

**SEPARATE BUT...SATISFIED?  
AN EXPLORATION OF THE JOB SATISFACTION  
OF BUSINESS COLLEGE ADJUNCTS**

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**ABSTRACT**

Academia has long lamented the plight of the adjunct and seemingly ever-growing dependence on these part-time, no job security academics bearing the load of teaching on four-year and two-year college campuses. As reported by the AAUP, more than 50% of today's college faculty are part-time (2018). While much attention has been paid to adjuncts, little of this focus has been directed toward adjuncts in the business college. The purpose of this exploratory paper is to investigate and discuss the job satisfaction of adjuncts within the college of business. In Study #1, a semi-random sampling of business adjuncts representing doctoral, masters, and bachelor's degree-granting institutions within the United States were administered a modified version of the Minnesota Job Satisfaction Questionnaire. Using their categorical ratings, the 192 participants' levels of intrinsic and extrinsic job satisfaction with their positions were explored in relation to demographics such as years of teaching, industry experience, degree level, and the reason for being an adjunct. In Study #2, longitudinal data was gathered from the participants to see how their job satisfaction levels had changed during a five-year period as well as to investigate how many of the participants were still teaching, either in a part-time or full-time status.

*Keywords:* job satisfaction, business college, adjunct faculty, college faculty, part-time faculty

**INTRODUCTION**

“If you don't like something, change it.  
If you can't change it, change your attitude.”

*Maya Angelou*

As enrollment at four-year universities has continued to climb, so too has the need to employ strong and capable teachers to provide quality leadership and instruction in the college classroom; however, the majority of those entrusted with teaching college-level classes are not entrusted with doing so in a full-time job capacity (AAUP, 2018). Although literature, both academic and editorial, is readily available regarding adjuncts, this literature primarily falls into four categories: 1) “the status of part-time faculty, 2) exploitation or the lack of justice for part-time faculty, 3) their morale or job satisfaction, and 4) the educational problems that are created by using part-time faculty” (Pankin & Weiss, 2011: p. 2), with a preponderance of focus going toward instructional effectiveness (e.g., Hanson, Savitz, Savitz, & Rauscher, 2018; Lyons, 2007; Mueller, Sanderson & Mandernach, 2013; Peters, Jackson, Andrew, Halcomb, & Salamonson, 2011), institutional

value (e.g., Benjamin, 2002; Dedman & Pearch, 2004; Finder, 2007; Gappa & Leslie, 1993; Ridge & Ritt, 2017), and community college faculty (e.g., Charlier & Williams, 2011; Nagle, 2016; Wallin, 2004; Wyles, 1998).

Noticeably scant in the literature is knowledge regarding adjuncts at four-year universities, particularly in the curriculum area of business. Roughly 104,000 postsecondary faculty members teach in the area of business (O\*Net, 2019); however, of the business faculty population, over half hold part-time status (National Center for Educational Statistics, 2017).

The purpose of this exploratory paper is not only to contribute to the adjunct literature but in particular to contribute to an understanding of issues specific to the adjuncts within the four-year business college. As this paper utilized longitudinal data, it also serves to contribute to the knowledge of adjuncts over time.

## LITERATURE REVIEW

### Definition of Being an Adjunct

Historically, identifying an adjunct was an easy process. “At one time the term adjunct faculty referred to special appointments: to specialists, though not necessarily celebrities, hired to provide particular expertise not available among the permanent faculty and rewarded with compensation and privileges commensurate with their rank” (McGee, 2002, p. 65). Holding the title of adjunct indicated that one was a true expert, usually a practitioner, on a specialized subject area. Being invited to be an adjunct held great prestige and would usually be considered an honor not just to the person who was invited to be an adjunct but the title of adjunct was respected by those who held full-time status.

Today, the term adjunct has become more connected to a part-time teacher who lacks employment security, benefits, and, to some, the actual ability to take part in full-time teaching and/or research activities; however, this definition does not adequately describe the reality of modern adjunct teaching. According to Shamos in *Handbook of Academic Titles*, an adjunct can be anyone who ranges from the historic “expert” definition to one who teaches full-time at one institution and part-time at another or one whose teaching responsibilities are restricted to teaching and office hours only (2002). Most commonly, the term adjunct is associated with someone who is part-time and/or teaches without having an expectation of job security or continued employment past the current term or academic year.

Two issues play prominently in being able to clearly define an adjunct as either temporary or part-time. The first of these issues is that adjunct faculty often carry class teaching loads that are equal to or greater than full-time faculty (e.g., Gappa & Leslie, 1993; Leatherman, 1997; Louis, 2009). Because adjuncts are teaching just as much or more than full-time faculty, the issue of whether an adjunct is truly part-time can cause confusion as to the actual standing of the adjunct.

## Reasons for Being an Adjunct

The pursuit of an adjunct teaching position can occur for numerous reasons. From being a means of employment to being a manner of convenience, adjunct faculty have a wide and varied storehouse of motivations for entering into the adjunct realm. While some enter for survival, others are interested in gaining experience or fitting their professional goals with their personal lives.

