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The Predictability Of Selected Academic, Demographic, And Job-Related Factors On The Job Satisfaction Of Faculty Members Employed At A Historically Black University

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THE PREDICTABILITY OF SELECTED ACADEMIC, DEMOGRAPHIC, AND JOB-RELATED FACTORS ON THE JOB SATISFACTION OF FACULTY MEMBERS EMPLOYED AT A HISTORICALLY BLACK UNIVERSITY

DISSERTATION

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The purpose of this study was to examine the predictability of selected academic, demographic, and job-related factors on the job satisfaction of faculty members employed at a Historically Black University. Specifically, this study was concerned with the relationship between academic (tenure status, academic discipline, and professional development), demographic (gender, ethnicity, and years of experience), and job-related interaction with faculty interaction with faculty and staff and interaction with students) factors and the overall job satisfaction among faculty members.

A predictive correlational research design was employed in the present study. One hundred two (102) faculty members employed at an Urban Historically Black University were selected to participate in the study. Two instruments entitled the "Job Satisfaction Survey" and the "Demographic Profile Sheet" were used by the researcher to collect the data.

There were three hypotheses tested in this study. All three hypotheses were tested for the relationship and predictive power of selected academic, demographic, and job-

related factors associated with job satisfaction among faculty members employed at a Historically Black University. Hypotheses one and three were found to be significant.

Relative to hypothesis one, the academic factors of tenure status, academic discipline, and professional development were found to be statistically related to total job satisfaction. The variable academic discipline was found to be an independent predictor of total job satisfaction among faculty members.

Further, regarding hypothesis three, the job-related factors of interaction with faculty and other faculty, interaction with faculty and staff, and faculty interaction with students were found to be statistically related to total job satisfaction. The variable interaction with students was found to be an independent predictor of the total job satisfaction among faculty members.

The study implied that the significant influence of academic factors on the total job satisfaction among faculty members recommends that administrators on higher education campuses who specifically work with the faculty should be aware of the relationship between academic-related factors and job satisfaction.

Keywords: *academic discipline, academic rank, job satisfaction, tenure status*

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DEDICATION

In loving memory of "Mother Dear", Charlie Mae Phillips, my beautiful ingenious queen and awe-inspiring mother, best friend, first teacher, role model, love of my life, life coach, and mentor. May you rest in heavenly peace knowing that your exceptional fundamental tools, labor, and investments you ingrained in me have allowed me to persevere throughout my dissertation process. I am forever grateful for the knowledge, strength, wisdom, and zeal you demonstrated from childhood to adulthood your will-living legacy shall prevail. At the end of your Road, I thank you for sharing valuable nuggets to soar and to finish strong in my educational journey.

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CHAPTER I

INTRODUCTION

The role of universities is to cultivate professional talent in a variety of fields. As the most prolific human resource, faculty can play an important role in ensuring student success and in creating productive employees (Kuwaiti et al., 2020). Professors play a critical role in determining the quality of university education and helping a country develop its educational system. To improve the quality of higher education, faculty job satisfaction is a critical concern. The faculty is the heart and soul of an institution of higher learning because this component of the university undergoes less transition. It makes sense that the individuals in this unit are the ones on college campuses who need to be the most satisfied in what they do. Higher education's success is heavily dependent on the faculty's job satisfaction. Research has examined faculty job satisfaction (Larsson & Alvinius, 2019; de Lourdes Machado-Taylor et al., 2016) and has proven that job satisfaction can be influenced by many factors (Janib et al., 2021; Ngirande, 2021).

Research has been conducted for decades on the concept of job satisfaction. Job satisfaction is probably one of the crucial issues for administrators on college campuses (Bentley et al., 2015; Roach & Sauerman, 2010). It is well documented in the occupational spectrum that how an individual feels about his or her job is positively related to how he or she performs on the job (Moguerou, 2002; August & Waltman, 2004; Bozeman & Gaughan, 2011; Bender & Hegwood, 2006). Knowinno (2013) found that faculty members, especially those who teach at the graduate level, were 9.1. times more likely to remain at the university than those individuals employed in the business sector.

Furthermore, in the higher education arena, there are several sets of factors that have been found to have some predictability with regard to job satisfaction among faculty members on college campuses. One set of these factors is the demographic characteristics associated with faculty members. Male faculty members generally have been found to have a higher level of job satisfaction than their female counterparts (Sabharwal & Corley, 2009). Similar findings were recorded concerning ethnicity. White faculty members were found to have significantly higher levels of job satisfaction than their minority colleagues. Surprisingly, according to the variables of age and years of experience faculty groups seem to have similar degrees of job satisfaction (Gormley, 2003; Hagedorn & Sax, 2004; Turner, 2002; Zhang et al., 2008).

Another set of factors reported in the literature that have had some predictive validity about job satisfaction among faculty members is those about the academic aspect of the university. Teaching quality, along with academic discipline tenure and professional development were found to have some predictive power with respect to faculty members' job satisfaction (Terpstra & Honoree, 2004; Chen, 2011; Haber & Mills, 2008; Trower & Chait, 2002).

Finally, the third set of factors that appear to have a predictable relationship with job satisfaction among faculty members are those associated with how they relate to their colleagues and students. The findings regarding the relationship with faculty members in and outside of their department are contradictory, to say the least. Male and female faculty members' levels of job satisfaction are based on issues such as opportunities for advancement, research support, inequitable treatment, and so forth (Kelly & McCann, 2014; Ward & Wolf-Wendel, 2012; Seifert & Umbach, 2008; Austin et al., 2007).

Purpose of the Study

The purpose of this study was to examine the predictability of selected academic, demographic, and job-related factors on the job satisfaction of faculty members employed at a Historically Black University. Specifically, this study was concerned with the relationship between academic (tenure status, academic discipline, and professional development), demographic (gender, ethnicity, and years of experience), and job-related (interaction with faculty and other faculty, faculty and staff, and faculty interaction with students) factors and the overall job satisfaction among faculty members. Answers to the following questions were sought:

- Do academic factors (tenure status, academic discipline, and professional development) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?
- Do demographic factors (gender, ethnicity, and years of experience) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?
- Do job-related factors (interaction with faculty and other faculty, interaction with faculty and staff and interaction with faculty and students) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?

Significance of the Study

The influence of selected academic, demographic, and job-related factors on the job satisfaction of faculty members employed at a Historically Black University provides important data to administrative officials on the work behavior of these individuals and

how the above factors impact this behavior. By understanding the predictable relationship between academic, demographic, and job-related factors and job satisfaction, university officials can develop employment strategies to optimize this association among faculty members to enhance the job opportunities as well as the university culture for, not only faculty members but the university personnel.

Additionally, data generated from this study will aid college administrators, including department chairpersons in understanding the significance of the working environment in conjunction with institutional climate on the job satisfaction among faculty members. An awareness of the effect of the above institutional factors on job satisfaction will have great significance in the development and implementation of programs to improve the working conditions on college campuses.

Lastly, the information collected from this empirical study assists college administrators, especially those who are responsible for hiring and retaining competent faculty members with understanding the significance of academic, demographic, and job-related factors with regard to the job satisfaction of faculty members. Being cognizant of the aforementioned factors that have a direct positive or negative effect on the job satisfaction of faculty members is helpful to administrators on college campuses in their effort to develop statistical models to predict those educators who will most likely stay at the university.

Theoretical Framework

The present study is based on the Job Characteristics Model developed by Hackman and Oldham (1976). The theoretical model argues that five core job

characteristics impact job satisfaction among faculty members. The five core job characteristics are autonomy, feedback, skill variety, task identity, and task significance.

Based on Hackman and Oldham (1976, pp. 257-258), the following definitions and explanations are presented:

1. Skill variety— Skill variety is the degree to which a job requires a variety of different activities that utilize the use of different skills and talents.

When a task requires a person to engage in activities that challenge or stretch his skills and abilities, that task almost invariably is experienced as meaningful by the individual. Many parlor games, puzzles, and recreational activities, for example, achieve much of their fascination because they tap and test the intellective or motor skills of the people who do them. When a job draws upon several skills of an employee, that individual may find the job to be of enormous personal meaning if, in any absolute sense, it is not of great significance or importance.

2. Task identity— Task identity is the degree to which a job requires a variety of different activities that utilize the use of different skills and talents is the degree to which the job requires the completion of a whole and identifiable piece of work that is doing a job from beginning to end with a visible outcome.

If, for example, an employee assembles a complete product (or provides a complete unit of service) he should find the work more meaningful than would be the case if he were responsible for only a small part of the whole job, other things (such as skill variety) assumed equal.

3. Task significance— Task significance is the degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment.

When an individual understands that the results of his work may have a significant effect on the well-being of other people, the meaningfulness of that work usually is enhanced. Employees who tighten bolts or nuts on aircraft brake assemblies, for example, are much more likely to perceive their work as meaningful than are workers who fill small boxes with paper clips—again, even though the skill levels involved may be comparable.

4. Autonomy— Autonomy is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out (Hackman & Oldham, 1976).

The job characteristic predicted to prompt employee feelings of personal responsibility for the work outcomes is autonomy. To the extent that a job has high autonomy, the outcomes depend increasingly on the individual's *own* efforts, initiatives, and decisions rather than on the adequacy of instructions from the boss or on a manual of job procedures. In such circumstances, the individual should feel strong personal responsibility for the successes and failures that occur on the job.

5. Feedback- Feedback from the job is the degree to which carrying out the work activities required by the job results in the individual's obtaining direct and clear information about the effectiveness of performance.

The job characteristic that fosters knowledge of information a worker receives about his or her performance, and the extent to which he or she can see the impact of the work. The more that people are told about their performance, the more interested they'll be in doing a good job.

According to Hackman and Oldham (1976), these five characteristics are assumed to have a significant effect on the psychological state of individuals, such as faculty members in the workplace. Moreover, the five core characteristics when combined tend to be used as a measure of how likely a job affects an employee's attitude and behavior within the workplace. The way individuals such as faculty members feel or the state of mind, they have regarding their workplace is influenced to a large extent by a variety of characteristics such as academic, demographic, and job-related factors. How faculty members view their jobs based on the core job characteristics has provided them with feedback to help them understand the workplace. An understanding of the workplace has led faculty members to be more motivated to perform their work at a high level and enhance job satisfaction.

Statement of Hypotheses

The following research hypotheses were formulated from the purpose and research questions generated in this empirical study:

H_1: There is a statistically significant predictable relationship between academic factors (tenure status, academic discipline and professional development) and the overall job satisfaction among faculty members.

H_2: There is a statistically significant relationship between demographic factors (gender, ethnicity and years of experience) and overall job satisfaction among faculty members.

H_3: There is a statistically significant predictable relationship between job-related factors (interaction with faculty other faculty, faculty with staff and

interaction of faculty with students) and the overall job satisfaction among faculty members.

Assumptions

The following assumptions were made about this research endeavor:

- It was assumed that the Job Satisfaction Survey will accurately measure the overall job satisfaction among faculty members.
- It was assumed that academic, demographic, and job-related factors do have some explanatory predictive power regarding job satisfaction among faculty members.
- It was assumed that faculty members were forthright in their responses to the survey because of their position within the university.
- The overall job satisfaction of faculty members, who are a major component of the university, to a large extent, represents the job satisfaction of other university personnel on campus.
- Finally, it was assumed that overall job satisfaction is a significant and crucial issue regarding the overall morality of the University.

Limitation/Delimitations

The study observed the following limitations and delimitations:

- The study was limited to faculty members employed at a university in the southern region of the United States.
- The study was limited to data collected from the survey instrument.
- The study was limited to the faculty members employed at a four-year Historically Black University, who teach at least two courses.

- The generalizations drawn from the findings of this study are limited to faculty members employed at similar universities.
- Finally, the study was limited to the overall job satisfaction of faculty members.

