tremendous impact on student success. Tahir and Sajid (2014) noted that teachers with a firm foundation of their subject matter, cause significant harm to their working environment if they experience job dissatisfaction.

Generational Cohorts

Karl Mannheim (1953) was the first to present research on generational studies in the 1950s; however, considering the year he published his work, there was still considerable ground to cover as new generations emerged throughout the twentieth century and began to occupy the majority population of the workplace. Strauss and

Howe (1991 & 2000) are now known as the leading experts in the field of generational studies, from which numerous contemporary authors draw information and inspiration from their work, *Generations*.

Most contemporary writers reference Strauss and Howe in their research since these writers brought popularity and clarity to the field of generational studies. While their most known work traces generations back to the Puritan era, Strauss and Howe's work in the contemporary generational makeup has been foundational to recent studies; however, since their publication, new developments have surfaced about the current younger generations. Despite the vast span of decades Strauss and Howe traverse in their work, defining the four generations present in today's workforce has been most beneficial.

Generations have most often been defined in cohort models grouping individuals by their birth years (Stollings, 2015; Strauss & Howe, 1991). There has been some debate over the actual span of years used to define a cohort; however, experts generally agree with a 22-year span, introduced by Strauss and Howe (1991), to encompass a typical phase of life. Generational cohorts are defined as "An involuntary, permanent, and finite group of individuals who encounter – from birth – the same national events, moods, and trends at similar ages, retaining a common age location in history" (Strauss & Howe, 1991, p. 48). When an individual is born, they are automatically assigned to a specific generation based on that year, and despite maybe identifying with another generation, they remain part of that particular cohort. It is understood by Strauss and Howe, among other researchers (Geoffrey E. Meredith, 2002; Gibson, Greenwood, & Edward F. Murphy, 2011; Stollings, 2015), that these cohorts naturally face the same

national events, moods, and trends at similar life stages, creating a distinct lifecycle for those in the same cohort.

The three generational cohorts representing the largest population in today's workforce are Baby Boomers, Generation X, and Millennials. Strauss and Howe (1991) worked to identify specific characteristics each cohort innately embodies based on the events they encountered during their formative years, between the ages of 17 and 23. It is important to note Strauss and Howe brought awareness to the overlap among generations encountering the same events. However, each generation encounters these events at a different life stage and has unique attributes, allowing room for different interpretations and responses. Strauss and Howe (1991) provided a comprehensive framework for generational studies, but lack contemporary observations in this particular study. Having published this book in the early years of Millennials, their understanding of this generation is somewhat limited.

Various studies identified the differences in values among generations, specifically in the workplace. One such resource is the study conducted by Gibson, Greenwood, Edward, and Murphy (2011), which specifically aimed to identify the perceived values of each generation. The method used was a survey where participants ranked their preferences among instrumental and terminal values. The findings suggested the highest-ranking values for Baby Boomers, Gen Xers, and Millennials, respectively are family security, health, and health. Interestingly, the study found all three generations cited honesty as the most important instrumental value. The results confirmed popular perceptions of generational values; however, the authors caution against overgeneralizing and stereotyping. Studying the defining moments of each generation helps improve

understanding of why each generation operates the way it does and their approach to work.

Baby Boomers. Experts generally agree to define the years of birth for Baby Boomers between 1945 and 1964 (Meredith et al., 2002; Stollings, 2015; Strauss & Howe, 1991). This generation, birthed into a sea of great expectations, were anticipated to do great things. Baby Boomers were named after the Great American Boom, recounting the surge of birth rates, economic growth, education, housing, and science that hit America post World War II (Strauss & Howe, 1991).

Defining moments that impacted Baby Boomers during their formative years were the assassination of John F. Kennedy, the civil rights movement, the moon landing, and Woodstock. This generation initiated the development of student movements, found ways to avoid getting drafted to the Vietnam War, and experienced the "sexual revolution". The men, while at a young age, had strong ties to their mothers over male authorities. The women of the Baby Boomer generation became increasingly concerned with marrying at an early age, who often delayed this tradition. Those women who did bear children were often influenced by Dr. Spock, a pediatrician who changed the way parenting was approached during this era. Dr. Spock encouraged parents to treat their children with more affection and more like individuals than had ever been accepted (Stollings, 2015). This approach shifted the way children of Baby Boomers would respond to their environments. Baby Boomers prefer structure and hierarchy within an organization (Stollings, 2015), proving to be quite rigid in their approach to change and innovation, which would later cause problems when greeting the younger generations more adept nature of creativity and flexibility.

Generation X. Generation X (Gen-Xers) is a smaller cohort born from predominantly Baby Boomers who were intentional about having fewer children than the cohorts ahead of them. Also known as the Thirteenth generation, this cohort was born between the years of 1965 and 1980 (Meredith et al., 2002; Stollings, 2015; Strauss & Howe, 1991). Having grown up in the wake of Baby Boomer success, Gen-Xers were often described as the "wasted" generation but did not let that deter them from personal determination.

A few defining moments that solidified Gen-Xer characteristics were the collapse of the Berlin Wall, the Challenger Disaster, and Operation Desert Storm (Meredith et al., 2002; Stollings, 2015). Gen-Xers are known for their skepticism, having experienced formal organizations — including families — fall apart. They saw parents divorcing more than any other generation and were the generation who has been aborted the most. The name Thirteenth comes from all the negative that surrounded this generation, plagued with being named as the misfits born on Friday the Thirteenth.

Despite the negative perception of Gen-Xers, they did forge the path of a new way to view life and work by establishing a balance between the two, focusing on friendships. Gen-Xers worked hard but approached the workplace with skepticism, desiring an explanation for duties to understand why the task is important and what they will benefit from doing the task. This mindset can be seen in the generation succeeding the Gen-Xers.

Millennials. Generationally, there has been a recent shift of demographic dominance from Generation X to Millennials as those young adults enter and settle into the workplace (Slaymaker & Fisher, 2015). Millennials, named after the millennium or turn of the twentieth century, are those born between the years 1981 to 1997 (Stollings, 2015;

Strauss & Howe, 1991) and comprise the youngest generation represented in today's workforce, met with similar disdain as the greetings for Gen-Xers. The early 2000s saw the first Millennial college graduating class embark on their journeys into the workforce and this generation will continue to enter into the workforce in large quantities until the year 2022 (Hershatter & Epstein, 2010).

Early researchers (Strauss & Howe, 1991) later confirmed by subsequent studied (Howe & Strauss, 2000; Kendall et al., 2014; Stollings, 2015), described Millennials' affinity towards teamwork, cooperation, community. They grew up in the era of receiving gold stars and trophies for participation that fed their need for constant approval and affirmation from others. Millennials were sheltered as children and encouraged to dream bigger than their parents ever did. They have the natural ability to look on the outside world with optimism (Cutler, 2015; Hershatter & Epstein, 2010), despite the events they experienced in their formative years, including Columbine and 9/11.

Conceivably the most prominent variance between Millennials and former generations is their connection with technology (Hershatter & Epstein, 2010). Millennials are known for their dependence on cell phones and social networks, two societal staples that developed in tandem with this generation. Technology has significant influence on the way Millennials communicate, preferring texting over phone calls and immediate answers to emails (Halsey, 2016; Hershatter & Epstein, 2010; Kendall et al., 2014), a practice not-so-quickly adopted by their elders. Don Tapscott (2010) believed dependence and constant exposure to the digital era has resulted in this generation to be wired differently. Consequently, Millennials are more apt in certain areas, including multitasking, reacting to visual stimulation, and filtering information.