Not surprisingly, the adjunct field is filled with those who someday aspire to be a full-time faculty member. Be they faculty who have recently graduated and are either looking to get their careers started (Carroll, 2017) or faculty members teaching as adjuncts because a full-time academic career has alluded them (Glenn, 2016), roughly 50 percent of all those teaching as adjunct are doing so with the hope that they will be able to secure a full-time teaching position (Banachowski, 1996; Heuer et al., 2004, Wallin, 2004; Wilson, 1998). Part-time business faculty comprise roughly 8% of this group of adjuncts hoping to secure a full-time teaching position. Unfortunately, for these two groups of adjuncts, the outlook does not look promising as colleges can be averse to promoting adjuncts into full-time positions (Fruscione, 2014).

Adjunct faculty are not necessarily academics who have no other options. In fact, some adjunct faculty members are those that choose to leave their full-time faculty positions to downsize to a part-time lifestyle. These individuals, for a variety of reasons, find it more conducive to their lifestyles to abandon their tenure track or fully tenured positions in order to enjoy spending more time on their personal academic interests or on other areas of their lives. Though they may leave their current institutions, some are often able to parlay their full-time successes into part-time employment at their current institution (McClain, 2003).

Adjunct positions are also pursued by those not interested in teaching as a career; rather, these individuals view adjunct teaching as a civic involvement opportunity. It is not uncommon to see people from the world of business or the world of civil service as adjunct instructors at both the community college and four-year university levels (Wallin, 2004). Colleges and universities might even invite certain leaders from the community to serve as adjuncts as it would increase the prestige of a program. As stated by Hayes “The county sheriff or police chief would be a prized adjunct for any criminal justice program. A local government course taught by the mayor or the county executive would be considered a ‘plum’ for the college” (2003, p. 139). These individuals are those that embody McGee’s definition of traditional adjuncts; however, some might call into question as to whether simply having industry experience qualifies one for college-level teaching (Lewis & McKinzie, 2019).

The pursuit of an adjunct position may also be viewed as simply an opportunity to experience aspects of a chosen field while being able to “suspend the rules of competition, where there can be space for intellectual collaboration” (McGee, 2002, p. 63). Not everyone who goes into an adjunct position has aspirations of one day joining the tenured faculty. For some, the position itself is seen as a diversion from their regular employment—almost like a hobby (Carroll, 2017). For others, adjunct teaching provides them with an independent connection to their chosen field in that the adjunct position affords monetary compensation for a position that has a high degree of autonomy from supervisors or coworkers (McGee, 2002).

The logistics of an adjunct teaching position are also ideal for someone simply needing an additional income or part-time job. For someone with the appropriate credentials, teaching one or two courses a semester can be an ideal situation for balancing work and career. Women wishing to be stay-at-home-mothers find it rewarding to be in the classroom while having the flexibility to participate in their children's activities (Wilson, 1998). For those who have retired from their careers, adjunct positions can provide an opportunity to continue using their skills and experience while enjoying "less stress and less time commitment" than a full-time job (Krueger, 2005, p. 31).

### **Reasons for Staying an Adjunct**

The reasons one might pursue an adjunct teaching position are varied and are not necessarily dependent on one's career vision. Why someone stays in an adjunct position is comprised of a much narrower, and perhaps more negative, list of options. Money, ego, and desperation play into the sustainment of an adjunct in their position, or positions.

Regardless of the reasons for being an adjunct, one item remains constant: a paycheck. While it may not be much, especially when compared to the amount of energy exerted on teaching a course, adjuncts do receive monetary compensation for their efforts. Though often affected by curriculum area, level of education, and geographic region, adjunct pay for one course typically falls between \$1,500 and \$5,000 (Korkki, 2018; Watanabe, 2003). While some adjuncts are able to piece together several teaching positions or garner enough courses to simulate full-time employment (Carroll, 2017; Glenn, 2016), a sobering reality is that 25% of part-time college faculty utilize some form of public assistance (Jacobs, Perry, & MacGillvary, 2015). As is true with their full-time counterparts, adjuncts in business tend to receive some of the highest levels of compensation for their part-time work (Terpstra & Honoree, 2004), which can be attributed in part to external equity issues (the act of paying employees a salary that is consistent with that of the labor market relevant to their skills) as business faculty, both full-time and part-time, have opportunities off-campus not available to other disciplines (Wallace & Fay, 1983).

An adjunct's attachment to the part-time teaching position might also be associated with ego. For one who's primary career or personal life does not include academia, being able to teach enables the individual to derive more fulfillment in their regular employment because teaching allows said individual to share in the training of students who are also interested in that particular career. These individuals also see that teaching adds an element of prestige to their daily status since being viewed as a college professor, in any capacity, is usually well regarded in society (Banachowski, 1996). Similarly, the adjunct is able to derive their own sense of accomplishment and honor from their experience (Troupoucis, 2004). For these individuals, their attachment to being an adjunct and the identity they derive from being an adjunct is found not in the title or position but in the specific act of being in the classroom.