Definition of Variables/Terms

The following variables/terms were operationally defined to provide clarity and understanding about the focus of the current empirical study:

- Academic Discipline – refers to the academic area where a faculty member is teaching.
- Academic Rank – refers to whether a faculty member is an instructor, an assistant professor, an associate professor, or a full professor.
- Ethnicity – refers to whether or not a faculty member is minority or non-minority.
- Faculty member – refers to a university employee who teaches academic courses in a specific field of study.
- Gender – refers to whether a faculty member is male or female.
- Higher Education Institution – for the purpose of this study, refers to a four-year institution of higher learning.
- Historically Black College and University -refers to an institution defined by the Higher Education Act of 1955 as any historically Black college or university that was founded before 1964, whose principal purpose was to educate African Americans.

- Interaction with faculty and staff – refers to how important a faculty member views his or her relationship with colleagues at the university. This variable will be measured on the following four-point scale excellent, good, fair, or poor.
- Interaction with students – for this purpose of this study, Interaction with students refers to how important a faculty member views his or her relationship with students at the university. This variable will be measured on the following four-point scale of excellent, good, fair, or poor.
- Job Satisfaction – for the purpose of this study, job satisfaction refers to the faculty member's overall raw score value computed from the Job Satisfaction Survey.
- Professional Development – refers to whether or not a faculty member was engaged in professional development activity during the academic school year.
- Professional Growth and Advancement – refers to the number of enhancement activities a faculty member will be involved with during the academic school year.
- Tenure status – refers to whether or not a faculty member has obtained tenure at the university.
- Years of Experience – refers to the total number of years a faculty member has taught.

Organization of the Study

This predictive correlational study was organized into five chapters. Chapter 1 includes the introduction to the study, statement of the problem, significance of the study, limitations of the study, and the operational definitions of variables and terms.

Additionally, Chapter 2 contains the literature related to the influence of academic, demographic, and job-related factors on job satisfaction among faculty members. Chapter 3 addresses the methodological framework of the study. It also addresses the population and research setting, sampling procedures, instrumentation, validity and reliability of the instrument, data collection procedures, statistical analysis, and evaluation of statistical assumptions.

Further, Chapter 4 includes the analysis of data. In this chapter, the data is presented in tabular formats with statistical interpretation ending with a summary of the chapter. Finally, Chapter 5 contains the summary of the dissertation, findings, and conclusion. This chapter also includes a discussion, implications, and recommendations.

CHAPTER 2

LITERATURE REVIEW

Job satisfaction is a key concept of people's feelings and beliefs about their jobs and its environments, which motivates individuals to work productively. Job satisfaction leads to productivity, influences individuals' physical and mental health, raises job commitment, brings life satisfaction, and provides individuals with more learning opportunities. Job satisfaction is among the commonly discussed phenomena in the psychology of business and human resource management, attesting to the importance it carries. A person's job satisfaction indicates their feelings toward their work (Spector, 2022). Brown and Peterson (1993) asserted that job satisfaction is a key factor in commitment to one's job. Whereas Liu, Liu, and Hu (2010) affirmed that job satisfaction is a factor in an employee's intent to quit or change jobs.

Job satisfaction is an important predictor of job switching. Knowledge of the predictors of job satisfaction offers business owners and management staff the ability to shape the work environment so that the most valuable, loyal, and experienced employees can be retained in the company. This literature review will examine the following academic, demographic, and job-related factors gender, race, and years of experience.

This chapter is divided into the following five sections. Section I addresses the literature pertaining to Job Satisfaction of Faculty members. Section II deals with literature concerning Academic Factors and Job Satisfaction. Section III entertains literature regarding Demographic Factors and Job Satisfaction. Section IIII provides literature regarding Job-Related Factors and job satisfaction. Finally, Section V gives a

summary of the literature regarding the relationship between demographic, academic, and job-related factors and job satisfaction.

Job Satisfaction of Faculty Members

Professors' job satisfaction in academia has been studied by many higher education researchers. A number of factors are associated with the job satisfaction of university professors, including the school environment, the administration, relationships with colleagues, and evaluations (Hee et al., 2020; Yoon, 2020).

The study by Chen (2023) explored professors' satisfaction with their jobs and the factors that contribute to it. The questionnaire survey was completed by 117 professors, and 50 of them conducted one-on-one interviews. Professors' satisfaction with their working conditions, the factors that might affect their job satisfaction, and demographic information were all included in a questionnaire that the researcher developed. As a matter of teaching-related professional development activities held by departments or universities, the most important variable influencing job satisfaction was the duty of instruction. In relation to research, service, and advice duties, a number of crucial variables affected job satisfaction, including ‘‘the environment, support, and equipment’’ provided to fulfill them. Participants ranked service, instruction, advising, and research as the four most important duties that influenced their overall job satisfaction. According to findings based on analysis of each factor, professors were most satisfied with their service duty, followed by their research duty, advising duty, and, finally, their instruction duty.

According to interview results, most professors are satisfied with their jobs. Nevertheless, they still complained about different aspects of the professor's job despite

being satisfied with it. According to qualitative data, faculty members were satisfied with their in-service duties because they could meet and interact with government, business, or other industry people, and they believed they could have a positive impact on society. University administrators were dissatisfied with administrative duties, which took too much time and led to high workloads and stress. There were widespread complaints about adjunct service requirements at schools and social interaction problems related to administrative tasks.

When it comes to teaching duties, professors were mostly satisfied by student feedback and accomplishments; they considered themselves able to offer some help and influence students; however, what dissatisfied professors were poor teaching evaluation systems and situations in which they were unable to provide good quality education or assist students in solving problems. The demands of publishing, adjunct administration, and consulting with students whose evaluations and promotions are regulated by the teacher evaluation and promotion systems also reduced their job satisfaction. In general, full professors reported greater satisfaction with their jobs than assistant professors. Despite the study's limitations, the results may not be representative of those of Taiwan's general academic community because the sample was dependent on professors' willingness to participate. In light of Chen's (2020) findings, future studies should explore how universities and their work environments, equipment, and regulatory flexibility could be enhanced to enhance professional development activities.

Among academic staff at a private academic institution, Hee et al. (2020) explored factors influencing job satisfaction. A more detailed investigation was conducted by Hee et al. with an emphasis on the relations between pay and benefits, work

environment, top management leadership, workload, and job satisfaction. In this study, data were collected through a questionnaire survey, and 82 responses were obtained. Pay and benefits, work environment, leadership at the top, and job satisfaction were found to be significantly correlated. Therefore, top management leadership continues to influence job satisfaction in a significant way. According to the findings, job satisfaction is significantly correlated with pay and benefits. Accordingly, academic staff are more satisfied with their jobs when their pay and benefits are higher. Future research can address some of the limitations of this study. To begin with, the research context and findings were limited to a single academic institution. Consequently, the results may not apply to the entire education industry nationwide. In future studies, the population may be expanded to include more institutions and additional variables may be explored to predict job satisfaction.

Mgaiwa (2021) assessed academics' perceived work environment in addition to the demographic characteristics examined (age, gender, work experience, marital status, and academic rank) to determine their job satisfaction. There were 116 academics (93 men and 23 women) who participated in the Perceived Work Environment Inventory and the MSQ. The results demonstrated that academic freedom, participative decisions, teamwork, supervision, and resources are significant predictors of academic job satisfaction. This study had three shortcomings. The findings were analyzed based only on self-reported data. Since self-reported data can be exaggerated by socially desired responses, self-reported data are not consistently dependable in the same way as data acquired across behavioral measures. Furthermore, this study did not use random sampling procedures and did not use a reasonable sample size due to practical research

constraints; therefore, the size of the sample should be increased in future research. Moreover, only one survey was used to collect data for the present study. In light of the limitations of the present research, future research should attempt to accumulate longitudinal data regarding employee satisfaction over time in order to assess its stability. However, statistically significant findings indicate correlation rather than causation since the perceived work environment served as a predictor variable and academics' job satisfaction served as a criterion construct.

Herzberg's taxonomy still has considerable influence on job satisfaction studies. Recent efforts undertaken by Hagedorn (2000) to build a theoretical model to explain the job satisfaction of faculty members acknowledged motivators and hygiene factors. At the same time, the model also considers what Hagedorn termed trigger variables, defined as significant life events affecting job satisfaction. The influence of a changing environment on job satisfaction and job stress was analyzed in 19 higher education systems by Shin and Jung (2014), concluding that market-oriented managerial reforms are the main source of academic stress while the high social reputation of academics in their society and academic autonomy are the source of job satisfaction.

An empirical study conducted by Bentley et al. (2015) examined job satisfaction from a comparative perspective through Hagedorn’s theoretical model. Their results showed that the available time for research and institutional resources are among the variables that have a positive incidence on academics’ job satisfaction. The authors interpret that these results are related to the recent changes in university systems and the pressure for universities around the world to do more with fewer resources. On the other

hand, the positive effect of available time for research on job satisfaction coincides with the "taste for science" (Roach & Sauermann, 2010) found in academia.

OECD Knowinno (2013) showed that the likelihood of working as a researcher (or in a job related to doctoral studies) is higher in the university sector than in other sectors. This difference is especially significant in the Spanish case study where the odds of working as a researcher are 19.2 times higher for those working at a university than for those in the business sector. Likewise, the probability of holding a job related to doctoral studies is also 9.1 times higher among those working at the University than in the business sector. Secondly, although the University sector concentrates the higher share of Ph.D. employees in the labor market, all non-university sectors (industry, government, and non-profit organizations) represent approximately 58% of the total employed.

Moguerou (2002), and Bender and Heywood (2006) analyze job satisfaction—defined as a categorical response to a general question about the feelings an individual has for their job—in the United States. The authors consider the same data sample: the Survey of Doctorate Recipients (SDR) in the United States, which contains 35,000 individuals with a Ph.D. in the sciences ("hard" and social) and engineering. Both studies report a U-shaped age profile for job satisfaction (especially among males).

The HBCU environment provides a unique opportunity for students to interact with faculty and staff members who primarily resemble themselves while studying their chosen field of study. A study conducted by Golden et al. (2017) examined the role of faculty mentoring in assisting students in their pursuit of higher education. There is a growing body of literature indicating that HBCUs offer mentoring opportunities to students. There are typically more responsibilities related to teaching, advising, and

service at HBCUs (Golden et al., 2017). Faculty members at HBCUs may have different motivations and job satisfaction than those at other institutions of higher learning due to the rigor of their curriculum.

A study by Topchyan and Woehler (2021) detected some differences in terms of gender and faculty status when examining the relationship between gender, years of teaching experience, and job satisfaction. Full-time faculty had a higher level of job satisfaction than part-time faculty, while the duration of teaching experience did not directly correlate with job satisfaction. Female teachers were more engaged with student interaction and had a higher level of job satisfaction.

Academic Factor Tenure Status and Job Satisfaction

In recent years, there has been an increase in the use of temporary contracts in academia. The consequences of this key trend for researchers' job satisfaction have, however, been examined in a limited number of studies. A tenured position provides researchers with more job security and stability, reducing future uncertainty.

A study conducted by Uwannah (2023) examined how organizational support, work-family conflict, and job tenure affect women's commitment and satisfaction at work in public universities. An ex-post-facto survey research design was used in this study. Using a multi-stage stratified random sampling method, a sample of 1,456 working mothers was selected from thirteen (13) public universities. To collect data from participants, four validated instruments were used, including a Job Commitment Scale, a Job Satisfaction Scale, an Organizational Support Questionnaire, and a Work-Family Conflict Scale. Those female employees with family commitments and childrearing responsibilities have lower job satisfaction and commitment due to work-family conflict.

Working mothers in public universities are significantly affected by work-family conflict in terms of job commitment and job satisfaction. There is a significant impact of tenure on job satisfaction as older and more experienced employees are more likely to gain support from their colleagues and friends at work than new hires. As a result of the nature of women's existence and the gender roles they are confined to, job satisfaction is more complicated for women employees. There was a strong correlation between job tenure, organizational support, and work-family conflict. It was recommended that as employees who have spent longer on their jobs are more committed and satisfied, university management should strive to improve staff retention efforts. Moreover, childcare facilities should be available in all units, nursing mothers should have flexible resumption and closing times, and maternity leave should be extended to 16 weeks to enhance their commitment and satisfaction.