Millennials are less skillful at face-to-face communication and reading non-verbal clues (Hershatter & Epstein, 2010). They are prone to technology dependence for problem solving and information gathering, expecting the answer to be delivered instantaneously. More ethnically diverse, less religious, and more formally educated than their predecessors, Millennials' global mindsets and ability to use technology in the workplace have proven beneficial as today's companies are more global than ever (DeMaria, 2013; Stollings, 2015).

This generation was encouraged throughout their lives to invest and maintain close relationships with those pouring into them, namely parents, teachers, mentors, and advisors. Given this desire, they strongly yearn for supervisors to invest in them. They also desire to befriend their bosses (Halsey, 2016), a concept foreign to earlier generations who saw this blurred line between management and employees inappropriate. This generation is more concerned about the quality of life and less about work ethic, striking a much different perspective than their predecessors (Axten, 2015; DeMaria, 2013). According to Finke (2016), "Millennials want to enjoy their jobs. They have a strong desire to contribute to the social good through their work, and they're going to be far more attracted to a job that is consistent with their values" (p. 27).

Generations at a Glance. Table 1 provides a brief overview of each generation and the events that shaped their generational characteristics and norms. This presents a glimpse into their overall approach to work and perspective on organizations, providing insight into how they may experience job satisfaction.

Table 1
Generations Defined

Generation	Birth Years	Defining Moments	Characteristics
Baby Boomers AKA "Boomers"	1946 – 1964	JFK Assassination Civil Rights movement Woodstock	Hard-working Competitive Ambitious
Generation X AKA "Gen-Xers"	1965 – 1980	Berlin Wall collapse Challenger disaster Operation Desert Storm	Skeptical Determined Balanced
Millennials AKA "Generation Y"	1981 – 1997	9/11 Attack Technology boom School shootings	Collaborative Creative Multi-tasking

(Stollings, 2015; Strauss & Howe, 1991)

Job Satisfaction and Generational Cohorts

Due to differences in generational values and attitudes, it can be expected generations would perceive factors impacting job satisfaction differently. Matveichuk, Voronov, and Samul (2019) discovered certain job satisfaction factors differing among Generation X and Millennials. Millennials reported remuneration as one of the most important factors to their job satisfaction. Generation X exhibited a higher affinity toward pleasant and enjoyable work, citing money would not bring satisfaction if the work environment was unpleasant. Generation X also valued good relations among coworkers, but expressed difficulties with building and maintaining good working relationships as a result of competition or unwillingness to share knowledge with others. Millennials attributed these difficulties as differences in opinions or differences in character, status, shared beliefs, or habits. Because of this, Millennials may have a greater awareness and recognition of differences between people. Additionally, Millennials have a greater desire than Generation X for opportunities to develop, including life-long training, acquiring new knowledge, and cultivating new skills. It is

noted this desire may stem from the shorter tenures Millennials have experienced in the workplace as compared to Generation X. This "honeymoon effect", or the positive feeling one gets when starting a job that diminishes over time, can often impact one's reported level of job satisfaction (Boswell & Boudreau, 2005).

Generations respond to voicing their personal wants and needs differently within the workplace, and that can impact an individual's overall job satisfaction. Kim, Knutson, and Choi (2016) revealed Millennials, although comfortable with sharing their personal desires, often struggle to generate professional ideas and suggestions due to lack of experience and job knowledge when compared to older generations. This gap in knowledge can leave Millennials with fewer opportunities in managers' eyes, thereby impacting overall job satisfaction. Additionally, Millennials tend to emphasize their individual needs over the needs of the organization as a whole, often unwilling to sacrifice their personal lives to work overtime (Eby et al., 2000; Gursoy et al., 2008).

Studies also discovered Millennial employees tend to report lower levels of job satisfaction and are less likely to be loyal to an organization (Broadbridge et al., 2007; Yeaton, 2008). Baby Boomer and Generation X employees tend to exhibit higher levels of company loyalty than Millennial workers. This loyalty is often expected to be reciprocated from the company (Gursoy et al., 2008). Generations reported different levels of importance on work-life balance. Kaliannan, Perumal, and Dorasamy (2016) conducted a study among doctors, reporting those born prior to 1980 — namely Baby Boomer and Generation X — exhibited higher levels of job satisfaction as a result of better work-life balance due to prolonged tenure in the field. Young, Sturts, Ross, and Kim (2013) reported in a job satisfaction study among multigenerational recreational

workers that Baby Boomers were more satisfied with their jobs as compared to Generation X and Millennials.

Conclusion

Although research behind job satisfaction and its impact on the workplace has been studied for many decades, it is important to continue studying job satisfaction in higher education settings; especially among faculty, considering the discrepancies between faculty values and the demands of the higher education industry. As research has shown, the more satisfied an employee is in their work environment, the higher the likelihood for them to remain at that organization.

CHAPTER 3 – METHOD

The purpose of this research study was to determine whether any significant differences existed between generational cohorts, gender and employment status, and reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). It was hypothesized that Baby Boomer faculty members would exhibit higher levels of job satisfaction than Millennial faculty members. Additional hypotheses introduced female faculty members, especially within older generations, reporting higher levels of job satisfaction than male faculty members, and full-time faculty members exhibited higher levels of job satisfaction than part-time faculty members.

Research design and rationale

Quantitative methodology was considered the most appropriate approach for researching the levels of job satisfaction among CCCU faculty members of different generations. The means capturing this quantitative data was through use of a survey. Creswell (2009) determined, "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 145). Responses from CCCU faculty members within three groups were pursued in an attempt to inform CCCU institutions of the overall satisfaction levels of their faculty members, providing insight into potential needed interventions to reduce faculty turnover.

An established and validated survey on job satisfaction was used to study the pool of participants. All participants received the same electronically administered survey to

ensure consistency in delivery. Overall, this was the most beneficial way to solicit responses from faculty members.

ANOVAs were used to study the variation among generational cohorts, gender, and job satisfaction. T-tests were conducted to determine if significant differences existed between full-time and part-time faculty members and their reported levels of job satisfaction.

Participants and Site

The sample population used a convenience sampling method which included non-repetitive faculty members at CCCU institutions. A total of 100 surveys were completed. The survey was distributed to three groups of individuals with ties to the CCCU, all of which the researcher had personal and professional access to distribute the survey. All three versions of the survey and email invitation were identical. The email invitation to complete the survey was explicit in limiting participation to only those who teach or have taught at CCCU institutions. The survey was first sent to faculty members at a CCCU institution in the Pacific Northwest (52%), of which the researcher had access to as a student. The survey was also sent to faculty members enrolled in the Doctor of Business Administration (DBA) program within the previously mentioned institution (8%). Many students within this program pursued teaching positions at CCCU institutions across the United States; therefore, these faculty members were included to present a wider range of CCCU institution representation and to reach the 100-participant mark. Additionally, the survey was distributed to faculty members at a CCCU institution in Northeast Tennessee (40%), where the researcher gained access through their employment. All participants

were faculty members at CCCU institutions sampled from two institutions and one doctoral program.

Measures

The final administered survey reflected a combination of one job satisfaction survey validated through previous studies and a set of demographic questions created by the researcher to capture additional data from the participants. Utilizing an established survey was preferred as it was cost effective and allowed for quick processing of results. The survey used in the study was the Academic Setting Evaluation Questionnaire (ASEQ) developed by Harshbarger (1990). This was the most appropriate survey to utilize in this study; it addressed factors specific to the higher education industry and academia. Since the ASEQ instrument was established prior to this study, Creswell (2009) advises the inclusion of validity and reliability scores developed by the survey designers. Validity is defined by "drawing meaningful and useful inference from scores on the instrument" (Creswell, 2009, p. 149). Reliability refers to the "degree to which the instrument consistently measures something from one time to another" (Roberts, 2010, p. 151). Given these two constructs, an instrument should remain consistent in its measurement while producing a highly predictive outcome. The validity and reliability of the ASEQ instrument was illustrated through alpha coefficients.