Though not commonly associated with the pursuit of any employment, let alone academics, some might pursue an adjunct position due to simply not knowing what else there is to do. Earning a doctoral degree can take someone nearly a decade of effort (Benton, 2009). During this time, students are conditioned to the idea of becoming a researcher and professor and are not particularly well informed of the job possibilities of their degree outside of the academy (Wood, 2019). Despite the intense competition for tenure-track positions (Shao, 2014), their lure still draws those seeking

the highest levels of job satisfaction in the academy, to conduct research, to participate in curriculum development, and to utilize the most effective teaching methods available (AAUP, 1993; Kezar & Maxey, 2013). Out of desperation, rather than joining the ranks of the public or private sector, non-profit organizations, or humanitarian groups, these individuals remain in the ranks of adjuncts hoping their service will someday result in a full-time teaching position (Papp, 2002). Roughly 34,000 part-time faculty members hold a Ph.D., of which 7% are found within the college of business (Heuer et al., 2004).

## THEORY AND HYPOTHESES

Prior to 1978, little was studied regarding adjuncts nor was this population of the professoriate specifically defined. In “Who is Part-time in Academe?” Howard Tuckman (1978) delineated for the first time a taxonomy of those who taught in higher education on a part-time basis. The seven categories of this taxonomy were *semiretired*, former full-time faculty who have scaled back their work-load; *graduate students*, those teaching at an institution other than their school of study; *hopeful full-timers*, those who desire a full-time teaching contract; *full-mooners*, those teaching in addition to a full-time job; *homeworkers*, those teaching in addition to caring for children or other relatives; *part-mooners*, those teaching while holding a non-teaching part-time position elsewhere; and *part-unknowners*, those teaching part-time for unknown or highly specific reasons. Of the many elements of this study, job satisfaction was studied among these seven groups finding that each group had approximately a 30% satisfaction rate with their job, with the exception of hopeful full-timers who had only a 25% satisfaction rate (Tuckman, 1978).

The seminal work regarding adjuncts, *The Invisible Faculty* (Gappa & Leslie, 1993), provides a cross-section of 18 universities as well as interviews with over 200 part-time faculty members. Building upon the work of Tuckman (1978) and Gappa and Leslie (1993) created four broad categories of adjuncts: career enders, specialists/experts, aspiring academics, and freelancers. Of these groups, specialists/experts were found to have little economic motivation to teach because they already had full-time positions with high salaries and job security and thus were teaching because they wanted to teach. In addition to discussing the adjunct as a person, Gappa and Leslie also suggest methods by which education can be enhanced by the use of part-time faculty.

Other studies have investigated job satisfaction within the general faculty without specifically investigating adjuncts. Boyer, Altbach, & Whitelaw (1994) found that both Intrinsic and Extrinsic factors can contribute to job satisfaction with high levels of satisfaction being connected to the courses taught, collegial relationships, and intellectual lives. Similar results were found by Lacy and Sheehan (1997) where faculty in the United States expressed overall job satisfaction with notable levels of satisfaction found with job security (but not opportunities for promotion), collegial relationships, and opportunities to pursue their own interests.

Though highly minimal in the literature, two found studies focused on job satisfaction specifically within the business college. Parker (1990) examined part-time business instructors at community colleges whose job was either their vocation or avocation. The results of this study were that there was no significant difference in the job satisfaction of part-timers who were vocational or avocational. Seventy-nine percent of respondents had full-time work in addition to their adjunct position with most of the respondents reporting they were primarily business people and not

aspiring academics. The researchers noted in this study that frustration stemming from not being able to find full-time academic work was not the driving factor in satisfaction of the population as it might be for adjuncts in the liberal arts (Parker, 1990).

In the second found study, Gara (1997) examined the job satisfaction of business faculty at schools within the Western Association of Schools and Colleges in California with Herzberg's Two Factory Theory of Motivation serving as her basis for research. Among her findings, she determined that interpersonal relationships provided the highest levels of jobs satisfaction while salary provided the lowest, men had higher levels of satisfaction than women, those over the age of 36 had higher levels than those under 35, and that those with doctoral degrees had higher levels of satisfaction than those with masters degrees.

From these studies and the previously mentioned research, we began forming our research questions.

*RQ1: Do business adjuncts at four-year universities indicate a larger Intrinsic than Extrinsic job satisfaction?*

Though not specific to business, the job satisfaction of adjunct faculty has been viewed by researchers Feldman and Turnely (2004). Utilizing the theory of relative deprivation, which in essence explores why an individual might deprive themselves of a certain condition, they explored how adjuncts respond to their temporary/contingent employment status. Utilizing faculty at a large public university, a set of 20 factors were measured in relation to relative deprivation and job satisfaction, including age, educational level, and intent to stay as an adjunct. Those who accepted employment as an adjunct due to not being able to find permanent employment were likely to experience frustration in their positions. Adjuncts who selected contingent employment as a means to balance work and personal life were found to experience significantly smaller levels of frustration with their positions (Feldman & Turnely, 2004).