Simmons et al. (2022) using job satisfaction indicators, the study examined similarities and differences between tenured and nontenured faculty on both academic career pathways. Based on a survey of 927 social work faculty in the United States, five indicators of job satisfaction were used to better understand the differences and similarities between the two groups: professional connectedness, workplace empowerment, career satisfaction, stress, and belief in fairness in the workplace. It has been found that non-tenure track faculty members have lower career satisfaction than tenure-track faculty members. With regard to job satisfaction, findings indicate that both groups report high levels of job satisfaction. There was also a consensus among respondents that organizational unfairness is based on gender, ethnicity, and academic rank. Faculty on non-tenure tracks report significantly higher beliefs about organizational

unfairness for both gender and academic rank than faculty on tenure tracks. In spite of limitations, the study's findings indicate that social work professors need to support workplace fairness. Across both TT and NTT social work faculty, the results indicate an overarching positive sense of job satisfaction. There are more similarities than differences between faculty respondents along the two pathways.

A study by Castellacci and Vias-Bardolet (2021) studied how job satisfaction is affected by the types of contracts (permanent versus temporary). Researchers in all European countries were surveyed for the second edition of the Mobility Survey of the Higher Education Sector (MORE2) to conduct the empirical analysis. A comprehensive cross-country analysis of the relationship between job security and satisfaction in academia can be conducted using the dataset, which provides rich information about 10,000 European researchers. HEI researchers' job satisfaction is influenced by tenure in academic institutions. Permanently employed academics report greater job satisfaction than their temporary colleagues. The results also indicate that academic tenure is a more important factor for young and intermediate-stage researchers than older or more experienced researchers. According to the researchers, future empirical research should examine the relationships between country-specific characteristics of academic labor markets and, the regulations regarding temporary work, and the working conditions and job satisfaction of academics in different European countries.

Manjounes (2016) explored how tenure affects faculty retention and productivity in departments of business administration and social science using mixed-methods research. At both tenure-granting and nontenure-granting institutions, faculty perceptions of tenure and the tenure process were compared. Interviews with faculty members, three

focus groups, and reviews of college and university public documents were conducted to collect data. The qualitative component involved 14 interviews with tenured faculty members (6) and nontenured faculty members ((8); those with the possibility of tenure but had not yet achieved it, as well as those without tenure) faculty members, in addition to two focus groups (13).

Based on the results of this study, tenured and non-tenured faculty have different levels of publication and presentation productivity. The number of presentations and publications among tenured professors was significantly higher than that of this group when compared to both of the other groups. In this study, tenured professors were found to remain productive even after attaining tenure. The results of this study indicate, however, that tenured and non-tenured faculty have different levels of professional publication and presentation productivity. There were no statistically significant differences in productivity or retention between tenured, tenure-track, and nontenured faculty. There were differences in satisfaction levels, longevity, perceptions of productivity, and definitions of productivity between tenured and nontenured faculty at tenured versus nontenured institutions. In fact, the qualitative analysis revealed that faculty thought that productivity was more dependent on the individual and their needs.

A lack of statistical significance in productivity and retention, as well as faculty members' perceptions of satisfaction, productivity, and longevity, suggests that faculty members at tenure-granting as well as nontenure-granting institutions are satisfied and productive. According to data obtained from this study, higher education should review its tenure process to assess labor productivity before and after tenure.

It has been reported that tenure is primarily viewed as a factor that reduces faculty productivity by Nikolioudakis et al. (2015). It is further noted that although tenure systems differ from country to country, the common denominator is the ability to secure long-term employment for scholars (Nikolioudakis et al., 2015). According to their 2015 study, tenured faculty were more productive. A number of factors contributed to the increase in productivity observed. Productivity increases can be attributed to motivation, competition, and building reputations. In addition to wanting to grow in influence over their peers, tenured professors wanted to be productive over time. Further results showed that tenure-track faculty continued to engage in research and publication practices after tenure. Last but not least, job satisfaction that is derived from job security and other tenure-related benefits, such as lab facilities, paved the way for innovation and productivity.

Women are more likely to hold non-tenure-track and adjunct positions than male peers (Wolfinger et al., 2008) tenure is a goal and an accomplishment for many male and female academics, and one's location on the tenure ladder may affect satisfaction. Gaining tenure in an academic position is seen as an indicator of success and prestige (Tang &Tang, 2012) and most often contributes to overall job satisfaction. Researchers found that approximately 50% of faculty reported substantial stress in trying to balance the needs and duties of personal/family life with professional work (Wolfinger et al., 2008), and women faculty report more obstacles in moving up the tenure ladder, in part due to work-family balance (Hill et al., 2014).

Activities leading up to tenure often occur for faculty members who also wish to have young children. More often than men, women perceive the challenge of balancing

work and home responsibilities (Hill et al., 2014) and may opt to work part-time or that otherwise provides great flexibility, even seeing it with the illusion of choice (Wolf-Wendel & Ward, 2006). Perhaps because women and men had different timelines associated with starting families, causing women to perceive more barriers when trying to start or maintain a career in academia while also balancing a family (van Anders, 2004).

Relatedly, Wolfinger et al. (2008) found that having young children at home only worsens a woman's prospects of achieving upward mobility in the academic work environment, as does getting married, as women are more likely to revise their career goals for family (Ward & Wolf-Wendel, 2012). According to Wolfinger et al. (2008), conflicting timelines for childbirth and promotion/tenure result in women being more likely than their male counterparts to exit the workforce altogether. Both women and men need to perceive support from their work environments of their family aspirations to achieve greater job satisfaction (Moors et al., 2014), but because women take on most family responsibilities, women may feel less satisfied when there is an imbalance between work and family.

Academic Discipline and Job Satisfaction

Different discipline areas must be taken into consideration since different attitudinal and behavioral patterns are shaped by their distinctive epistemology, organizational commitments, and member social relationships (Xu, 2008). Also, when the disciplines are considered, the results are not conclusive with regard to gender. Thus, while some empirical evidence did not find differences in job satisfaction in male and female faculty by discipline (Hagedorn, 2000), other studies show discipline as an

important predictor of male and female job satisfaction (Sabharwal & Corley, 2009; Canal-Domínguez & Wall, 2013).

A quantitative study was conducted by Berzett (2017) to identify and compare factors associated with job satisfaction among full-time business faculty teaching in accredited business programs in public and master's level institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A total of 73 colleges and universities were considered for possible participation in this study by selecting full-time tenured, tenure-track, and non-tenure track business faculty employees. The researcher aimed to compare the job satisfaction of full-time business academics teaching in various disciplines in this region who were tenured, tenure track, and non-tenure track. This study identifies and selects 3,177 faculty members at the population institutions that meet these criteria. The study, however, carried forward a net total of 404 responses for further analysis.

The data for this study was collected via an online survey. Whittaker's (2015) survey instrument was adapted for the research purposes. Only the demographics and context related to faculty-specific demographics were modified by the researcher. A total of 87 questions were included in the adapted survey instrument for this study. During this study, participants were asked a variety of questions pertaining to their demographic status, including gender, age, academic status, rank, tenure status, education, the number of years of full-time teaching experience, the number of years of full-time professional business experience, the accreditation agency for the business program, the primary teaching discipline, the teaching venue, and the teaching load for the year.

Among the total participants, (353) were assistant professors, associate professors, and professors. A total of 43 faculty respondents were lecturers/instructors. Clinical faculty members and professors of practice constituted (8) of all respondents. A total of 195 faculty members have a full-time business experience of 1 to 10 years. Of the total respondents, (86) had between 11 and 20 years of full-time business experience. A total of 50 out of the total respondents have less than one year of full-time professional business experience. Of the total respondents, 45 were between the ages of 21 and 30.

Compared to second-career faculty, first-career faculty had statistically stronger correlations with job satisfaction. According to the factorial ANOVA, careers (first career and second career) and accreditation agencies (AACSB and ACBSP) do not influence job satisfaction substantially. Faculty teaching in AACSB and ACBSP accredited business programs did not exhibit statistically significant differences in job satisfaction after controlling for career status. In sum, the findings of this study indicate that in first-career academics, neither personal nor job characteristics play a significant role in predicting job satisfaction. The gender and educational level of second-career faculty are significant negative predictors of job satisfaction, but not the gender of first-career faculty.

Considering the relative importance of various factors in business programs, Berzett (2017) recommends that AACSB and ACBSP-accredited business programs periodically survey business faculty to determine how important the various factors are. The faculty's feedback and concerns should then be incorporated into policies as necessary. To enhance the job satisfaction of first-career and second-career business faculty, administrators in higher education should prioritize factors that matter to them.

This study found a high level of job satisfaction among full-time faculty in higher education and provided recommendations for future research. It is recommended to conduct a similar study using the same design and instrument but to broaden it to a national study to cover the other major geographical accreditation regions in the United States. Chartered Global Management Accountants, Certified Public Accountants and Society for Human Resource Management-Certified Professionals should also be considered as demographic variables in a future study.

An analysis of survey data by Fleischman et al. (2017) examined factors that contribute to and detract from career satisfaction among accounting faculty, controlling for demographic factors. Faculty members from elite and non-elite accounting programs participated in the study. Two hundred and sixty-six accounting professors, 116 EPs, and 150 NEPs completed a survey questionnaire. The average Career Satisfaction level of accounting faculty is less than five on a seven-point scale, which suggests there is room for improvement. Additionally, career satisfaction varies significantly across the sample based on the survey data. A comparison was made between tenured and untenured faculty members' career satisfaction. Historically, tenured faculty tend to have greater job satisfaction, as they've spent more time in the HBCU environment and have had more experience serving their institutions.

Tenured professors, however, are expected to devote more time to teaching and service. Due to constant administrative challenges, they may have become weary of their jobs, resulting in lower job satisfaction. A detailed analysis of cultural differences and career satisfaction factors between EPs and NEPs was presented in the findings. Considering whether top-tier academic research undermines the legitimacy and

sustainability of the accounting profession in the future was discussed as a potential area of future research.

As far as the accounting discipline is concerned, it is primarily unknown whether HBCUs impact job satisfaction. The job satisfaction of accounting faculty has been analyzed in limited studies. An examination of the characteristics, experiences, and attitudes of professional accounting faculty was undertaken by Boyle et al. (2015). Approximately 267 accounting faculty members from PO programs in the U.S. were interviewed about their experiences and perceptions of their roles in the accounting department. Faculty members generally expressed satisfaction with their academic roles. Students' interactions with faculty members are the primary motivating factors for professional accounting faculty members (Boyle et al. 2015). A further analysis concluded that administrators are generally more satisfied than non-administrators, indicating that administrators are, on average, happier. In addition, the ability to serve full-time as a faculty member was a significant factor in satisfaction. In terms of the following four measures, full-time faculty service was associated with increased satisfaction: "1) the degree to which they are treated as a valuable member of the accounting department, 2) the recognition received from the institution, 3) the training and resources available, and 4) the compensation received" (p. 7). Researchers found generally high satisfaction levels among 267 faculty members with PO accounting, except for advancement opportunities. Researchers in this study sought to better understand the characteristics, satisfactions, integrations, selections, training, feedback, goals, and professional activities of the PO accounting faculty.

Based on a survey of more than 1,000 psychology faculty across 229 universities, Kessler et al. (2014) found that gender differences were associated with aspects of departments in which faculty taught. For each department, faculty contact information was compiled from a comprehensive listing of psychology programs online. In total, 1,135 psychology faculty members were included in the study, working in 229 academic departments as full-time, tenured, or tenure-track faculty. In terms of gender, the sample of 1,135 faculty members includes 550 men and 560 women (the rest did not report their gender). Job satisfaction was assessed using a three-item global measure (Cammann et al., 1979). In teaching-oriented departments, women reported higher job satisfaction. Within psychology departments, there were a few significant gender differences. Men reported being more satisfied and productive in their jobs, as indicated by zero-order correlations. Among the women in their study, Kessler et al. revealed that socially oriented positions were more preferred by women, whereas data-oriented positions were preferred by men. Faculty job satisfaction was significantly influenced by both gender and academic discipline. Due to its narrow focus on psychology departments, the current study has some limitations. There might not be a generalization to other disciplines of the correlation between women faculty and lower academic ranks and lower research productivity. For a deeper understanding of the relationship between gender, age, tenure, self-confidence, and doctoral advising and mentoring, further research should incorporate these variables.