Academic Setting Evaluation Questionnaire (ASEQ). The original version of the Academic Setting Evaluation Questionnaire (ASEQ) consisted of 69 items intended to study satisfaction within the context of academia (Fernandez & Mateo, 1993). This version was used in a 1987 study with a sample of 800 faculty members from 11 Spanish universities. Six factors emerged as a result of this study and accounted for 75% of the

total variance: Dissatisfaction with the Institution, Social Climate, Student/Faculty Relationship, Performance Center Services, Teaching Autonomy, Faculty Selection and Evaluation.

The current ASEQ (see Appendix A) is a 33-item survey with a 7-point Likert scale format (Fernandez & Mateo, 1993). Only the first three factors were included in this subsequent study as they represented the largest part of the total variance. Of the 33 items, 21 formed the Dissatisfaction with the Institution dimension, five comprised the Social Climate dimension, and seven were included in the Student/Faculty Relationship dimension.

Validity and Reliability. The validity coefficients for each item can be reviewed in Table 2. The majority reveal values between .40 and .70, which indicate a reasonable contribution to the questionnaire's reliability and internal consistency. The estimated coefficient alpha produced a value of .90 for the questionnaire as a whole, and values of .89, .89, and .87 for each of the three defined factors. The theta statistic yielded a value of .97. In organizational applications used for real life scenarios, Nunnally and Bernstein (1994) argue a reliability value of 0.95 or higher is desirable, which this survey achieved.

Table 2
Questionnaire Items Homogeneity and Validity Indices (Decimal Points Omitted)

		Homogeneity Index				
	Items	Item-total Correlation	Item-Factor Correlation			Validity Index
			I	II	III	
	Factor I: Satisfaction with Working Conditions					
1	The material conditions in which I carry out my work are satisfactory	46	47			56

2	Economically it is made possible for me to carry out my research	45	58			72
3	I am given institutional help to publish my studies	49	56			71
4	I consider my teaching activities to be fairly paid	35	44			63
9	Teacher selection systems are satisfactory	43	39			72
10	Teaching activity control systems are appropriate	47	49			60
11	There are clear criteria to evaluate research activities	57	59			44
12	Agreement between expectations and reality of being a teacher	62	61			68
13	Society appreciate the work done by university teachers	44	42			63
14	University institutions stimulate me to improve as a teacher	71	71			64
15	Teacher promotion systems are appropriate	59	62			67
16	Institution preparation to carry out my duties as researcher are satisfactory	42	43			64
17	The prospects for my work as a teacher are favorable	61	66			67
18	The prospects as a university researcher are favorable	55	64			58
19	Adequate institutional aid to solve my problems	65	67			66
20	I have sufficient time to carry out my research duties	30	32			56
22	University institutions encourage my research activity	64	71			84
	Factor II: Social Climate					
5	I feel supported by my colleagues in the activities that I carry out	59		74		68
7	There is satisfactory academic communication among the members of my department	53		79		71
8	My relationship with my departmental colleagues favors my academic activity	53		80		80
26	Intradepartmental cooperation in carrying out research programs	51		64		61
33	I feel supported by my departmental colleagues in my research	55		77		82
	Factor III: Relationship with Students					

21	Students show interest in the subject that I teach	36			59	34
24	Students ask about their doubts in the time set aside to receive them	31			45	51
25	Students' opinions on teaching are taking into account	40			52	53
27	I take students' opinion into account when working out my teaching method	36			62	42
28	I adapt my teaching to the characteristics of each group of students	31			59	45
29	Students' work is appropriate to the demands of my subject	30			52	55
32	Students' differential evaluation of teachers' teaching quality	29			31	38
6	The academic context encourages my professional work	65				35
23	The civil-service system is appropriate for teachers	37				53
30	Labor contracts would enable teachers' duties to improve	02				11
31	An "objective" system to evaluate research is necessary	20				13

Demographics. The following demographic questions were included in the survey to capture additional data from participants to provide a more detailed analysis.

1. In which year range were you born?

2. What is your gender?

3. How many faculty positions (full- and part-time) have you held during your career?

4. How many years have you worked at your current institution?

5. Are you considered a part- or full-time faculty member at your institution?

6. What is your rank within your institution?

7. Have you been granted tenure at your institution?

8. If you haven't been granted tenure at your instution, are you currently in a tenure-track position?

9. In which area or department do you primarily teach?

10. Do you have intentions to leave your current institution?

Risks. The risks associated with this study were relatively low considering there were no physical or economic obligations expected of participants. All responses remained anonymous, minimizing the psychological risk of those who participated. Although risk was low, the inconvenience of sacrificing time to complete the survey could have been a factor in participant response rate; the surveys suggested it would take 10 minutes to complete.

Procedure

The survey included 33 questions in a 7-point Likert scale and 10 questions mixing nominal and dichotomous responses capturing demographic data. The sampling included non-repetitive faculty members at CCCU institutions. Participants reported responses by answering a survey distributed through Survey Monkey. The data remained anonymous throughout the collection process, no participant was asked to include their name. Once collected, the data was exported into Microsoft Excel for analysis.

Data Analysis

Several research questions were analyzed throughout this study. The overarching research question aimed to study job satisfaction levels between various generational cohorts among faculty members at CCCU institutions. Since the workforce will experience a major shift in generational dominance in the coming years, differences among generational cohorts was the foundation of the study.

RQ 1: *Do job satisfaction levels vary among faculty members of different generational cohorts at CCCU institutions?*

To explore the first research question in this study, an ANOVA was conducted to examine levels of job satisfaction within different generational cohorts. The intent was to discover if one generational cohort exhibited higher levels of job satisfaction as compared to other generational cohorts.

RQ 2: *Do generational cohorts, in conjunction with gender, exhibit different levels of job satisfaction among faculty members at CCCU institutions?*

The second research question was examined through an ANOVA to discover if male and female participants within each generational cohort reported different levels of job satisfaction within their institution.

RQ 3: *Do job satisfaction levels vary between full- and part-time faculty members at CCCU institutions?*

The third research question was analyzed using a t-test to discover if satisfaction levels differed among the two prominent faculty employment statuses.

CHAPTER 4 – RESULTS

The purpose of this research study was to determine whether any significant differences existed between generational cohorts, gender and employment status, and reported levels of job satisfaction among faculty members at institutions within the Council of Christian Colleges and Universities (CCCU). The survey used to collect data was the Academic Setting Evaluation Questionnaire (ASEQ) developed by Harshbarger (1990). This was the most appropriate survey to utilize in this study since it addressed factors specific to the higher education industry and academia. Participants reported responses by answering an online survey distributed through Survey Monkey. The data remained anonymous throughout the collection process, no participant was asked to include their name. Once collected, the data was exported into Microsoft Excel for analysis.