*RQ2: Does one's reason for teaching as an adjunct of business affect their overall job satisfaction?*

Feldman & Turnely's (2004) study also explored the various demographics in relation to selecting the adjunct position. The age of the participants also indicated a relationship with frustration as younger adjunct faculty experienced greater levels of frustration. Combining this with Gara's (1997) finding about those over the age of 36, we derived our next research question.

*RQ3: Does age increase business adjuncts overall job satisfaction?*

Adjuncts who intended to stay an adjunct only a short time experienced significantly more frustration with their positions than did adjuncts who intended to stay in their positions for a least one more year (Feldman and Turnely, 2004).

Within this current study, participants were surveyed at two points in time, five years apart. The impact of time has been shown to affect one's levels of job satisfaction, although the relationship is somewhat murky. While tenure, the time one spends in an organization, has been shown as a

stable predictor of job satisfaction (Bedein, Ferris, & Kacmar, 1992), that predication has not been shown to be stably correlated to either positive or negative effects on job satisfaction (Riza, Ganzach, & Liu, 2018). Age (RQ3) on the other hand has been consistently shown to be positively related to job satisfaction (Ng & Feldman, 2010) with some indication that job satisfaction begins to increase during one's early 30s (Clark, Oswald, & Warr, 1996). Based on this information, we expect to see that job satisfaction levels will decrease over time as adjuncts remain in these no job security positions.

*RQ4: Does overall job satisfaction of adjuncts decrease over time?*

As unemployment has an inverse relationship to level of education (Bureau, 2015), the higher the degree one has, the less likely they are to select an undesirable position. We would expect to see a lower job satisfaction for those with higher degrees who hold adjunct positions.

*RQ5: Does the level of degree held by business adjuncts affect their overall job satisfaction?*

There does seem to be lower levels of job satisfaction for female faculty as compared to males (Sabharwal & Corley, 2009; Gara, 1997). Where Sabharwal & Corley's (2009) study was in the Social Sciences, Gara's (1997) was with business faculty. We decided to explore if this held true for adjunct faculty as well.

*RQ6: Does gender affect the job satisfaction levels of business adjuncts?*

Various studies have looked into specific academic disciplines and exhibit little variance in either the job satisfaction or facets leading to job satisfaction. While there are lower levels for those in the liberal arts as compared to the social and technical sciences (Truong, 2010), business faculty have been found to have the highest level of satisfaction, particularly regarding salary (Terpstra & Honoree, 2004). Across academic disciplines, business faculty have been found to have the highest salaries (Jaschik, 2016) possibly due to their high external earning potential (Wallace & Fay, 1983). Within the business college itself, pay structures vary by discipline with those in accounting, finance, and operations management being the top earners while those in economics, operations research, and management being the lower wage earners (AACSB, 2019). This led to our final research question to see if there were differences by discipline.

*RQ7: Does specific academic discipline affect the job satisfaction of business adjuncts?*

## **METHODOLOGY**

### **Instrument**

This study utilized a modified form of the Minnesota Job Satisfaction Questionnaire (MSQ) 20 Question Short Form (Weiss, Dawis, England, & Lofquist, 1967). As this study was not attempting to validate a revision of the MSQ nor compare its results to previous versions, these changes were made specifically for use in this study to match the participant base and research questions. A

simple change in semantics was altering “boss” to “supervisor” as the term “boss” has become outdated and carries with it somewhat of a negative context (Brandon, 2015; Haeber, 2007).

Of significance, but not without precedence (e.g., DeMato & Curcio, 2004; Lu, Siu, & Cooper, 2005; Mathieu & Babiak, 2016; Mathieu, Neumann, Hare, & Babiak, 2014; Worrell, Skaggs, & Brown, 2006), was the alteration of the MSQ from a five-point to six-point Likert scale. Within the original scale (*very dissatisfied*, *dissatisfied*, *neutral*, *satisfied*, and *very satisfied*), participants had the option of selecting “N” to indicate that they are neither satisfied or dissatisfied (Weiss et al, 1967); however, research has shown that this terminology is unclear as to whether the respondent actually has no opinion, is indifferent, or simply cannot determine what their opinion is (Willits, Theodori, & Luloff, 2016). Therefore it is inappropriate to assume that a neutral response is simply a score half-way between satisfied and dissatisfied but rather it is its own dichotomous category (Chang, 1994). Removal of the midpoint also aids in increasing honesty in situations where social desirability might affect one’s response, such as with job satisfaction (Garland, 1991; Johns, 2005). Our decision to alter the Likert scale was further justified by findings that a greater number of Likert points reduces the potential for skewed data (Dawes, 2008) and that an even number of Likert points increases reliability (Chang, 1997).