As part of their study, Hesli and Lee (2013) surveyed and analyzed all faculty members employed at US higher education institutions who were employed in departments of political science (and departments of government, public affairs, and

international relations). Full professors tended to be the most satisfied both in terms of professional satisfaction and job satisfaction, and greater productivity in terms of publications correlates with greater levels of professional satisfaction. In contrast, undergraduate teaching loads are relatively higher, which undermines job satisfaction and professional satisfaction. Across all ranks, there were no significant differences in satisfaction between women and men. Associate professors were less satisfied with their profession than full professors, regardless of gender. Despite this, minorities in political science departments had significantly lower levels of satisfaction. In exploring this finding, Hesli and Lee (2013) uncovered that different subgroup of faculty members experienced different levels of collegiality, resulting in reports of discrimination. A higher proportion of minority faculty report experiencing discrimination than nonminority faculty, and women report it more frequently than men. Faculty employment in higher ranked departments, faculty employment at private institutions, increased resources, nominations for awards, publications, and participation in political science conferences were all significantly associated with higher professional satisfaction and job satisfaction across the full sample of political science faculty.

Professional Development and Job Satisfaction

Mampuru et al. (2024) investigated how job satisfaction, loyalty, and retention are impacted by training and development. To collect data, a self-administered structured questionnaire was administered to 270 academics at the selected university using a quantitative research methodology. It was only intended for faculty at the chosen university who had been employed there for at least three years, were both male and female and were familiar with the organization's policies and procedures. Most

respondents thought training and development was helpful in boosting job satisfaction. Furthermore, the majority of respondents felt that job satisfaction helped boost loyalty. Studying training and development and job satisfaction found that there was a substantial positive relationship between them. Specifically, the findings of the study showed that job satisfaction and loyalty were strongly positively related. This study had some limitations. Training and development, work satisfaction, loyalty, and retention are only a few of the characteristics covered in the survey. In addition to advancement opportunities and rewards, morale and lifestyle preferences may affect academic careers as well. According to Mampuru et al. (2024), future studies should employ mixed methods in order to produce results based on generalized triangulation methodology.

Providing training and development to employees leads to high employee satisfaction and less employee turnover, according to Chaudhary and Bhaskar (2016). A few variables (training environment, course design, trainer quality, learning experience) were assessed by Tabassum (2021) in order to gauge faculty and staff satisfaction. To conduct this study, 380 male and female staff from various universities were asked to complete a questionnaire consisting of 30 items.

Professors, assistant professors, and lecturers comprised the respondents. There was a strong correlation between a positive learning experience, a positive classroom environment, and positive job satisfaction. Trainers' quality and job satisfaction were not significantly correlated. A few significant limitations of Tabassum's (2021) research are as follows: First, this study investigates the effects of four variables on dependent variables. As for the sample size, it was also a limitation. Some different factors were

proposed to be considered in future explorations, such as stronger abilities that contribute to success.

An investigation of job satisfaction in the education sector was conducted by Chaudhary and Bhaskar (2016). An exploration and descriptive research design was used. The sample was composed of 125 teaching staff members/faculty members from different universities. Data was collected from respondents using the survey method. Various items related to training and development and job satisfaction are included in the questionnaire. East Carolina University's Steven W. Schmidt developed a questionnaire based on his "Job Training and Job Satisfaction Survey." In addition to training content, methods, and time spent in training, employee satisfaction with training, employee tenure, and organization support for training and employee development are also included in training items.

Training and development are strongly correlated with job satisfaction, according to the results. It was found that teaching staff and faculty who participate in training and development programs are more satisfied with their jobs. A positive perception exists among faculty that training and development help them perform better in their jobs. Additionally, the program helps them to improve their classroom delivery as faculty members by enhancing their functional area expertise. Chaudhary and Bhaskar (2016) discovered that the faculty can enhance and upgrade their skills through numerous training and development programs. Seminars, faculty development programs, workshops, conferences, short-term programs, orientation, and reference courses are all examples of training and development programs. Therefore, training and development programs in the education sector contribute to job satisfaction.

It has been noted that 54.6% of all higher education faculty at Title IV degree-granting institutions in the United States are part-time instructors (National Center for Education Statistics, 2011) whose employment contracts may limit their inclusion in the institutional culture. Adjunct faculty members may not be given resources to participate in professional development and have been found to be less likely to use student-centered and active learning approaches in their teaching (Dailey-Hebert et al., 2014; Kezar & Maxey, 2014). The contingency of part-time instructors making up the faculty has increased in recent years, and such instructors make up a substantial portion of the faculty population (National Center for Education Statistics, 2011), yet institutions struggle to offer the resources, time, and communication necessary to facilitate faculty use of high-impact practices.

Faculty in higher education are hired for their disciplinary expertise and are rarely given training in pedagogy and andragogy (Brancato, 2003; McKee & Tew, 2013; Mundy et al., 2012). Although tenure-track faculty may have more institutional support and resources than part-time faculty, they often lack time to invest in their own developmental learning because of having to balance research and service demands in addition to teaching (Kezar & Maxey, 2014) asserted that institutions need to look for ways to provide professional development opportunities that are easily accessible to both full- and part-time faculty and enrich their awareness and application of effective teaching practices.

Many faculty development opportunities involve one-day workshops focused on a particular technology tool or skill development, irrespective of whether faculty will be teaching face-to-face or online (Dailey-Hebert et al., 2014). Elliott (2014) asserted that

effective programs are directly tied to the institution's mission and goals and include an assessment of the success of the program in achieving these goals. Dailey-Hebert et al. (2014) examined the preferences of adjunct faculty for professional development, faculty expressed a desire for opportunities that capitalize on their intrinsic motivation for growth and reward them for the time invested. They also desired opportunities that could be accessed on demand and could continually provide access to resources even after program completion.

Cook and Steinert (2013) reviewed the literature on online learning for faculty development, which indicated that despite evidence suggesting online faculty development is at least comparable in knowledge and skill learning outcomes to traditional in-person training, the evidence base is sparse and needs further exploration. Wynants and Dennis (2018) recommend that colleges establish a plan for institutionally supported ongoing UDI professional development that reaches the majority of faculty on campus. The online context is ideal for meeting this goal because of the flexibility, convenience, and cognitive reflection it affords.

Demographic Factor-Gender and Job Satisfaction

Gender as a demographic factor (Sabharwal & Corley, 2009; Zhang et al., 2008), has been shown to influence job satisfaction. For example, Sabharwal and Corley (2009), in a study of sciences and social sciences, found that, with few exceptions, male faculty members generally have higher levels of job satisfaction than female faculty members in all disciplines studied. Age has also been examined as it relates to job satisfaction (Zhang et al., 2008). The referenced studies show not all faculty groups experience job satisfaction similarly.

Job satisfaction is a key predictor of intention to remain in or leave an academic position (Rosser, 2004). A host of studies (Aguirre, 2000; Hagedorn, 2000; Perna, 2001; Ponjuan, 2005; Rosser, 2005; Trower & Chait, 2002; Turner, 2002; Turner & Myers, 2000) have examined college faculty job satisfaction, particularly as it relates to gender and race/ethnicity. The weight of the evidence suggests that women faculty and faculty of color are less satisfied with their jobs than their male and White colleagues.

In some studies, investigating professors' job satisfaction, demographics, and professional factors have also been examined, including gender, race, age, rank, professional areas, and institutional type (Hesli & Lee, 2013; Kessler et al., 2014; Machado-Taylor et al., 2014; Settles et al., 2021; Smagina, 2020; Webber & Rogers, 2018). It has been most common for studies to examine gender as one of these variables, but the results of these studies haven't been consistent. It has been found that female professors and male professors have similar job satisfaction levels in some studies (Mumford & Sechel, 2019); however, in others, female professors have been found to have lower job satisfaction levels, especially when work–family balance is considered (Al-Smadi & Qblan, 2015; Webber & Rogers, 2018).

An ex-post facto design of descriptive research was used by Uwannah et al. (2022) to assess how job autonomy, workload, and home-work conflict influence the job satisfaction of women. This study is based on a survey conducted among female employees of tertiary institutions (both academic and non-academic). A total of 200 female university employees (100 faculty and 100 staff members) were included in this study. In this study, data were collected using Job Satisfaction Questionnaires and Job

Autonomy Scales (Dubinsky & Hartley, 1986), Home-Work Conflict Scales (Netemeyer et al., 1996), and a Workload Scale (developed by the researcher).

Results showed that workload is negatively correlated with job satisfaction, while home-work conflict is negatively correlated with job satisfaction, whereas job autonomy is non-significantly correlated with workload. It was concluded that female university employees' job satisfaction was significantly influenced by job autonomy, workload, and home-work conflict combined. In addition to workload, home-work conflict was found to predict job satisfaction strongly among the variables studied, whereas job autonomy was least likely to predict job satisfaction. Using the results of this research, management of the university is recommended to implement intervention programs that allow working females to have more autonomy, such as flexibility in working schedules and restructuring of job descriptions. These measures will reduce situations resulting in home-work conflict and workload pressure. The findings of this study cannot be generalized to other universities because the research consisted only of female workers.

A study conducted by Webber and Rogers (2018) examined the satisfaction levels of approximately 30,000 tenured and tenure-track faculty members in 100 US colleges and universities based on Hagedorn's (2000) theory of faculty job satisfaction. A continuum of satisfaction is depicted by Hagedorn (2000), based on Herzberg et al. (1959). As faculty members move along the continuum, their satisfaction may be affected by their family situation, their job role, and their personal circumstances. The individual can cycle back to another level of satisfaction after subsequent triggers. The results indicated that fewer women became tenured, received lower salaries, and worked in STEM-related fields when responses were analyzed by gender. NTT women reported

higher levels of satisfaction than their peers in tenured institutions, as did women in private institutions. In addition to their ability to be flexible, NTT women are more likely to be satisfied with their jobs. Hagedorn's (2000) theory is supported by these findings.

There was no difference between STEM and non-STEM women in satisfaction with their employment, though STEM men were less satisfied than non-STEM men. In STEM fields, there are fewer women than men, which may explain the lack of difference for women. In general, women faculty are more likely to be successful and find a good fit in their places of work or to define satisfaction differently than their male colleagues. In contrast to their white peers, Asian women reported lower levels of satisfaction. While the researchers' study focused on gender, they acknowledge that work satisfaction may be influenced by race, age, or stage in one's career (Webber & Rogers, 2018).

Machado-Taylor et al. (2014) investigated gender differences in academic job satisfaction in Portugal. Based on the results of a nationwide study conducted by the Foundation for Science and Technology entitled 'Motivation and Satisfaction in Academic Job Satisfaction in Portuguese Higher Education,' the data presented here is based on a study funded by the Foundation for Science and Technology. Participants completed questionnaires in the study totaling 4,529. The number of men in academia in Portuguese higher education (2563) is slightly higher than the number of women (1966). Among the factors rated by respondents were their satisfaction with their jobs, their institutions, the opportunity to update knowledge, their teaching skills, and the prestige of their jobs. According to the study, there was no statistically significant difference between men and women. There was a greater satisfaction level among women with management, colleagues, and the prestige of the institution than among men. The climate

of teaching and research, as well as the development of the individual and the professional, were more valued by men than by women. Professor and associate professor positions were dominated by males in public HEIs.

Assistants and other lower occupational categories were dominated by women. The difference between male and female academics in private higher education institutions, where coordinator professors and adjunct professors hold academic positions, was not as significant as in public higher education institutions. There was a significant difference between men and women in terms of satisfaction with personal and professional development, particularly in relation to family and work balance. The results of this study indicate that both men and women were satisfied with their academic careers but were not very satisfied. In order to promote academic satisfaction, institutional leaders and policymakers need to carefully examine these data, according to Machado-Taylor et al. (2014). Silva (1998) argues that competitiveness is a permanent evaluation in the market today.