Data Collection and Demographic Data

The sample population used a convenience sampling method which included non-repetitive faculty members at CCCU institutions. A total of 100 surveys were completed. The CCCU employs over 20,000 faculty (Rine & LoMaglio, 2012) in the United States, and according to Glenn Israel (1992), a 20,000-25,000 population size would need 100 participants to demonstrate a precision range of ±10% where confidence level was 95% and P=0.5. The survey was distributed to three groups of individuals with ties to the CCCU, a all of which the researcher had personal and professional access to distribute the survey. All three versions of the survey and email invitation were identical. The email invitation to complete the survey was explicit in limiting participation to only those who teach or have taught at CCCU institutions. The survey was first sent to faculty

members at a CCCU institution in the Pacific Northwest (52% of participants), which the researcher had access to as a student. This was coded as Institution A. The survey was also sent to faculty members enrolled in the Doctor of Business Administration (DBA) program within the previously mentioned institution (8% of participants). Many students within this program pursued teaching positions at CCCU institutions across the United States; therefore, these participants were included to present a wider range of CCCU institution representation and to reach the 100-participant mark. Additionally, the survey was distributed to faculty members at a CCCU institution in Northeast Tennessee (40% of participants), where the researcher gained access through their employment at the time. This was coded as Institution B. All participants were faculty members at CCCU institutions, sampled from two institutions and one doctoral program.

The two institutions included within this survey possessed some similarities and differences. Institution A employed approximately 200 full-time faculty members, while Institution B employed roughly 100 full-time faculty members. Institution A was located in the Pacific Northwest, and Institution B was located in the South. During the 2019-2020 academic year, Institution A enrolled approximately 4,000 students, and Institution B enrolled 1,300 students. The total cost of tuition and fees during the 2019-2020 academic year for Institution A was $48,930, while the total cost for Institution B was $41,950.

Although these institutions presented various differences, there were some similarities that overlapped between the two. The Student-to-Faculty Ratio at Institution A was 14:1, and Institution B had a ratio of 12:1. Both institutions were accredited by their respected regional accreditation bodies. Both institutions enrolled students from 35

states across the United States. Business and Nursing majors were the largest majors at both institutions. Lastly, and in accordance with their CCCU membership, both institutions were private, nonprofit, Christian universities.

Of the 100 responses, all participants answered the three relevant demographic questions (generational cohort, gender, and full/part time status) to qualify their surveys for data analysis. The following tables presented demographic information collected from participants.

Table 4
Generation Categories, n=100

Generational Cohort	Quantity	Percent
Traditionalists	n=3	3%
Baby Boomers	n=40	40%
Generation X	n=37	37%
Millennials	n=18	18%
Generation Z	n=2	2%
Total	n=100	100%

Baby Boomers represented the largest group of participants (n=40). Generation X (n=37) followed in a close second. Millennials (n=18) comprised less than half of Baby Boomer and Generation X groups. There was a small number of participants from the Traditionalists (n=3) and Generation Z (n=2) cohorts. No participants reported membership in more than one of these categories. There is little research available on the generational makeup of faculty within the CCCU, but this did resemble the generational variety within the working world as a whole (Axten, 2015; Stollings, 2015).

Table 5
Gender Categories, n=100

Gender	Quantity	Percent
Male	n=53	53%
Female	n=47	47%
Total	n=100	100%

Gender categories were close in numbers as males represented 53 participants and females represented 47 participants. There were no repeated responses within this demographic category, which indicated all participants only selected one of these options. These percentages remained consistent with the industry as a whole, as female faculty comprise approximately 45% of the full-time faculty employment (American Association of University Professors, 2019).

Table 6
Employment Categories, n=100

Employee Status	Quantity	Percent
Part-time	n=30	30%
Full-time	n=70	70%
Total	n=100	100%

The majority of participants worked in a full-time capacity (n=70). The remaining indicated part-time employment status (n=30). None of the participants indicated both full-time and part-time status, which allowed for a non-repetitive sample. Within the current makeup of universities and colleges, more than half of all faculty appointments

are part-time, which can be classified as adjuncts, part-time lecturers, or graduate assistantships (*Data Snapshot: Contingent Faculty in US Higher Ed*, 2016).

Table 7
Rank Categories, n=100

Gender	Quantity	Percent
Full Professor	n=30	30%
Associate Professor	n=23	23%
Assistant Professor	n=16	16%
Instructor	n=2	2%
Adjunct	n=28	28%
Other	n=1	1%
Total	n=100	100%

The largest representation of rank among participants was Full Professor (n=30). Adjuncts (n=28) represented the second largest group in this study. Associate Professors (n=23) comprised the third largest group, followed by Assistant Professors (n=16), Instructor (n=2), and Other (n=1).

Table 8
Discipline Categories, n=100

Gender	Quantity	Percent
Business	n=21	21%
Health Sciences	n=17	17%
Social Sciences	n=15	15%
The Arts	n=11	11%
English & Humanities	n=10	10%
Education	n=8	8%
Natural Sciences	n=6	6%
Christian Studies	n=5	5%
Engineering	n=4	4%
Computer Science & Math	n=3	3%
Total	n=100	100%

Business professors (n=21), those who taught business-related courses including accounting, economics, management, etc., comprised the largest group of participants when segmented by teaching discipline. Health Sciences (n=17) represented the second largest category among participants. This area included nursing, exercise science, physical therapy, pre-medicine, etc. Social Sciences (n=15) included social work, psychology, sociology, political science, etc. The Arts (n=11) contained graphic design, theatre, music, public relations, communications, etc. English and Humanities (n=10) included history, foreign language, composition, etc. Natural Sciences (n=6) included biology, chemistry, physics, etc. Christian Studies (n=5) included areas such as biblical studies, theology, philosophy, youth ministry, etc. Engineering (n=4) included all forms

of engineering. Computer Science and Math (n=3) included computer information systems, cyber security, mathematics, etc.

Table 9
Tenure Achievement, n=100

Employee Status	Quantity	Percent
Yes	n=43	43%
No	n=57	57%
Total	n=100	100%

More than half of participants had not received tenure (57%) at the date of the survey. This was on par with studies conducted by the American Association of University Professors (2019), which reported an increase in faculty members employed on a non-tenure track contract basis.

Table 10
Intentions to Leave, n=100

Employee Status	Quantity	Percent
No	n=78	78%
Yes	n=22	22%
Total	n=100	100%

The last demographic question within the survey asked if participants had intentions to leave their current institution. The majority of respondents reported they did not have intentions to leave (78%).

Research Questions and Hypotheses

Research for this study focused on responses from faculty members at CCCU institutions involving job satisfaction within their current workplace. The research questions aimed to extract information from self-reported levels of job satisfaction by emphasizing certain generational and gender demographics.

The data collected from the ASEQ survey was categorized in terms of quantitative data, which was analyzed using descriptive and inferential statistics. Descriptive statistics included means, percentages, standard deviation, and frequencies were calculated for each of the variables. To analyze potential differences in faculty job satisfaction among various generational, gender, and employment cohorts, a combination of ANOVAs and t-tests were used. A significance level alpha of 0.05 was used. Participant responses were recorded on a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree). These responses were converted to their quantitative equivalents and then compiled into an overall average satisfaction score for each individual response.

RQ 1: *Do job satisfaction levels vary among faculty members of different generational cohorts at CCCU institutions?*

H1: *Baby Boomer faculty exhibited higher levels of job satisfaction than Millennial faculty.*

Table 11
ANOVA: Single Factor (by count)

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Baby Boomer	40	195.45	4.89	0.49
Generation X	37	184.85	5.00	0.55
Millennial	18	84.88	4.72	0.44

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.96	2	0.48	0.96	0.39	3.10
Within Groups	46.11	92	0.50			
Total	47.07	94				

To address this research question, an ANOVA was conducted to include an average job satisfaction level for three generational cohorts: Baby Boomers, Generation X, and Millennials. The three generations included in this ANOVA are Baby Boomers, Generation X, and Millennials. Traditionalists and Generation Z were not included in the analysis for this research question as the respondent numbers were too few for each, three and two respectively.