In the current study, the markers *very dissatisfied*, *somewhat dissatisfied*, *slightly dissatisfied*, *slightly satisfied*, *somewhat satisfied*, and *very satisfied* were used. These changes in semantics did not affect the validity of the scale as neutral response options can be split into *slightly disagree* and *slightly agree* without harm to the survey (Thompson, 2018). Additionally, the word *somewhat* is often used in satisfaction scales as the Likert point which follows and precedes the *very* choice on the Likert scale (Jovancic, 2018; What is a Likert scale?, 2019) and grammatically can allow for better understanding of depth (Somewhat, 2019). Though the original placement of *very dissatisfied* and *very satisfied* remained, the use of labels on Likert scales in general has been shown to have no effect on means (Frisbie & Brandenburg, 1979) nor on reliability and validity (Boote, 1981; McKelvie, 1978)

Basic demographic questions were added to the questionnaire. While the predominant demographics of the study were dictated by the research questions, some demographics were inspired by the taxonomy created by Tuckman (1978). The work of Wood (1973) was also utilized in the creation of demographic variables who, in his own creation of a job satisfaction questionnaire, tested select demographic variables for significance within the North Carolina Community College System in relation to faculty motivation. Though Wood’s demographics are not used specifically, his findings of significance and non-significance were considered. Two filter or screening questions were added to the beginning of the survey to eliminate any incorrectly identified participants who did not fit the necessary definition of adjunct (Rea & Parker, 2005).

Two demographic questions were asked in an open-ended manner: *How much compensation do you typically receive for teaching per credit hour?* and *Including your adjunct salary what is your total household income?* While these two questions were in keeping with the literature on adjunct job satisfaction, the responses to both questions were discarded as they required too many assumptions to be made on the part of the research team. For instance, while most responses offered numbers ranging from \$600 to \$1,500 which appeared logical for a per credit hour assignment, several responses indicated amounts nearer \$4,000 to \$7,000 which seemingly

indicated more of a compensation per class situation, not per credit-hour. One respondent even stated \$30,000 per semester which clearly indicated an answer not in keeping with the question. Given the lack of clarity in the responses, the researchers felt it better not to use this data.

The survey itself was a self-administered online survey created on the independent website SurveyMonkey. Only participants who were directly invited could participate in the survey which was necessary to ensure that participants met specific criteria and that the data could be collected within a specific time frame. Within the survey, participants had the option of clicking one response per question or statement. Some questions also allowed the participants to submit a qualitative response to the statement or question.

## **Participants**

**2011 data collection.** The participants for this study were a stratified-random sampling based on three main criteria: their position as an adjunct in one of the curriculum fields of business, their geographic location, and their institutional type. Participants were populated from a random sampling of institutions created from a purposeful list of potential institutions (Creswell, 2014) and determined by the categories within the Carnegie Foundation (Carnegie, 2010). As their geographic location was undetermined, strictly online schools were eliminated. In total, 1,179 faculty members from 61 institutions were invited to participate in the study with 222 responses being received. Due to incomplete surveys, 30 responses were unusable. Leaving N=192.

**2016 data collection.** Five years past the original data collection, the 192 participants were researched for potential participation in a follow-up study. Each were first researched to identify if the institutional email address used in 2011 was still valid. For those who were not still valid, an internet search was completed to attempt to identify (either from other websites or public CV/Resumes) a valid email address. Of the original 192 participants, 103 were found. Those 103 were sent the exact same SurveyMonkey instrument as in 2011, with the addition of two questions: *Are you still teaching at the institution at which you were teaching as an adjunct during the 2011-2012 school year? - If Yes, please offer why you have stayed. If No, why did you leave?* and *OVERALL, how satisfied are you with your adjunct teaching position?*. Of those contacted, 23 responded to the survey, of which one was incomplete, for an N=22.

While the response rate was low in this second data collection, there are some very important factors to consider. First, there were only a potential 192 individuals to contact. Given that response rates to internet surveys are usually roughly 25% (Converse, 2017), the responses to the 2016 data collection are not decidedly low. Great effort was made to locate all of the 2011 participants even when they were no longer at the original institution. Of the 53% that were found, the response rate was 21%, which included responses to the initial survey request and two follow-ups. While no data was collected, and in many cases was impossible to determine, as to why the 2011 adjuncts had either gone missing or silent, the research of Feldman (2004) does find that the longer one stays an adjunct, the more frustrated they become with being so; thus, it is not unreasonable to determine that many of the 2011 participants had left the profession by 2016 and/or that they simply did not want to discuss being in the profession again.

## Analysis

In keeping with the foundational, exploratory nature of this study, t-tests, ANOVA, generalized linear models (glm), and regression techniques were conducted using SPSS 25 software. Participant responses to the MSQ were averaged to create the overall Intrinsic and Extrinsic satisfaction mean for each participant. For the string variables of Reason for Teaching, Level of Degree, Gender, and Academic Discipline, responses were transformed by automatic recoding within the statistics program so statistical (factor) analysis could be performed. Within the analysis, the effects of the various demographic variables (independent variables) were tested on the calculated Job Satisfaction (Intrinsic/Extrinsic) means (dependent variable) from 2011 and 2016.