Women and faculty of color experience conflicting demands on their time at greater levels than their male and White colleagues (Aguirre, 2000; Gormley, 2003; Hagedorn & Sax, 2004; Turner, 2002). For female faculty, who are often juggling multiple roles of partner, parent, and scholar, the conflicting demands on time can significantly affect job satisfaction within this dimension (Hagedorn & Sax, 2004; Peluchette, 1993). These demands are particularly acute for women faculty of color who are often expected to be both scholars and teachers as well as the big sisters or mothers for minority students (Aguirre, 2000; Turner 2002).

Hagedorn and Sax (2004) found women more often than men reported experiences of gender discrimination characterized by exclusion by colleagues, inappropriate sexual attention, demeaning or intimidating behaviors, and unfair treatment in personnel matters. Similarly, Ponjuan (2005) found women, Latino, and African American faculty less likely to agree that institutional climate was fair to faculty of color than their male, White colleagues. Women faculty and faculty of color also reported feeling that their colleagues viewed their research as tangential, self-serving and that it was not ‘‘pure’’ science (Aguirre, 2000; Bronstein, 1993; California News Reel, 1996; Garza, 1993; Ladson-Billings, 1997).

The gender gap is based on previous studies that analyzed gender differences in the job satisfaction of highly educated individuals, which did not reach a clear consensus. While some studies found that few or no significant differences exist between male and female faculty (Ward & Sloane, 2000), other studies identified differences in both directions (Bender & Heywood, 2006; Oshagbemi, 2000, 2001). In addition, for the specific case in Spain, the analysis by gender is relevant because the number of female doctorate holders has undergone a progressive increase since the 1990s; therefore, differences in job satisfaction are reported (Canal-Domínguez & Wall, 2013).

The gender analyses conducted by Moguerou (2002) and Bender and Heywood (2006) showed that female PhD graduates enjoy greater job satisfaction than men. This result is in line with what has been referred to as the “paradox of the contented female worker,” whereby it is argued that higher levels of job satisfaction among women are related to their lower expectations (Clark, 1997; Bender et al., 2005).

Sabharwal and Corley (2009) reviewed 14 studies reporting that the majority indicate male faculty members as having higher levels of overall job satisfaction than female faculty members, particularly as regards benefits and salary received and opportunities for promotion. Considering age and gender, Ward and Sloane (2000), who analyze academics in Scotland, report a negative effect of being female among academics younger than 35 but a positive effect among an older cohort. In a previous analysis, also conducted in Scotland, Ward and Sloane (2000) show that gender (being a man) only has a bearing on promotion prospects. However, Kifle and Desta (2012) reported that no consensus is reached on gender job satisfaction among academics.

Ethnicity and Job Satisfaction

By using a mixed-methods study, Crawford (2021) examined whether differences in job satisfaction are interconnected with gender and race/ethnicity. A web-based survey collected quantitative and qualitative data from 321 nursing faculty members identifying as white, not Hispanic. Based on the literature, open-ended survey items were crafted based on a demographic questionnaire and existing quantitative instruments. Three hundred and sixty-one participants completed the Satisfaction with Life Scale (Diener et al., 1985) in the quantitative strand. The first open-ended question in the qualitative strand asked participants, "In your role as a nursing faculty member, how do you balance your work and personal life?" and the second open-ended question asked participants to describe their experiences.

Statistically significant differences were found in Job Satisfaction Hygiene Factors and Motivators between Whites, not of Hispanic origin, and Minorities. The level of job satisfaction among baccalaureate nursing faculty members who did not identify as

Hispanic was higher than that of minority nursing faculty members. According to the quantitative strand of the study, minority faculty members are less likely to be satisfied with their jobs than those of White, not of Hispanic origin. A baccalaureate nursing faculty comparison of means was conducted. Compared with minority nursing faculty, those who were White and not of Hispanic descent rated their jobs more highly. Consequently, faculty members of races other than white had lower mean salaries. According to the results, race was a significant predictor of job satisfaction and had a moderate impact.

There was a significant difference between minority individuals and individuals who identified as White, not of Hispanic Origin, in terms of life satisfaction. Despite being statistically significant, the means were moderate to high among the two subgroups. According to the study, Whites not of Hispanic origin and minorities had different work-life balance means. No statistical significance was found in the means. According to Crawford, the results may serve as a guide for future research on this topic, as well as guidelines for developing policies aimed at improving job satisfaction, life satisfaction, and work-life balance.

Using data from a large university in the western United States, Sahl (2017) studied racial differences in faculty appreciation and recognition. A faculty satisfaction survey conducted by COACHE in 2016 provided the data for this study. Participants in this survey included tenure-track, non-tenure-track, and full-time associate professors. Among the categories included in this study were whites (non-Hispanic), Asians (Asian Americans, Pacific Islanders), and faculty members of other races (Other), including Latinos, Blacks, African Americans, Multiracial, American Indians, Native Alaskans, and

those who identified themselves as “other.” Asian faculty members expressed their dissatisfaction with the appreciation and recognition they receive for their scholarly work, while white faculty members expressed their satisfaction. Compared to other faculty and white faculty, Asian faculty are least satisfied with their colleagues' appreciation and recognition.

According to this study, nonwhite faculty members are less satisfied with these acknowledgements than white faculty members, particularly Asian faculty members. Due to their minority status, nonwhite faculty members may experience different experiences in academia, which may lead to lower satisfaction in general. Maintaining a diverse faculty is particularly important for higher education institutions. A correlation was found between faculty race and satisfaction with work at the institution. Although it is difficult to pinpoint the exact factors influencing retention in this study, lower satisfaction with the institution as a whole can be interpreted as a determinant. One university is a limitation, so generalizations about higher education faculty may not be possible based on these findings. This study suggests both formal and informal outlets for universities and institutions to acknowledge faculty and their achievements, including supervisory and peer recognition.

Ponjuan (2005) found that Latino faculty were less satisfied than White faculty with their overall job duties, but that African American faculty did not statistically differ in their job satisfaction from their White colleagues. Looking specifically at the teaching component of the job, however, research has found women and faculty of color perceive themselves as relegated to teaching the courses that are a service component of the department as opposed to teaching courses that satisfy major requirements (Aguirre

2000). Faculty of color also frequently hold dual appointments (i.e., in area studies and a traditional discipline) and thus, spend a considerable amount of time developing curricula for two departments in addition to teaching courses (Ponjuan, 2005).

Years of Experience and Job Satisfaction

In a non-experimental comparative descriptive study, Howe et al. (2018) assessed the satisfaction levels of nursing faculty teaching online with or without support services to teach online by comparing support services to support services. A total of 185 surveys were completed for analysis by nursing faculty from 15 randomly selected states in this quantitative, descriptive, and comparative study. One-way analysis of variance (ANOVA) was used to analyze groups formed based on experience (years of face-to-face teaching and number of online courses taught). In the study, no significant difference in job satisfaction was observed based on years of experience in a face-to-face teaching environment, but the study noted an increase in job satisfaction based on years of online teaching experience. Higher satisfaction levels were reported by faculty members who taught over 20 fully online courses. Compared with nursing faculty who taught five or fewer courses online, those who taught 20 or more courses were significantly more satisfied. Nursing faculty designated to teach online should be offered supportive services by future research administrators, according to Howe. Mentorship, role modeling, and support are needed by faculty in the role of online teaching, according to faculty reports.

During a study at Al Ain University of Science and Technology in the United, Al-Kassem and Marwaha (2022) investigated the effect of self-efficacy, gender, age, teaching experience, and academic rank on job satisfaction among faculty members. The study consisted of 110 responses from faculty members. Self-efficacy was measured by

the General Self-efficacy Scale (Jerusalem & Schwarzer, 1995) in addition to the Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973). According to the results, faculty members with different levels of teaching experience reported statistically significant differences in job satisfaction. More specifically, faculty with seven or more years of experience reported higher levels of job satisfaction than those with 1-3 years and 4-6 years. Using a representative sample of UAE faculty members from several universities, Al-Kassem and Marwaha recommend replicating the present study to substantiate or confound the effects of significant and non-significant factors on job satisfaction.

Using English and non-English teachers' job satisfaction and teaching effectiveness as variables, Sadeghi et al. (2021) examined the relationship between work satisfaction and teaching effectiveness among these teachers. Furthermore, teacher job satisfaction was correlated with demographic characteristics (experience and gender). This study investigated whether English and non-English teachers' teaching experience contributed to job satisfaction. To conduct this research, a convenient sample of 173 English and non-English teachers was selected. Among English teachers, the average teaching experience ranged between 1 and 29 years, while among non-English teachers, it ranged between 1 and 30 years. According to the results, both groups scored high on job satisfaction and the differences were insignificant, although English teachers were more experienced than non-English teachers. In this study, neither the work experience of English nor non-English teachers was found to be associated with their job satisfaction.

Qayyum Ch (2013) examined job satisfaction among university teachers based on their cadre, the nature of their jobs, and their experience. A total of 305 responses were

collected from private and public universities. A low level of satisfaction was reported by 4 respondents with 3 years of experience, a moderate level of satisfaction by 33 people, and a high level of satisfaction by 69 people. There were 25 respondents with 4-12 years of experience who were satisfied, 45 with moderate satisfaction, and 48 with high satisfaction. The survey found that 15 respondents rated low satisfaction with their work experience of 13-20 years, 13 reported moderate satisfaction, and 16 rated high satisfaction. Among the respondents with over 20 years of experience, 11 expressed low satisfaction, 18 had moderate satisfaction, and 8 expressed high satisfaction. The satisfaction level varies significantly depending on the level of experience: 0-3 and 13-20 years, 0-3 and above 20 years, and 4-12 and above 20 years. The contrast between 4-12 and 13-20 years of experience and 13-20 and 21 and above years of experience was insignificant. Qayyum Ch recommended that university faculty members maintain smooth communication channels, share professional experiences with colleagues, build strong social networks, understand job descriptions and levels of job satisfaction, and identify their distress factors to avoid distress.

Factors of Interaction with Faculty, Staff, Students and Job Satisfaction

A sense of job satisfaction is a result of good relationships with coworkers and colleagues, self-control over vacation, and adequate resources. Employee satisfaction is a key factor in an organization's success. A similar principle holds true in HEIs since measuring the performance of teachers is a central goal (Khan & Iqbal, 2020a, 2020b). An organization's productivity increases when its employees are happy in their jobs, which increases employee productivity.

Job satisfaction can also be affected by relationships and interactions with coworkers, as employees are often part of a team and rely on each other to complete tasks and motivate each other (Brummelhuis et al., 2010). A positive relationship between co-workers benefits both the intra-personal and interpersonal aspects of the work environment (Ilies et al., 2018). In a study of more than 1400 coworker dyads, Brummelhuis et al. (2010) found that family-to-work interferences negatively impacted team members' work engagement and burnout. Nevertheless, coworker support significantly impacted job satisfaction (Ilies et al., 2018). In their study on job satisfaction, Colbert et al. (2016) showed that task assistance from coworkers correlates positively with job satisfaction. Furthermore, “employees lucky enough to have coworkers who supported their climb up the career ladders were more satisfied with their jobs” (Colbert et al., 2016, p. 1207). Coworkers and subordinates who are perceived as competent by supervisors also reported higher job satisfaction (Ling & Loo, 2015).

Trower and Bleak (2004) found that women were generally less satisfied in relationships with departmental colleagues than male peers, Kessler et al. (2014) found that women faculty reported higher satisfaction in teaching-oriented departments. Kessler et al.'s finding that men reported higher satisfaction in departments that were more research-oriented supports the authors' supposition that women prefer more socially oriented positions. This stream of thinking also aligns with Pfeffer and Langton's (1993) finding that satisfaction is positively correlated with the amount of social contact with other members of the department in general. Further, these findings are consistent with Trower and Bleak (2004) who found that women faculty felt a lack of commitment to their success by senior colleagues and their departments, which relates to respect,

inequitable treatment, and social contact. Women's fewer professional interactions and opportunities for advancement caused them to be less satisfied than their male colleagues (Trower & Bleak, 2004), again pointing to women faculty members' preference for and/or value in professional social interactions in one's work environment.