Generation X (5.00) presented the highest average score, Baby Boomers were second (4.89), and Millennials were third (4.72). Baby Boomer (n=40) and Generation X (n=37) respondents were almost evenly represented and both accounted for more than twice the number of Millennial (n=18) participants.

RQ 2: *Do generational cohorts, in conjunction with gender, exhibit different levels of job satisfaction among faculty members at CCCU institutions?*

H2: *Female faculty exhibited higher levels of job satisfaction than male faculty. These levels increased in older generations.*

Table 12
ANOVA: Single Factor (by average)

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Gen X - Female	19	96.58	5.08	0.41
Millennial - Male	6	30.24	5.04	0.66
Gen X - Male	18	88.27	4.90	0.71
Baby Boomer - Female	15	73.33	4.89	0.49
Baby Boomer - Male	25	122.12	4.88	0.50
Millennial - Female	12	54.64	4.55	0.29

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	2.21	5	0.44	0.88	0.50	2.32
Within Groups	44.86	89	0.50			
Total	47.07	94				

The second research question included gender in the model. To assess any variations among the data, an ANOVA was conducted. The three generations included in this ANOVA were Baby Boomers, Generation X, and Millennials, which were also segmented by gender for each cohort. Traditionalists and Generation Z were not included in the analysis for this research question as the respondent numbers were too few for each, three and two respectively.

Within this data, Generation X females (5.08) presented the highest average score, followed by Millennial males (5.04), Generation X males (4.90), Baby Boomer females (4.89), Baby Boomer males (4.88), and Millennial females (4.55). The highest reported male cohort was Millennial males (5.04), which also represented the fewest number of participants (n=6). The highest female cohort was Generation X (5.08), which comprised the second largest number of participants (n=19). The largest representation among participants were Baby Boomer males (n=25). Generation X males (n=18) made up the

third largest group in the study, followed by Baby Boomer females (n=15) and Millennials females (n=12).

RQ 3: *Do job satisfaction levels differ between full- and part-time faculty members at CCCU institutions?*

> ***H3:*** *Full-time faculty members exhibited higher levels of job satisfaction than part-time faculty.*

Table 13
t-Test: Two Sample

	Full-time	*Part-time*
Mean	4.91	4.92
Variance	0.61	0.40
Observations	70	30
Hypothesized Mean Difference	0	
df	67	
t Stat	-0.08	
P(T<=t) one-tail	0.47	
t Critical one-tail	1.67	
P(T<=t) two-tail	0.93	
t Critical two-tail	2.00	

A t-test was used to address the final research question of this study. For this analysis, full-time and part-time faculty were compared to discover if any differences existed within their reported job satisfaction levels. Among the 100 participants, full-time faculty accounted for 70 responses and part-time faculty comprised 30. The mean score for full-time faculty was 4.91 and part-time faculty averaged 4.92.

Additional Observations

Additional observations added further insight to the makeup of the sample population. Those additional observations were made within the context of gender,

faculty rank, intentions to leave, and teaching discipline. The following described the data segmented by these particular categories.

Gender Excluding Generations. A t-test was conducted to compare the means between male and female faculty members, without the addition of generational cohorts. On average, male faculty (4.98) reported slightly higher satisfaction levels than female faculty (4.85).

Table 14
t-Test: Two Sample

	Male	*Female*
Mean	4.98	4.85
Variance	0.59	0.48
Observations	53	47
Pooled Variance	0.54	
Hypothesized Mean Difference	0	
df	98	
t Stat	0.88	
P(T<=t) one-tail	0.19	
t Critical one-tail	1.66	
P(T<=t) two-tail	0.38	
t Critical two-tail	1.98	

Faculty Rank. An ANOVA was conducted to analyze the means of four faculty rank categories. The two instructor and one "other" response was not included in this data set as their numbers were too few to accurately compare. Within the faculty rank categories, Full Professors accounted for 30 of the participants, followed by 28 Adjunct Professors, 23 Associate Professors, and 16 Assistant Professors. Full Professors also reported the highest average satisfaction score of 5.13. Adjunct Professors exhibited the second highest score of 4.96, while Associate and Assistant Professors reported the same average score of 4.72.

Table 15
ANOVA: Single Factor (by count and average)

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Full Professor	30	153.84	5.13	0.46
Adjunct	28	138.85	4.96	0.40
Associate	23	108.45	4.72	0.74
Assistant	16	75.45	4.72	0.65

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	2.97	3	0.99	1.82	0.15	2.70
Within Groups	50.41	93	0.54			
Total	53.38	96				

Intentions to Leave. All 100 participants were asked and answered the question, "Do you have intentions to leave your current institution?" As a result, 78 responded with No, they did not have intentions to leave their current institution and 22 replied with a Yes. Those who indicated they did have intentions to leave their current institution reported a lower average satisfaction score (4.47) than those who did not have intentions to leave (5.04).

Table 16
t-Test: Two Sample

	Yes	*No*
Mean	4.47	5.04
Variance	0.49	0.49
Observations	22	78
Hypothesized Mean Difference	0	
df	34	
t Stat	-3.38	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.69	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.03	

Within the "Yes" group, 45% were Adjunct Professors, 32% were Associate Professors, 18% were Full Professors, and 5% were Assistant Professors. Additionally, 50% of the "Yes" group were Baby Boomers. Generation X and Millennials each represented 23% of the sample, and 5% were from Generation Z. The gender breakdown was evenly split between male and female respondents who reported intentions to leave their institution.

Teaching Disciplines. An ANOVA was constructed to address the average job satisfaction levels among the various teaching disciplines represented within the sample. Teaching disciplines were divided into 10 categories in which all participants selected only one discipline to represent. The two largest disciplines within the sample were Business (n=21) and Health Sciences (n=17). Social Sciences (n=15) comprised the third largest group, while The Arts (n=11) and English and Humanities (n=10) represented the fourth and fifth largest groups, respectively. The remaining categories all reported single digit respondents: Education (n=8), Natural Sciences (n=6), Christian Studies (n=5), Engineering (n=4), and Computer Science and Math (n=3).

Table 17
ANOVA: Single Factor (by count)

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Business	21	103.45	4.93	0.50
Health Sciences	17	86.67	5.10	0.58
Social Sciences	15	78.45	5.23	0.36
The Arts	11	52.82	4.80	0.42
English & Humanities	10	46.06	4.61	0.51
Education	8	35.09	4.39	0.28
Natural Sciences	6	26.91	4.48	1.00
Christian Studies	5	26.21	5.24	0.26
Engineering	4	21.39	5.35	0.42
Computer Science/Math	3	14.39	4.80	1.64

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	7.83	9	0.87	1.72	0.10	1.99
Within Groups	45.58	90	0.51			
Total	53.41	99				

Those that teach within the Engineering discipline reported the highest average satisfaction score of 5.35. The second highest average satisfaction score came from Christian Studies (5.24), which represented one of the smallest groups in the study. Social Sciences came in third in both average satisfaction score (5.23) and count. Health Sciences (5.10) was the only other group to report an average over 5.00. Business came in fifth with an average score of 4.93. The Arts and Computer Science and Math both reported an average score of 4.80. Lastly, English and Humanities (4.61), Natural Sciences (4.48), and Education (4.39) all reported the lowest averages within the segmentation of teaching disciplines.