## RESULTS

### Demographics

When the survey was initially deployed in 2011, a total of 192 usable responses were gathered. However, in 2016 only 22 responses were obtained. The significantly smaller sample size in 2016 did have an impact on the ability to obtain significant results with the second sample.

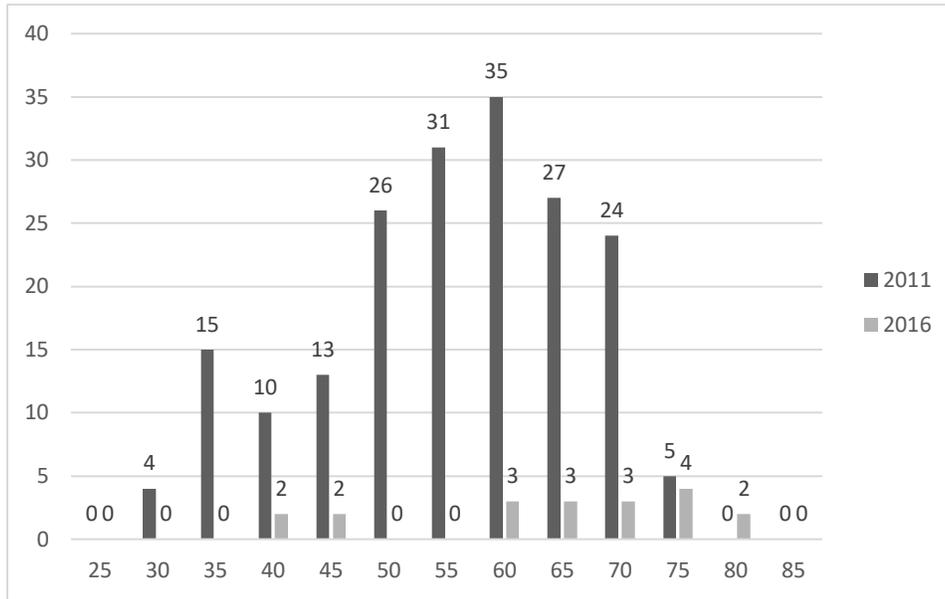
Respondents were asked to classify themselves into a category that best described them as an adjunct. This demographic question aligned with RQ2. If Parker’s (1990) results were also seen here, then reason 3 (looking for full-time work) should score lower than the other reasons. With the new sample being (roughly) one-tenth (0.11) of the original, the new sample is roughly in line with the original one as seen in Table 1.

Table 1. RQ2. Reason for teaching adjunct

<b>Reason for teaching adjunct</b>		<b>2011</b>	<b>2016</b>
<b>1</b>	<b>I am a retired or semi-retired professor now teaching adjunct</b>	21	2
<b>2</b>	<b>I am a graduate student teaching somewhere other than my school of study</b>	0	1
<b>3</b>	<b>I am an adjunct hoping to receive a full-time teaching position within the next 24 months</b>	15	2
<b>4</b>	<b>I am teaching part-time in addition to my full-time job</b>	101	3
<b>5</b>	<b>I am an adjunct but not for any of the above reasons</b>	55	14

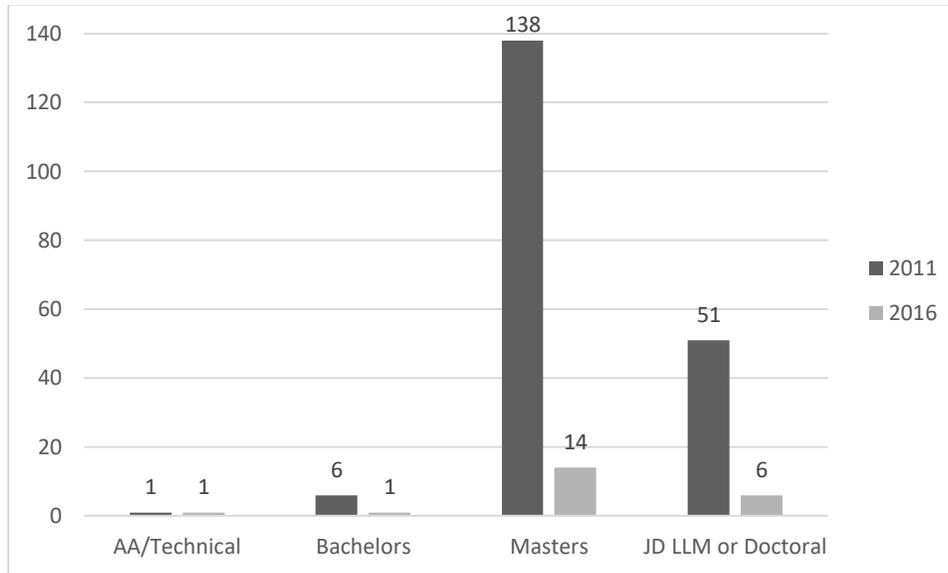
In both studies, the ages varied over four decades, with the larger sample from 2011 having an evident bell-shaped curve. With such a small sample in 2016, it is hard to determine if the newer sample has a similar age distribution as the original one. This is shown in Figure 1.