Collegiality and collaboration have been described as important components of faculty satisfaction. Collegiality incorporates many constructs such as concern for colleagues, the value of peers and their work, social connections, community, respect, and a feeling of belonging (Austin et al., 2007; Gappa et al., 2007). The absence of collegiality has been shown to negatively influence job satisfaction (August & Waltman 2004). Even though being a professor involves autonomy over one's work, studies show a faculty member's satisfaction is dependent on one's colleagues' perception of oneself and one's work (August & Waltman, 2004; Bozeman & Gaughan, 2011; Hagedorn, 2000; Rosser, 2004).

Collegiality is also an important aspect for pre-tenured faculty members. New faculty enter the profession with an expectation that there will be a high level of collegiality, peer collaboration, and community (Austin et al., 2007). Research studies on pre-tenure collegiality and job satisfaction are mixed. For example, some report strong feelings of isolation and lack of support within and in their departments while others report high satisfaction with department chairs, mentors, and peers (Austin et al., 2007; Gappa et al., 2007; Boice, 1992). Other studies have found lack of a sense of community at one's institution is a predictor of job satisfaction and intent to leave (Barnes et al., 1998).

Students, who represent the future workforce in many industries are greatly influenced by job satisfaction and motivation among academic staff (Stankovska et al., 2017). A person's commitment and engagement with their profession is one of the best predictors of competitiveness in the education industry.

College students' experiences are highly influenced by their interactions with faculty. Students' social integration is primarily facilitated by faculty members (Kim & Lundberg, 2016). In addition to increasing student success, satisfaction, and retention, positive interactions have been linked with positive student outcomes. The reason behind this can be explained by strategies and theories aimed at retaining college students (Astin, 1984; Terenzini & Pascarella, 1980; Tinto, 1987, 1993). Increased faculty interaction has been linked to a variety of positive outcomes, including educational advancement, intellectual development, personal development, and college persistence (Halawah, 2006).

According to researchers, students' interactions with faculty can be classified into two types: formal interactions that take place in class and informal interactions that take place outside of class. Despite the positive correlation between both domains and positive student outcomes (Terenzini & Pascarella, 1980), Kim & Lundberg (2016) determined that interactions outside of the classroom are the most significant factor in retaining students. Among the formal interactions are those that take place in the classroom, such as discussions about class work, grades, feedback, class discussions, etc. (Romsa et al., 2017). Interactions outside of the classroom are informal. Hoffman (2014) explains how this can be achieved through working on research projects, discussing career goals, attending office hours together, and taking part in service-learning projects.

The peer-to-peer interactions between students and faculty were examined by Trolian et al. (2016). A multi-institutional, longitudinal study measuring students over their four years of college was conducted using secondary data from the Wabash National Study of Liberal Arts Education. Students-faculty interactions were evaluated in many ways: quality of student–faculty interaction, frequency of faculty contact, whether students worked on research projects with faculty members, whether students discussed a personal issue or concern with faculty members, and whether faculty members were willing to discuss students' interests and concerns outside of the classroom. According to the results, students' interactions with faculty were positively correlated with academic motivation.

A positive relationship with faculty members was associated with students' confidence and overall grades, similar to motivation for academic success. In order to better understand the influence of student perceptions of their relationship with faculty on grades, course confidence, and academic identity in a highly challenging, difficult course, Micari and Pazo (2012) examined student perceptions of their relationship with faculty. Students who think they have a positive relationship with their professors tend to be more confident as well as earn higher grades. Students who look up to their professors, feel comfortable approaching their professors, and feel respected by the professor are the three elements associated with positive student outcomes. Taking both quantity and quality into account, this correlation emphasizes the importance of relationships.

Summary

When there is an increase in congruence between individuals and organizations, employees are more satisfied and therefore less likely to leave their jobs. Women faculty

reported higher satisfaction in teaching-oriented departments. Male faculty members generally have higher levels of job satisfaction than female faculty members in all disciplines. Thus, the literature shows that the effect of gender on job satisfaction may vary among different contexts. Faculty members with high levels of job satisfaction have been shown to influence student achievement, persistence, and retention. Latino faculty are less satisfied than White faculty with their overall job duties, but African American faculty did not statistically differ in their job satisfaction from their White colleagues. While some empirical evidence did not find differences in job satisfaction in male and female faculty by discipline, other studies show discipline as an important predictor of male and female overall job satisfaction.

CHAPTER 3

METHODOLOGY

The purpose of this study was to examine the predictable relationship between academic, demographic, and job-related factors and the job satisfaction of faculty members employed at Historically Black Universities. This Chapter is divided into the following eleven sections: (1) Type of Design, (2) Population and Research Setting, (3) Sampling Procedures, (4) Instrumentation, (5) Reliability of the Instrument, (6) Validity of the Instrument, (7) Data Collection Procedures, (8) Independent and Dependent Variables, (9) Null Hypotheses, (10) Statistical Analysis, and (11) Evaluation of Statistical Assumptions.

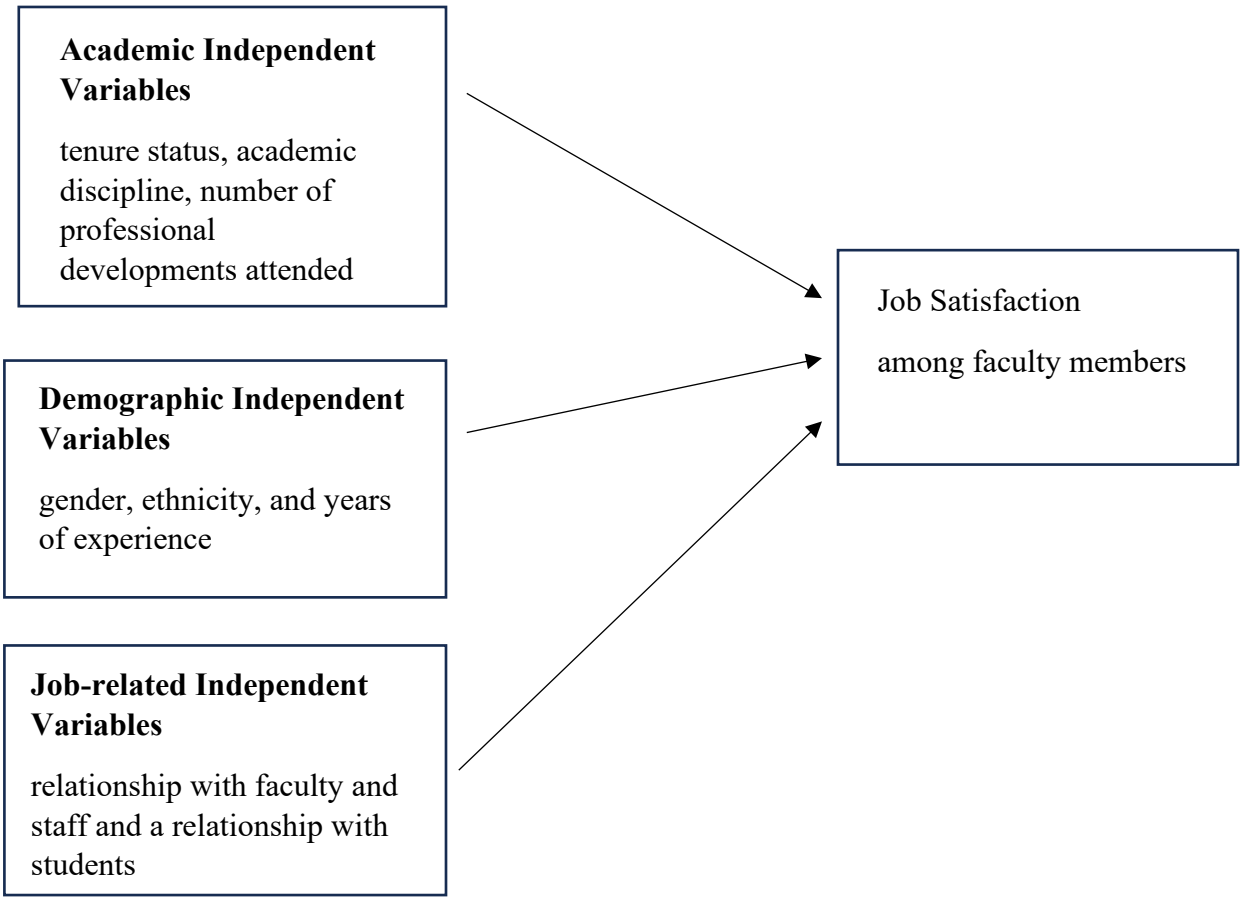
Type of Research Design

A Predictive Correlational research design (See Figure 1) was employed in this study. This type of design as a methodical framework allows the researcher the opportunity to examine the relationship and predictability between two or more independent (predictor) variables and one dependent (criterion) variable (Martin & Bridgmon, 2012).

Moreover, the Predictive Correlational Research design enables the researcher the freedom to analyze variables in conjunction with the linear combination effects of independent (predictor) variables. In addition, the predictive correlational design as a methodological framework has several strengths: (1) It identifies variables that are highly related to determine statistical and theoretical connections: (2) it provides unstandardized and standardized estimates of how variables are related; (3) it provides goodness-of-fit indices to indicate how well the empirical data are consistent with the hypothesized model

and (4) it creates mathematical equations to explain the statistical power of independent variables on the dependent variable (Warner, 2013).

Figure 1. Predictive Correlational Research Design



Population and Research Setting

The population consists of full-time faculty members employed at a four-year institution of higher learning located in an urban, metropolitan city in the southern region of the United States. The student clientele of the target university is predominantly African American with over 7,500 students.

The target university is one of the nation's largest Historically Black Universities in America which provides first-class educational experiences to its student clientele. The

university offers over 120 baccalaureate, master's, and doctoral programs in ten schools and colleges. Additionally, the target university has over 1400 staff and faculty members. The target university is accredited by the Southern Association of Colleges and Schools.

Sampling Procedure

The non-probability purposive sampling procedure was used in this empirical study. Purposive sampling is a sampling methodology in which individuals are chosen based on the purpose of the study (Creswell & Clark, 2011). In addition, purposive sampling may involve studying the entire population of some limited group or a subset of a population (Palys, 2018).

Additionally, the purposive sampling procedure involves identifying and selecting individuals or groups of individuals who are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Clark, 2011). In addition, Bernard (2002) affirms that an individual's availability and willingness to participate as well as their ability to communicate experiences in an articulate, and reflective manner is an important attribute of the purposive sampling procedures.

Moreover, employing this sampling procedure allows the researcher to utilize the following criteria to select the sample for the present study: (1) the research participant must be a faculty member at the target university; (2) employed full-time during the 2023 to 2024 academic school year and (3) teaching at least two classes.

Instrumentation

The modified version of the Job Satisfaction Survey (JSS) developed by Paul Spector was used to collect the data for this empirical study. This investigative questionnaire consists of 36 items in a Likert format. The items on the JSS require the

participants in the study to check one of the six structural expressions: Agree very much, Agree moderately, Agree slightly, Disagree slightly, Disagree moderately, and Disagree very much. The fixed expressions will be assigned the following weights for analysis purposes in this investigation: Agree very much (6), Agree Moderately (5), Agree Slightly (4), Disagree Slightly (3) Disagree moderately (2), and Disagree very much (1).

The second instrument to be used in the present study was the Demographic Profile Sheet. The demographic profile sheet is a locally devised questionnaire created by the researcher to collect the demographic, academic, and job-related information associated with the participants. The profile sheet contains eight categorical items. The participants were asked to check the appropriate response on each item pertaining to their demographic characteristics.

Validity of the Instrument

Evidence of validity for the JSS revealed that strong construct validity coefficients ranging from .82 to .99 were found for the overall JSS scale. Moreover, concurrent validity coefficients ranged from .77 to .89 when the JSS was correlated with the satisfaction survey (Spector, 1994).