Conclusion

The data showed Baby Boomers faculty members reported higher levels of job satisfaction, on average, than Millennial faculty. However, Generation X exhibited higher levels than either of the previously mentioned cohorts. Female faculty satisfaction levels were higher within the Generation X and Baby Boomer cohorts, as compared to Millennials, but Generation X reported the highest level. Additionally, male faculty satisfaction levels ran in the opposite direction as Millennials demonstrated the highest levels of satisfaction and Baby Boomers presented the lowest. The third research question hypothesized a difference in full-time and part-time faculty satisfaction levels.

Additional observations included data presented on gender without generational break down, faculty rank, intentions to leave, and teaching discipline.

CHAPTER 5 – DISCUSSION

This study aimed to influence institutional objectives and values of CCCU institutions to make any necessary adjustments in attracting and retaining valued faculty members. The data was segmented by generations to reflect the distinct generational cohorts in today's workplace. If institutions understood general satisfaction levels among their faculty members, they would be better prepared to address any major retention concerns, reducing faculty turnover at their institutions. Which, in turn, may positively impact their financial stability by retaining faculty members who align with institutional values. This chapter discussed the findings of the study, including contributions to academe and the profession of higher education, reflecting on parallels within the literature review, and proposed areas of further study.

Discussion of Findings

The first research question posed an expected difference between Baby Boomer and Millennial job satisfaction, with the hypothesis that Baby Boomers would exhibit higher levels of job satisfaction than Millennials. Within the data, Baby Boomer faculty members reported higher levels of job satisfaction, on average, than Millennial faculty. However, Generation X exhibited higher levels than either of the previously mentioned cohorts. The data collected did indicate a difference between the two groups, wherein, on average, Baby Boomers (4.89) reported a higher job satisfaction level than the Millennial (4.72) group. However, with a 0.39 P-value, the null hypothesis was accepted. This result could have happened by chance, so the assertions remained isolated to this particular study; there was no statistically significant difference among the samples. This was contradictory to research previously published on this topic within the higher

education industry, that reported Baby Boomer faculty members generally exhibited higher levels of satisfaction than other cohort (Gursoy et al., 2008). Therefore, there could be other factors within CCCU institutions that would affect job satisfaction more than generational membership.

The second research question proposed a further look into generations and gender. The first part of the hypothesis stated female faculty would exhibit higher levels of job satisfaction than male faculty. Within the Baby Boomer and Generation X cohorts, females did exhibit higher levels of job satisfaction, on average, than their male equivalents. The Millennial cohort saw an opposite outcome whereby male faculty members reported higher levels of job satisfaction than female faculty. It was also hypothesized that satisfaction levels would increase among faculty members from younger to older generations. The data demonstrated an increase in female faculty job satisfaction levels from Millennials (4.55) to Generation X (5.08), but then decreased among Baby Boomers (4.89). Within the male cohort, the job satisfaction levels run in the opposite direction of the proposed hypothesis. Millennial males (5.04) reported the highest average satisfaction, followed by Generation X (4.90), and Baby Boomers (4.88).

After analyzing the data, female faculty exhibited higher levels of satisfaction than males in their same generation, within two of the three cohorts. Additionally, female faculty within older generations exhibited higher levels of satisfaction than the younger generation, but male faculty exhibited higher levels of satisfaction among the younger generations. When adding a gender variable in conjunction with generational membership, satisfaction levels vary in ways inconsistent with the proposed hypothesis. Gen X females and Millennial males reported the two highest averages. Among male

responses, the average scores actually ran opposite of the hypothesis, with Millennial males reporting higher averages than Gen X and Baby Boomers. However, with a p-value of 0.50, this could have happened by chance. Therefore, the null hypothesis was accepted, meaning there was no statistical significance to demonstrate differences in means among these categories. This also runs counterintuitive to the literature as Baby Boomers and Generation Xers often report higher levels of job satisfaction than Millennials (Gursoy et al., 2008), and females generally reported higher levels of satisfaction within faculty positions (Hagedorn, 1996; Tahir & Sajid, 2014). These findings also suggest other variables might have a larger impact on job satisfaction within the CCCU context.

The third research question hypothesized a difference in full-time and part-time faculty satisfaction levels. The means of these two groups were almost identical. However, the critical value and degrees of freedom were larger than the t-value, indicating no statistical significance between the means. Therefore, the null hypothesis was accepted. This result was interesting since full-time faculty have reported higher levels of job satisfaction than part-time faculty within higher education (Meyer & Evans, 2003). This was normally attributed to full-time faculty having access to benefits that generally part-time employees are not offered (i.e. retirement contributions, health care plans, tenure-track positions). But, within this data set, there was not enough statistical significance to draw conclusions about differences between these two groups. This continues to suggest some other variable(s) impact job satisfaction within the CCCU more than generational cohort, gender, and employment status.

Additional Observations. The primary research questions resulted in accepting the null hypothesis. However, additional observations made within the data set with lower p-values may indicate a greater connection with job satisfaction within this population. The first of which was faculty rank. Full professor (generally those who have been with the institution the longest) reported the highest average satisfaction score. Interestingly, the second highest satisfaction average was adjunct professors, those normally teaching on a part-time status and have previously been studied to report lower levels of satisfaction in comparison to their full-time peers (Meyer & Evans, 2003). Although the p-value (0.15) was closer to the significance level of 0.05, it's still higher, which indicated no statistical significance in this data. But it was important to note the p-value was closer than the reported level for the three previous observations.

The second observation made was within participant intentions to leave their current institution. Within the sample population, 22% indicated they had intentions to leave their current institution. Although the critical value and degrees of freedom were greater than the t-stat, meaning there was no statistical significance within these variables, there was information to glean from this question. Within the population of those who indicated intentions to leave their current institution, adjunct faculty comprised the majority (45%). This was noteworthy considering the previous observation where adjuncts reported the second highest satisfaction average among faculty rank. Adjuncts were generally satisfied, but still had intentions to leave their current institution. This is opportunity for future study considering adjunct faculty numbers have surged in the last decade, wherein institutions are relying on more part-time and less expensive faculty to pick up teaching loads.

Lastly, the comparison among teaching disciplines presented the lowest p-value of the analysis (0.10). Although the p-value was still above the significance level, it did demonstrate that this category may have a greater impact on job satisfaction than the previously mentioned variables. Engineering presented the highest average satisfaction of all disciplines, but was also one of the smallest groups represented within the sample. This was expected as engineering faculty often experience higher pay (a factor of job satisfaction) than some other disciplines. Christian studies reported the second highest score. Given the context of CCCU institutions and their focus on Christian education, it was expected that those faculty members who taught within Christian studies would experience higher levels of job satisfaction. Education and Natural Sciences reported the lowest levels of average satisfaction scores, which could indicate a need for institutions to survey professors within these disciplines to ensure they are getting the support they need to succeed. This variable of teaching discipline did not generate statistical significance within this sample population, but did indicate greater significance than previously analyzed variables.

Based on this sample, it was discovered that these factors are not important when studying job satisfaction among faculty members at CCCU institutions. These findings continue to suggest other variables are present that have a greater impact the overall satisfaction of faculty members at CCCU institutions, which indicate a need for further research.

Future Study

The first suggestion for future research would be to replicate the study, especially since much of the findings did not support the literature. Running the study with much

larger sample sizes and participation from more institutions would increase the chance of industry generalizations. Additionally, running the study again against state schools may present interesting observations within the higher education industry as a whole.

Introducing additional variables that may have greater impact on job satisfaction would enhance this research. First would be religious views of faculty participants; CCCU institutions are highly mission and faith focused, providing unique experiences for students. Societal shifts may impact the attractiveness of these institutions. For instance, today's Millennials and Gen Zers, those who presently comprise the majority of traditional aged college students and young adults entering the job market for the next decade, are more likely to be unaffiliated with religion than their parents or grandparents (Pond et al., 2010). This may introduce challenges for Christian institutions attracting students to meet enrollment numbers, but can also create difficulties in younger faculty recruitment and retention.