Figure 1. RQ3. Age



The level of highest academic degree (RQ5) was recorded using eight categories. These were combined into the four categories displayed in Figure 2. Again, the new sample results appear to be roughly similar in magnitude to the distribution from the first sample.

Figure 2. RQ5. Level of Degree



RQ6 looks to see if there are differences in gender. This demographic is the most unlike in the two different surveys. In 2011 there were almost three times more women responding. In 2016 there were almost three times more men responding (Table 2). Given the disproportionate number of women who seemingly left the adjunct field (or did not respond to the survey), further research is needed.

Table 2. RQ6. Gender

	<b>Gender</b>	
	<b>2011</b>	<b>2016</b>
<b>Female</b>	136	6
<b>Male</b>	56	16

The last demographic we tested and report stems from RQ7 and looks at the area of academic study. We collected eleven different areas in business and then grouped these into four common business departments: Accounting/Legal, Economics/Finance, Management/Marketing/etc., and Information Systems. As no specific literature was found regarding specific levels of job satisfaction within specific disciplines, the researchers used previous literature showing one of the reasons adjuncts teach is for the money. Gara (1997) noted job satisfaction of business faculty was not largely based on salary. As noted previously (AACSB, 2019) salaries in business schools are largely driven by discipline. Knowing this relationship, we used the discipline as analogous to salary and proposed that we would not expect to find a relationship to job satisfaction based on the discipline (salary).

However, in a study of student evaluations of teaching (SET) (Lewis & McKinzie, 2019), findings indicated Marketing and Management receive the highest levels of SET. As praise has been shown as a factor in job satisfaction (e.g., Herzberg, Mausner, & Synderman, 1959), we presupposed that Marketing and Management adjuncts would also exhibit higher levels of job satisfaction. Using this logic, those teaching in quantitatively based courses risk lower evaluations/praise (Uttl & Smibert, 2017) and might also have lower job satisfaction. The lack of knowledge in this area was again one of the primary drivers of this project.

The first two areas (Accounting/Legal; Economics/Finance) appear to be roughly similar in magnitude changes from 2011 to 2016, but the last two (Management/Marketing; Information Systems) clearly are not (Table 3). In fact, in Information Systems, all 13 of the original respondents answered the new survey and all but one was still teaching as an adjunct. With such a disparity in these two areas, further research is warranted.

Table 3. Academic Area

	<b>Academic Area</b>	
	<b>2011</b>	<b>2016</b>
<b>Accounting/Legal</b>	32	3
<b>Economics/Finance</b>	29	3
<b>Management/Marketing/etc.</b>	118	3
<b>Information Systems</b>	13	13

## Research Questions Statistical Results

This study is reporting on the composite Intrinsic and the composite Extrinsic results in 2011 and 2016. As part of this study, we are reporting both comparisons within the study-year between Intrinsic and Extrinsic results as well as cross-year comparisons of Intrinsic and Extrinsic results. There is knowledge in finding little to no statistical relationships which is what this study found. Each of the research questions and the results of statistical testing are presented in the following paragraphs in the same order they were previously addressed. A significance of 0.05 was used for all statistical tests.

*RQ1: Do business adjuncts at four-year universities indicate a larger Intrinsic than Extrinsic job satisfaction?* This is the one research question we can definitively answer. Whether we are looking at the data in 2011 or 2016, both studies showed a larger Intrinsic than Extrinsic motivation when compared using a t-test. This supports previous studies (Banachowski, 1996; Gara, 1997; Troumpoucis, 2004) that were not specific to 4-year business schools. Table 4’s far-right column shows significance smaller than 0.001 showing that adjunct faculty in both years are more intrinsically motivated than extrinsically motivated.

*RQ4: Does overall job satisfaction of adjuncts decrease over time?* As we compared Intrinsic and Extrinsic results within the same survey, we also compared the 2011 results with the 2016 results using a t-test. If as Feldman and Turnely (2004) state those who become adjuncts only planning to be an adjunct for a short time experience increased frustration, then those in the 2016 study, having been teaching as an adjunct for more than 5 years, should have lower job satisfaction than those in 2011 because they are still teaching. Table 4’s last row shows these significances at 0.002 and 0.011 showing that there are significantly lower Intrinsic and Extrinsic results in 2016.

Table 4. RQ1 and RQ4 statistical results

	mean		
	Intrinsic	Extrinsic	RQ1 sig
<b>2011</b>	5.257	4.589	0.000
<b>2016</b>	5.030	4.273	0.000
<b>RQ4 sig</b>	0.002	0.011	

*RQ3: Does age increase business adjuncts overall job satisfaction?* A linear regression model was used to see if job satisfaction increased with age. The significances were all above 0.35 showing no relationship of age and the Intrinsic, Extrinsic, or Combined model results for 2011 or 2016. Thus we were not able to support Gara’s (1997) claim that those older than 36 had higher levels of job satisfaction nor could we support Feldman and Turnely’s (2004) claim that younger adjunct faculty had more frustration.