Reliability of the Instrument

Internal consistency reliability was computed on the JSS. Reliability coefficients obtained for the JSS ranged from .84 for assembly workers to .91 for engineers for overall job satisfaction. For general satisfaction scales, the coefficient ranged from .87 for assembly workers to .92 for engineers and machinists. Median reliability coefficients were .86 for Intrinsic satisfaction, .80 for Extrinsic satisfaction, and .90 for general satisfaction (Spector,1994).

Data Collection

The researcher emailed a letter, together with the research proposal to the Office of General Counsel. The letter summarized the purpose of the study and outlined the methodology and procedures to be used. Once approval was granted from the Office of General Counsel, the researcher consulted the target university's Office of Institutional Assessment, Planning and Effectiveness. The Director of the Office of Institutional Assessment, Planning and Effectiveness provided a copy of the Job Satisfaction Survey by the researcher. In consultation with the Director of the Office of Institutional Assessment, Planning and Effectiveness, the researcher developed a link using the Survey Monkey website to host the investigative JSS Survey. The electronic JSS Survey was delivered to all full-time faculty members via email employed at the target university.

Finally, once the data were collected it was coded by the researcher. The coded data was then imported into a statistical package by the researcher. For this purpose, the Statistical Package for the Social Services (SPSS) was used.

Identification of the Independent and Dependent Variables

For the current empirical study, there were three sets of independent variables. The academic independent variables were tenure status, number of professional developments attended, and academic discipline. The demographic independent variables were gender, ethnicity, and years of experience. The job-related independent variables were a relationship with faculty and staff and a relationship with students. The above independent variables were assumed to have some effect on the dependent variable job satisfaction among faculty members.

Null Hypotheses

The following null hypotheses were tested in the present investigation.

Ho_1: There is no statistically significant relationship between academic factors (tenure status, academic discipline, and number of professional developments attended) and job satisfaction among faculty members.

Ho_2: There is no statistically significant relationship between demographic factors (gender, ethnicity and years of experience) and job satisfaction among faculty members.

Ho_3: There is no statistically significant relationship between job-related factors (interaction with faculty other faculty, faculty with staff and interaction of faculty with students) and job satisfaction among faculty members.

Statistical Analysis

Since the current empirical investigation was determining the predictable relationship among three sets of independent variables and one quantitative dependent variable, the multiple regression statistical procedure was employed. According to Mertler and Vannatta (2013), the multiple regression procedure is an appropriate statistical technique to examine the predictable relationship between more than one independent variable and one dependent variable. In utilizing the multiple regression procedure, the principles of correlation and regression together are employed to determine the predictability of two or more independent variables on a dependent variable (Mertler & Vannatta, 2013).

Moreover, the simultaneous (Standard) multiple regression statistical procedure will be applied in this empirical investigation. Employing this regression procedure, all

the independent (predictor) variables were entered the regression mathematical equation at once, whereby each one of them was evaluated as if it had entered the regression model after all other variables had been included. Each independent variable was assessed in terms of what it adds to the predictability of the dependent variable that was different from the other independent variables in the model. All three hypotheses were tested at the .05 level of significance or better in this empirical investigation.

Evaluation of Statistical Assumption

There were two sets of assumptions associated with the multiple Regression Procedure. According to Warner (2013), these assumptions are classified into two sets, those that address raw scale variables and those associated with residuals.

The three assumptions pertaining to the raw scale variables are:

- The relationship between the independent and dependent variables is linear. This assumption will be tested using a bivariate scatterplot.
- The independent variables are fixed; and
- The independent variables are measured without error.

Likewise, the five assumptions associated with residuals are as follows:

- The residuals are normally distributed in the data. This assumption will be tested using Kolmogorov-Smirnov procedure.
- The variance of the residual across all values of the independent variable was constant. This assumption will be evaluated employing the Box's M Test.
- The residuals are not correlated with the independent variables. This assumption will be tested using scatterplots plotting the standardized predicted values against the Standardized residuals.

- Residuals associated with any single score on the dependent variable are independent of errors associated with any other score on the dependent variable. The assumption will be tested using residual scatterplots.
- The mean of the residuals for each score on the dependent variable.

CHAPTER 4

DATA ANALYSIS

The purpose of this study was to examine the predictability of selected academic, demographic, and job-related factors on job satisfaction of faculty members employed at a Historically Black University. Specifically, this study was concerned with the relationship between academic (tenure status, academic discipline, and professional development), demographic (gender, ethnicity, and years of experience), and job-related (interaction with faculty and staff and interaction with students) factors and the overall job satisfaction among faculty members. Answers to the following questions were sought:

- Do academic factors (tenure status academic discipline and professional development) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?
- Do demographic factors (gender, ethnicity and years of experience) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?
- Do job-related factors (interaction with faculty other faculty, faculty with staff and interaction of faculty with students) have any predictive power on the overall job satisfaction among faculty members employed at a Historically Black University?

The sample population for this study consisted of faculty members employed at a predominantly Black Urban University in the southern region of the United States. The analysis for this chapter was divided into four major sections. The first section consisted

of the demographic profile of the participants in the study. The second section combined the means and standard deviation results pertaining to the predictor and criterion variable utilized in the regression model. The third section dealt with the intercorrelations results concerning the predictor and criterion variables. The fourth and final section addresses the testing of statistical (null) hypotheses generated for this study.

Demographic Profile of Participants in the Study

There were one hundred two (102) faculty members who participated in this study. The faculty members were described demographically by gender, ethnicity, years of experience, tenure status, academic discipline, and number of professional developments.

Gender. There were 36 or 35.3 percent of the faculty members who identified themselves as male. By contrast, there were 66 or 64.7 percent of them who indicated that they were females. See Table 1 for these results.

Table 1

Frequency Distribution of Participants by Gender

Variable	Number	Percent
Gender		
Male	36	35.3
Female	66	64.7
Total	102	100.0

Ethnicity. For the present study, the variable ethnicity was recategorized into two distinct groups. There were 84 or 82.4% of the faculty members who reported their ethnicity identified as African American. Likewise, 18 or 17.6% of the faculty members indicated their ethnicity was Non- African American. See Table 2 for these obtained analyses.

Table 2

Frequency Distribution of Participants by Ethnicity

Variable	Number	Percent
Ethnicity		
African American	84	82.4
Non-African American	18	17.6
Total	102	100.0

Years of Experience. The variable years of experience was categorized into three groups in the present study. There were 37 or 36.3 percent of the faculty members who indicated they had 10 years or less of experience and 25 or 24.5 percent of them reported that they had between 11 and 20 years of experience. Finally, 40 or 39.2 percent of the faculty members acknowledged that they had 21 years or more of experience. See Table 3 but these findings.

Table 3

Frequency Distribution of Participants by Years of Experience

Variable	Number	Percent
Years of Experience		
10 years or less	37	36.3
11 to 20	25	24.5
21 years or more	40	39.2
Total	102	100.0

Academic Discipline. The variable academic discipline was reclassified for this study into two categories. There were 12 or 11.8 percent of the faculty members who indicated their academic discipline as STEM. By contrast, 90 or 88.2 percent of the faculty indicated their academic discipline as non-STEM. See Table 4 for these results.

Table 4

Frequency Distribution of Participants by Academic Discipline

Variable	Number	Percent
Academic Discipline		
STEM	12	11.8
Non-STEM	90	88.2
Total	102	100.0

Tenure Status. Regarding tenure status, 50 or 49.1 percent of the faculty members reported that they received tenure. In comparison, 52 or 51 percent of the faculty members revealed that they had not received tenure. See Table 5 for this analysis.

Table 5

Frequency Distribution of Participants by Tenure Status

Variable	Number	Percent
Tenure Status		
Tenure	50	49.0
Non-Tenure	52	51.0
Total	102	100.0

Professional Development. There were 26 or 25.5 percent of the faculty members who indicated that they had not participated in a personal development activity and 54 or 52.9 percent of them expressed that they had participated in 1 to 2 professional activities. On the other hand, 16 or 15.7 percent of the faculty members reported that they had participated in 3 to 4 professional activities. Finally, 6 or 5.9 percent of faculty members acknowledge that they have participated in 5 or more professional activities. See Table 6 for Analyses.

Table 6

Frequency Distribution of Participants by Professional Development

Variable	Number	Percent
Professional Development		
None	26	25.5
1 to 2	54	52.9
3 to 4	16	15.7
5 or more	6	5.9
Total	102	5.9

Mean and Standard Deviation Results

The Means and Standard Deviation for the predictor and criterion variables used and the Standard Multiple Regression Model were calculated for this investigation. The faculty members, on average had between 11 to 20 years of experience and had attended between 3 and 4 professional development activities.

Moreover, on the average, faculty members indicated that their relationship with other faculty members (mean = 6.25, SD = 1.61), and relationship with staff (mean = 6.24, SD=1.65) were important to them. In addition, on the average, faculty members revealed that their relationship with the student was important (mean =6.70, SD =1.46). Also, the mean total job satisfaction score for the faculty member was 125.44(SD =17.74).

Furthermore, the variables gender, ethnicity, tenure status, and academic discipline were dummy-coded for this study. Regarding the variable gender, male was coded “1” and female coded ”0”. The variable ethnicity was coded ”1” for African Americans and “0” for Non-African Americans. The variable tenure status was coded “1” for tenure and “0” for non-tenure. Finally, the variable academic discipline was coded ”1” for STEM and “0” for Non-STEM (See Table 7).

Table 7

Mean and Standard Deviation Results Regarding the Predictor and Criterion Variables

Variables	Mean	Standard Deviation
Demographic		
Gender	.35	.48
Ethnicity	.82	.38
Years of Experience	2.03	.87
Academic		
Tenure status	.49	.50
Academic Discipline	.12	.32
Professional Development	3.16	1.00
Job-Related		
Relationship Faculty	6.25	1.61
Relationship Staff	6.24	1.65
Relationship Student	6.70	1.46
Job Satisfaction	125.44	17.74

Correlational Results Regarding Predictor and Criterion Variables

Intercorrelations (See Table 8) were computed among the nine predictor variables and the criterion variable job satisfaction. The Pearson Product Moment Correlation, Point Biserial Correlation, and Biserial Correlation procedures were employed to assess

the linear relationship between the quantitative and qualitative variables used in this study.

Among the three academic variables, only academic discipline was found to be significantly related to the total job satisfaction (r = -.397, P = 00). The variable tenure status and professional development were found not to be statistically related to total satisfaction.

Additionally, neither one of the demographic variables gender, ethnicity, and years of experience was found to be related to total job satisfaction. Also, the three job-related factors, relationship with faculty, staff, and students were found to be statistically related to job satisfaction.

Table 8

Correlational Results Regarding Predictor and Criterion Variable

Predictor Variables	Criterion Variable Job Satisfaction
Demographic	
Gender	-.042
Ethnicity	.141
Years of Experience	.046
Academic	
Tenure Status	-.063
Academic Discipline	-.397***

Professional Development	.095
Job-Related	
Relationship with Faculty	-.181
Relationship with Staff	-.132
Relationship with Student	.027

***Significant at the .001 level

Examination of Hypotheses

The following null hypotheses were tested in the present investigation.

$Ho_{1:}$ There is no statistically significant relationship between academic factors (tenure status, academic discipline, and number of professional developments attended) and job satisfaction among faculty members.

The Standard Multiple Regression procedure was computed to evaluate the relationship between the academic factors of tenure status, academic discipline, number of professional development activities attended, and total job satisfaction among faculty members. As reported in Table 9, the multiple regression model yielded and multiple correlation R of.431. The academic factors of tenure status, academic discipline, and number of professional development activities attended together accounted for 18.5 percent (Adjusted = 16.1%) of the variance in total job satisfaction.

A linear relationship was found to exist between the three academic factors (tenure status, academic discipline, and number of professional development attended)

and the total job satisfaction scores of faculty members, (F (3,98 = 7.439), P <.001). When tenure status and professional development were controlled, academic discipline was found to contribute significantly to total job satisfaction (t (98) = -4.429, P < .001). Therefore, hypothesis 1 was rejected.