The variables of teaching style and education level may impact job satisfaction more than other variables. CCCU institutions are generally teaching institutions that educate undergraduate and graduate students. There are various methods to teach content (lecture, activity based, case based, etc.) and some professors primarily teach in one education level over another (i.e. predominately undergraduate). Perhaps different preferences of teaching methods or teaching level would impact the satisfaction levels of faculty members.

Another variable could be online instruction. The market (especially in response to COVID-19) has pushed more institutions to consider online learning. Faculty

members' experience (or lack of experience) with online instruction could cause an impact on job satisfaction.

The last suggestion for future study considered the satisfaction levels of adjunct professors and their intent to leave an institution. Adjunct faculty satisfaction levels and their intent to leave an institution emerged as interesting in this study. Running a study focusing on these variables within the CCCU context with larger samples sizes could indicate best practices, especially given the large shift to part-time instruction.

Contributions to Academe

This study made several contributions to academe. The study used a reliable and valid inventory to assess if reported job satisfaction levels among faculty members of different generational cohorts varied. Although job satisfaction among faculty members have previously been studied, there was little research including members of CCCU institutions. Based on prior studies, satisfied workers often exhibit higher levels of creativity, flexibility, innovation, productivity, employee morale, and loyalty to their organization (Mangione & Quinn, 1975; Robbins, 2001). Job dissatisfaction often leads to absenteeism, performance issues, and turnover (Akerlof et al., 1988; A. E. Clark, 2001; Clegg, 1983; Freeman, 1980; Mangione & Quinn, 1975; Shields & Ward-Warmedinger, 2000). Specifically, job satisfaction among faculty members was highly influenced by the leadership of their supervisors, rewards for work completed, the working conditions/environment of the institution, and opportunities for growth and advancement (Hooda & Singh, 2014; Kochar, 2008). While the previously mentioned studies created urgency around the topic of job satisfaction among faculty members at CCCU institutions, the findings of this study helped shed light on the importance of institutions

valuing the satisfaction of their faculty members. Most of the factors cited that influence job satisfaction among this group of employees was studied within the ASEQ survey.

Second, this study emphasized job satisfaction levels among generational cohorts and gender within the context of faculty members. Within CCCU institutions, that pairing has little representation among faculty member studies. Kalik and Wasimuddin (2010) studied the difference in job satisfaction levels among various ranks and age within faculty members, finding Associate Professors reported higher levels of job satisfaction than full Professors, and younger faculty members exhibited higher levels of job satisfaction than their older colleagues. Within this study, Full Professors reported higher levels of job satisfaction than Associate Professors, and Baby Boomers faculty members reported higher levels of job satisfaction, on average, than Millennial faculty. This indicates an alternative outcome from previous studies, suggesting a need for further exploration.

Third, the additional layer of research within this study explored differences in satisfaction levels between male and female faculty members. This is another area of research with little representation within CCCU studies. Tahir and Sajid (2014) revealed a significant difference in male and female faculty member satisfaction levels, citing lower levels of job satisfaction among male faculty members in their job satisfaction study. However, within the current study, male faculty members overall reported slightly higher satisfaction levels than female faculty members, indicating a disparity in results from previous studies. This indicates a need for future research within the CCCU on male and female job satisfaction levels.

Contributions to Profession

Understanding job satisfaction among faculty members in higher education was the cornerstone of this study. To further advance this study, generational values and differences were introduced to incorporate a reflection of age diversity represented in the modern-day workplace. Generations value different things within their work and life settings. Job satisfaction has often been researched as a foreshadowing of absenteeism, performance, and turnover. Although there was still debate on a widely accepted correlation of job satisfaction and performance among researchers, Mangione & Quinn (1975) discovered workers that exhibited higher levels of job satisfaction usually demonstrated higher levels of productivity. Mangione and Quinn (1975) and Clegg (1983) both discovered a negative correlation between job satisfaction and worker absenteeism, suggesting employees who did not like their job were less motivated to arrive to work on time or at all. The relationship between job satisfaction and turnover has been proven in many studies citing employees who experience job dissatisfaction are more likely to leave their job in the immediate future (Akerlof et al., 1988; A. E. Clark, 2001; Freeman, 1980; Shields & Ward-Warmedinger, 2000).

Though it was easy to assume job satisfaction factors will remain constant within an industry, this study introduced some hesitation in assuming defaults across the board. This study aimed to confirm some factors within the CCCU, but revealed a need for future research, as the research discovered the same factors impacting job satisfaction among faculty members within higher education as a whole did not apply to the smaller subset of schools within this sample population.

The purpose of this research study was to determine whether any significant differences existed between generational cohorts, gender and employment status, and reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). The study discovered there were no significances within those variables, but the variables of faculty rank and teaching disciplines could be used to draw some generalizations from these institutions. A confidence level of 90% within faculty rank and 85% within teaching disciplines was still significant within the profession of higher education. There was no statistical significance within this data; however, leaders within higher education could feasibly use a 90% or 85% confidence level to draw their own conclusions. Leaders using these findings would need to identify generalizability as it applies to their institution.

This study aimed to influence institutional objectives and values to make any necessary adjustments in attracting and retaining faculty members. If institutions understood general satisfaction levels among their faculty members, they would be better prepared to address any major retention concerns, thereby reducing faculty turnover at their institutions. Which, in turn, may positively impact their financial stability by retaining faculty members who align with institutional values.

Younger generation faculty members exhibiting lower levels of job satisfaction would introduce signals to their institutions. Those institutions should then adjust their practices to ensure longevity among these faculty members. Younger faculty members likely have longer tenures than those faculty members belonging to older generations, who will retire in the coming years. Placing the right emphasis on the younger faculty

members would ensure greater job satisfaction and may lead to declines in turnover rates. Overall, this can help CCCU institutions retain valuable employees.

Higher education institutions, similar to other industries, are not immune to the challenges of employee turnover and retirement, especially among faculty members. To attract desired faculty, institutions must have adequate processes in place. These efforts can minimize the inevitable costs associated with turnover. Once onboarded, an additional challenge arises to retain those faculty members valued by the institution.

Limitations

This study was not immune to limitations and assumptions. First, there was an assumption there would be an overall difference of satisfaction levels among generations, but the study did not support that theory. Second, the nature of self-reporting requires a level of trust given to each participant and assumed each would respond in an honest manner. Third, this study aimed to draw overarching conclusions about the larger CCCU institution context, but the diverse makeup of institutions within the CCCU make it difficult to conclude definitive generalizations based on data from a few member institutions.

Fourth, the overall number of participants was not enough to make widespread generalizations about all CCCU faculty members, so the data did not demonstrate statistical significance. The small number of responses was partially due to the survey launching at the beginning of the COVID-19 pandemic, which caused significant stress on faculty members across the United States. Fifth, the number of participants who represented relevant demographics (i.e. generational cohort, gender, faculty rank,

teaching disciplines) was unequally represented in number, which resulted an unintended weight towards some groups over others.

Sixth, the survey instrument emphasized research in its questions, but CCCU institutions are often teaching institutions. This emphasis could have impacted participant responses. Lastly, some questions within the survey were confusing and left room for interpretation, which could have resulted in inconsistent responses by participants.

Conclusion

The higher education industry was no stranger to job satisfaction studies. This study aimed to provide insight into a sector of higher education experiencing little exploration of this topic— the private, nonprofit, Christian institution. The purpose of this study was to determine whether any significant differences existed between generational cohorts, gender and employment status, and reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). This study aimed to influence institutional objectives and values to make any necessary adjustments in attracting and retaining faculty members. It was hypothesized that Baby Boomer faculty members would exhibit higher levels of job satisfaction than Millennial faculty, female faculty members would report higher levels of job satisfaction than male faculty members, especially within the older generations, and full-time faculty members would exhibit higher levels of job satisfaction than part-time faculty members. These hypotheses did not demonstrate statistical significance. Additional observations within faculty rank and teaching disciplines revealed a stronger impact on job satisfaction within this sample population, indicating room for leaders to

assess generalizability within their institutions. These factors also introduced areas of future study.

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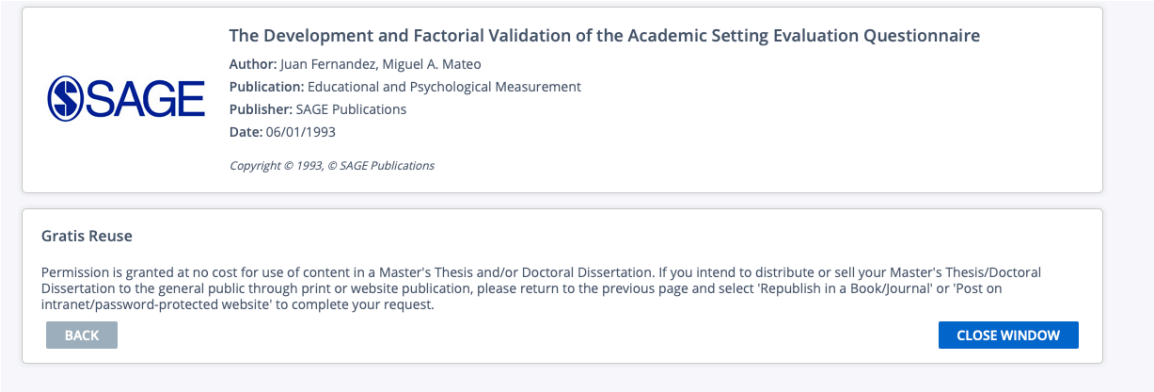
Appendices

Appendix A: Academic Setting Evaluation Questionnaire (ASEQ)

Academic Setting Evaluation Questionnaire

1. The material conditions in which I carry out my work are satisfactory.
2. Economically it is made possible for me to carry out my research.
3. I am given institutional help to publish my studies.
4. I consider my university teaching activities to be fairly paid.
5. I feel supported by my colleagues in the activities I carry out as a faculty member.
6. The academic context encourages my professional work.
7. There is satisfactory academic communication among the members of my department.
8. My human relationship with my departmental colleagues favours my academic/professional activity.
9. Teacher selection systems are suitable.
10. Teaching activity control systems are appropriate.
11. There are clear criteria for evaluating research activities.
12. There is agreement between my expectations of what a faculty member should be and what s/he in fact is.
13. Society appreciates the work done by university faculty.
14. University institutions stimulate me to improve as a university faculty member.
15. Teacher promotion systems are appropriate.
16. I have been prepared institutionally to carry out my duties as a researcher suitably.
17. The prospects for my work as a faculty member are favorable.
18. Future prospects as a university researcher are favorable.
19. I find adequate institutional aid to solve my professional problems as a faculty member.
20. I have sufficient time to carry out my research duties.
21. Students show interest in the subject that I teach.
22. University institutions encourage my research activity.
23. The civil service system is appropriate for carryout faculty's teaching and research functions.
24. Students ask about their doubts in the time set aside to receive them.
25. Students' opinions are taken into account with the aim of improving my teaching.
26. The faculty of the department cooperate in the preparation/execution of the department's research programs.
27. Each year I take students' opinions into account when working out my teaching methodology.
28. I adapt my teaching to the particular characteristics/demands of each group of students.
29. Students' work adapts easily to the demands of my subject.
30. Labor contracts would enable faculty duties to be carried out better.
31. Some "objective" system of evaluation of teach faculty member's research work is necessary.
32. Students show differential evaluation of each faculty member according to his/her teaching quality.
33. I feel supported by my departmental colleagues in my research.

Appendix B: ASEQ Authorization



The Development and Factorial Validation of the Academic Setting Evaluation Questionnaire

Author: Juan Fernandez, Miguel A. Mateo
Publication: Educational and Psychological Measurement
Publisher: SAGE Publications
Date: 06/01/1993

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BACK CLOSE WINDOW

Appendix C: Demographic Survey Questions

In which year range were you born?

- Before 1946
- 1946 – 1964
- 1965 – 1980
- 1981 – 1997
- After 1997

What is your gender?

- Male
- Female
- Prefer not to answer

How many faculty positions (full- and part-time) have you held during your career?

- 1 – 2
- 2 – 3
- 3 – 4
- 5 or more

How many years have you worked at your current institution?

- Less than 1 year
- 1 – 4 years
- 5 – 9 years
- 10 – 14 years
- 15 – 19 years
- 20 – 24 years
- 25 or more years

Are you considered a part- or full-time faculty member at your institution?

- Part-time
- Full-time

What is your rank within your institution?

- Adjunct
- Instructor
- Assistant Professor
- Full Professor
- Other

Have you been granted tenure at your institution?

- Yes
- No

If you have not been granted tenure at your institution, are you currently in a tenure-track position?

- Yes
- No
- N/A

In which area or department do you primarily teach?

- The Arts
- Business
- Christian Studies
- Computer Science & Mathematics
- Education
- Engineering
- English & Humanities
- Health Sciences
- Natural Sciences
- Social Sciences

Do you have intentions to leave your current institution?

- Yes
- No

Appendix D: Survey Invitation

Good afternoon,

I am seeking participation from CCCU faculty members in a job satisfaction study specific to those in academics to be used in my dissertation for my Doctor of Business Administration at George Fox University.

If you currently hold or have formerly held a faculty position at a CCCU institution, you qualify to complete this survey.

Purpose of the Study: The purpose of this research study is to determine whether any significant differences exist between generational cohorts and gender, and their reported levels of job satisfaction among faculty at institutions within the Council of Christian Colleges and Universities (CCCU). This study aims to influence institutional objectives and values to make any necessary adjustments in attracting and retaining faculty members. Segmenting the data by generations reflects the distinct generational cohorts in today's workplace. If institutions understand general satisfaction levels among their faculty members, they will be better prepared to address any major retention concerns, reducing faculty turnover at their institutions. Which, in turn, may positively impact their financial stability by retaining faculty members who align with institutional values.

The survey should take less than 10 minutes to complete and will **remain open until 5:00PM EST on Friday, March 27th**. Most of the questions were generated through an already established and validated survey, which may explain some of the wording.

You can access the survey here: SURVEY

Your responses will remain confidential and anonymous. Both full- and part-time faculty are encouraged to participate.

Thank you for your participation, it is greatly appreciated!

Heather Vaccaro

Appendix E: IRB Approval

GEORGE FOX UNIVERSITY HSRC INITIAL REVIEW QUESTIONNAIRE **Page 6**

Title: Job Satisfaction Among Faculty Members at Two CCCU Institutions: A Generational and Gender Study

Principal Researcher(s): Heather C. Vaccaro

Date application completed: 01/13/2020

(The researcher needs to complete the above information on this page)

COMMITTEE FINDING: For Committee Use Only

☑ (1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

☐ (2) Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the **HSRC** on a basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

☐ (3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) on non-compliance:

☐ (4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.

Chair or designated member

1/15/20

Date