Table 9

Standard Multiple Regression Results Pertaining to the Predictable Relationship Between Academic Factors and Job Satisfaction Among Faculty Members

Model	B	SE	Beta	t	P
Constant	119.277	5.390			
Tenure	-3.238	3.590	-.092	-.902	.369
Discipline	-22.382	5.053	-.408	-4.429	.000***
Professional	3.290	1.798	.186	1.829	.070

Note R = 431; R^2 =.185; Adjusted R^2 =.161; F = 7.439; df = 3/98; P = .000***
*** Significant at the .001 level

Ho_2: There is no statistically significant relationship between demographic factors (gender, ethnicity and years of experience) and job satisfaction among faculty members.

Presented in Table 10 were the Standard Multiple Regression findings pertaining to the relationship between the demographic factors of (gender, ethnicity, and years of experience) and total job satisfaction among faculty members. The multiple regression

model resulted in a multiple correlation. Coefficient R of .159. The three demographic factors (gender, ethnicity, and years of experience) combined were found to explain 2.5 percent (Adjusted = .5%) of the variance in job satisfaction.

A statistically significant relationship was not found to exist between selected demographic factors (gender, ethnicity and years of experience) and total job satisfaction (F (3,98) = .844, P > 05). Neither of the three demographic factors were found to be an independent predictor of total job satisfaction. Thus, hypothesis 2 was not rejected.

Table 10

Standard Multiple Regression Results Pertaining to the Predictable Relationship between Demographic Factors and Job Satisfaction among Faculty Members

Model	B	SE	Beta	t	P
(Constant)	118.511	5.970			
Gender	2.018	3.699	-.055	-.546	.587
Ethnicity	6.756	4.632	.146	1.459	.148
Years	1.024	2.030	.050	.504	.615

Note R = .159; R^3 = .025; Adjusted R^2 =.005; F = .844; df = 3,98; P =.473

Ho_3: There is no statistically significant relationship between job-related factors (interaction with faculty other faculty, faculty with staff and interaction of faculty with students) and job satisfaction among faculty members.

Reported in Table 11 were the Standard Multiple Regression analyses regarding the relationship between job-related factors and total job satisfaction among faculty members. The Multiple Regression Model yielded a Multiple Correlation Coefficient R of .294. The three job-related factors collectively accounted for 8.6 percent (Adjusted = 5.8%) of the variance in total job satisfaction.

A significant linear relationship was found to exist between job-related factors relationship with faculty, relationship with staff, and relationship with students, and total job satisfaction ($F_{(3,98)} = 3.080$, $P<.05$) among faculty members. When the variables relationship with faculty and relationship with staff were controlled, the relationship with students was found to be an independent predictor of total job satisfaction. Consequently, hypothesis 3 was rejected.

Table 11

Standard Multiple Regression Results Pertaining to the Predictable Relationship Between Job-Related Factors and Job Satisfaction Among Faculty Members

Model	B	SE	Beta	t	P
(Constant)	127.503	8.159			
Faculty	-5.516	2.792	.502	-1.976	.051
Staff	1.087	2.767	.101	.393	.695
Students	3.832	1.744	.316	2.198	.030*

Note R -.294; R^2 = .086; Adjusted R^2 = .058; F = 3.080; df=3,98; P =.031*
*Significant at the .05 level

Summary of Hypotheses Tested

Three null hypotheses were tested in this study. All three hypotheses were tested for the relationship and predictive power of selected academic, demographic, and job-related factors associated with job satisfaction among faculty members employed at a Historically Black University. Hypothesis one and three were found to be significant.

Relative to hypothesis one, the academic factors of tenure status, academic discipline, and professional development were found to be statistically related to total job satisfaction. The variable academic discipline was found to be an independent predictor of total job satisfaction among faculty members.

Further, regarding hypothesis three, the job-related factors of interaction with faculty, interaction with staff, and interaction with students were found to be statistically related to total job satisfaction. The variable interaction with students was found to be an independent predictor of the total job satisfaction among faculty members (See Table 12).

Table 12

Summary of All Null Hypotheses Tested

Null Hypotheses	R	R^2	F	df	Conclusion
Ho_1	.431	.185	7.439**	3,98	Significant
Ho_2	.159	.025	.844	3,98	Non-Significant
Ho_3	.294	.086	3.080*	3,98	Significant

*Significant at the .05 level
***Significant at the .001 level

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the predictability of selected academic, demographic, and job-related factors on the job satisfaction of faculty members employed at a Historically Black University. Specifically, this study was concerned with the relationship between academic (tenure status, academic discipline, and professional development), demographic (gender, ethnicity, and years of experience), and job-related (interaction with faculty other faculty, faculty with staff and interaction of faculty with students) factors and the overall job satisfaction among faculty members.

A predictive correlational research design was employed in the present study. One hundred two (102) faculty members employed at an Urban Historically Black University were selected to participate in the study. Two instruments entitled the "Job Satisfaction Survey" and the "Demographic Profile Sheet" were used by the researcher to collect the data. The job satisfaction survey was found to have excellent content and construct validity. Relative to the reliability of the JSS, it had internal consistency reliabilities ranging from .80 to .92.

Finally, the data were analyzed through the application of the Pearson Product Moment Correlation, Point Biserial Correlation, Biserial Correlation, and the Standard Multiple Regression Procedures. The following three null hypotheses were generated and tested in this study:

Ho_1: There is no statistically significant relationship between academic factors(tenure status, academic discipline, and number of professional developments attended) and job satisfaction among faculty members.

Ho_2: There is no statistically significant relationship between demographic factors (gender, ethnicity and years of experience) and job satisfaction among faculty members.

Ho_3: There is no statistically significant relationship between job-related factors (interaction with faculty other faculty, faculty with staff, and interaction of faculty with students) and job satisfaction among faculty members.

Findings

The following findings were obtained from the results of the study:

1. A linear relationship was found between the academic factors of tenure status, academic discipline, professional development, and total job satisfaction among faculty members
2. Faculty members' academic discipline was independently related to the total job satisfaction score.
3. Demographic factors of gender, ethnicity, and years of experience were not significantly linear related to the total job satisfaction among faculty members.
4. The total job satisfaction of faculty members was statistically related to their interaction with faculty interaction with staff and interaction with students.
5. The job-related factor of interaction with students was independently related to their total job satisfaction score.

Discussion

Perhaps the most interesting finding of the current investigation was the significant impact of academic factors on the total job satisfaction among faculty members employed at the historically black university. To be sure, the academic factors of tenure status, academic discipline, and the number of professional development activities attended were found to have a predictable relationship with the total job satisfaction among faculty members. These findings were consistent with those of Berzett (2017), Crawford (2021) Fleischman et al. (2017) and Boyle et al. (2015), Sahl (2017) Aguirre (2000), Ward and Wolf-Wendel (2005), Tang and Tang (2012), Wolfinge et al. (2008), Hill et al (2014), Sabharwal and Corley (2009), Canal-Dominguez and Wall (2013), Dailey-Hebert et al. (2014), Kezar and Maxey (2014), Elliot (2014), and McKee and Tew (2013).

All of the above researchers found that academic factors were significant predictors of job satisfaction among faculty members. A reasonable explanation for these findings may be that faculty members perceive these factors as being important indicators in their efforts to acquire success in their chosen profession. Because of this, they tend to view academic factors as contributing indicators to overall job satisfaction.

Moreover, it is important to note that the variable academic discipline was an independent predictor of total job satisfaction among faculty members. These findings were favorable to those of Sadeghi et al. (2021) Sabharwal and Corley (2009) Canal-Dominguez and Wall (2013) and Rosser (2004). An explanation for these findings may be that faculty members regardless of their gender tend to cultivate an intellectual desire

for their academic field which seems to play an important role in their overall job satisfaction.

Another significant finding of this empirical investigation pertained to the findings regarding the predictable relationship between job-related factors and overall job satisfaction among faculty members. Particularly, the statistically significant found between job-related factors of interaction with faculty, interaction with staff, interaction with students on the part of faculty members, and their overall job satisfaction. These findings parallel those of Bozeman and Gauhan (2011) Austin et al. (2007), Shaster and Finkelstein (2006), Lindholm (2003), Kristof-Brown et al (2005), Cable and Edward (2004), Kelly and McAnn (2014), Ward and Wolf-Wendel (2012), XUu (2008), Seifert and Umbach (2008) and Schmidt (2013).

The aforementioned researchers found that the job-related factors were significant indicators of job satisfaction among faculty members. A plausible explanation for these findings may be that faculty members because of their position on college campuses are the ones whose attitudes and behaviors are mostly congruent with the institution. Because of this congruence, they tend to perceive their fit as a critical component of their overall job satisfaction.

The job-related factor of interaction with students was found to be an independent predictor of overall job satisfaction among faculty members. These findings correspond with those of Willis and Warner (2010), McLawhon and Cutright (2011) and Chen (2011). Research conducted by the previous investigators found that interaction with students was a significant predictor of job satisfaction among faculty members. A subjective explanation of these findings may be that the positive interaction that faculty

members have with their students is viewed by them as an important mechanism in how they perceive their overall job performance.

Finally, another notable finding and somewhat surprising was the lack of predictive power that demographic factors have on the overall job satisfaction among faculty members. These findings were not consistent with those of Uwannah et al. (2022), Fleischman et al. (2017), Kessler et al. (2014) Zhang et al. (2008), Cormley (2003), Hagedorn and Sax (2004), Turner (2002), Bender and Heywood (2006), Ponguan (2005), Sanz-Menendez et al. (2021), Kifle and Desta (2012) and Ward and Sloane (2000). An explanation of these findings may be that faculty members as a group perceive their job duties as similar at the institution and in the long run, influence their job satisfaction.

Conclusions

The following conclusions were drawn from the results of this study:

1. In general, it appeared that any regression model developed to predict the total job satisfaction among faculty members employed at Historically Black University should include the academic factors of tenure status, academic discipline, and professional development.
2. It appeared that for a faculty member whose academic discipline was non-STEM, his or her total job satisfaction score decreased by 22.38 points.
3. Any attempt to develop a regression model to predict with a large degree of accuracy the total job satisfaction among faculty members employed at Historically Black Universities should not include the demographic factors of gender, ethnicity, and years of experience.

4. A regression model to predict the total job satisfaction score of faculty members employed at a Historically Black University should include the job-related factors of interaction with faculty, interaction with staff, and interaction with students. The three job-related factors were found to explain almost nine percent of the variance in total job satisfaction.
5. Finally, it appeared that with every one-point increase in the relationship of faculty members with students, there was a 3.83-point increase in their total job satisfaction score.

Implications

The following implications were drawn from the results of the study:

1. The significant influence of academic factors on the total job satisfaction among faculty members suggests that administrators on higher education campuses who specifically work with the faculty should be aware of the relationship between academic-related factors and job satisfaction. Awareness of academic factors such as tenure status and academic discipline on how faculty members perceive job satisfaction are important criteria that administrators must take into consideration when developing policies to enhance the job satisfaction of this group of individuals.
2. The job-related factors and their impact on the job satisfaction of faculty members suggest that institutions of higher learning must be cognizant of the positive effects that these types of variables have on the overall academic reputation of the organization. An understanding of the

relationship between job-related variables and their effects on all aspects of human capital on college campuses helps chief administrative officers to implement programs to crystallize this association which in the long run will cultivate the entire university's culture.

3. Finally, the lack of a relationship between demographic factors and job satisfaction among faculty members suggests that other extraneous factors such as demands of work and family roles could have created a confounding effect on this relationship. It is imperative that college administrators pay close attention to external and internal factors that could have suppressed this relationship.

Recommendations for Further Research

The following recommendations are offered for future research. Thus, it is recommended that:

1. A follow-up study be conducted which will include Historically Black Colleges and Universities across the United States. Such a study, if conducted, would provide additional data to better understand those academic, demographic, and job-related factors that produce the most predictive power with regard to explaining job satisfaction among faculty members.
2. A study should be conducted to examine the impact of institutional culture factors on the job satisfaction of faculty members.
3. A study should be conducted to compare the job satisfaction indicators of faculty members on Predominantly Black and White College Campuses.

4. Finally, a study should be conducted to examine the attitudes of college students regarding job satisfaction of faculty members and the academic reputation of the institution.

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