*RQ2, 5, 6, & 7:* A factorial generalized linear model ANOVA was used to test research questions 2 (reason), 5 (level of degree), 6 (gender), and 7 (academic discipline). This was done for 2011 and 2016 as well as looking at Intrinsic and Extrinsic results. Although some combined variables

showed significance, the partial eta squared was very small. This is an indication of a sampling error leading to non-repeatability. Thus, we are reporting no significance found.

Finally, a One-way ANOVA was conducted for each of these factors (2, 5, 6, & 7). There were no significant results for the Intrinsic metric. However, for the Extrinsic, we did find two significant findings, one for RQ2 and one for RQ7 both in the 2011 data.

For RQ2: *Does one's reason for teaching as an adjunct of business affect their overall job satisfaction?* We expected based on Tuckman (1978) and Lacy and Sheehan (1997) that category 3 (hopeful full-timers) would be significantly lower than the other 4 categories; We did not find this to be true. We found that being retired had a higher Extrinsic score than teaching for “other” reasons. These differences were significant at the 0.041 p-value.

Table 5. RQ2. 2011 Extrinsic

	2011 Extrinsic Discipline		
	Lower CI	Mean	Upper CI
<b>Cat 1 - retired</b>	4.642	4.979	5.317
<b>Cat 5 - other</b>	3.960	4.267	4.574

For RQ7: *Does specific academic discipline affect the job satisfaction of business adjuncts?* We found that the academic area 3 (Marketing/Management/Supply Chain/etc.) showed a lower Extrinsic result (Intrinsic results were inconclusive) than academic area 4 (Information Systems) with a significance of 0.030. This finding was opposite of what we expected based on previous research (Herzberg, Mausner, & Synderman, 1959; Uttl & Smibert, 2017) but is in keeping with the salary structures found within the business discipline (AACSB, 2019). All that said, the one person who answered the survey in 2016 that was no longer teaching as an adjunct (replaced by a full-time faculty) was an IS faculty member. His composite satisfaction scores were lower than all others in 2016. The small samples in 2016 prevented statistical testing significance.

Table 6. RQ7. 2011 Extrinsic

	2011 Extrinsic Discipline		
	Lower CI	Mean	Upper CI
<b>Cat 3 - Management/Marketing</b>	4.198	4.396	4.594
<b>Cat 4 - Information Systems</b>	4.887	5.242	5.597

## DISCUSSION

### Analytical Results

Given previous literature which indicates that full-time faculty within the college of business demonstrate some of the highest levels of satisfaction on the campus (Gara, 1997) along with adjunct business faculty at community colleges (Parker, 1990), the assumption was made in the formation of this study that adjunct business faculty at four-year universities would also exhibit job satisfaction. As was expected by the researchers, the postulation that business adjuncts would

express job satisfaction held true (RQ1) and that, while still showing job satisfaction, the level did decrease over time (RQ4).

For RQ2 the only prior research uncovered indicated that those wanting a full-time position would have lower job satisfaction (frustration). We did not find this to be statistically supported but did find a different relationship (retired faculty have higher Extrinsic job satisfaction than others).

For RQ7 there was little prior research showing that there would be differences by academic area. We wanted to explore if salaries or praise might influence job satisfaction by department as quantitative teaching areas are paid more in business yet receive lower praise. We did find a larger Extrinsic response in the IS department than in Management/Marketing in 2011. This makes sense as IS faculty are often paid significantly more than Management/Marketing yet it is a little confounding as they receive less praise on SETs.

### **FUTURE STUDIES**

From the sheer numbers of adjuncts being employed in colleges of business alone (National Center for Educational Statistics, 2017), it is clear that this demographic is critical for the success of these colleges. The main motivation for conducting this study was to explore the world of adjunct teaching from the idea that those who participate in it are satisfied with their positions and enjoy their line of work. The assumption was made in the development of the study that the population would express satisfaction with their positions and thus our goal was then to explore and identify demographics that might lead to a better understanding of what causes the specific population of adjuncts to be satisfied and thus to translate those findings into usable methods by which unsatisfied adjuncts might be positively motivated.

Moving forward in this line of research, many areas are ripe for further investigation and understanding.

There is something causing the Information Systems faculty who answered the survey in 2011 to all (100%) have answered it in 2016. Of those who answered the survey in 2016 all but one (an IS faculty) were still teaching as adjuncts five years later. This means 92% of IS faculty were still teaching five years later whereas less than three percent of Management/Marketing faculty even responded to the survey. The demographics themselves may be telling us that these Information Systems faculty are very satisfied with their positions as adjuncts. The other two academic areas had an approximate 10% response rate in 2016 (all still teaching as adjuncts). A specific point of interesting within future research to this area of the business college is what, if any, full-time positions Information System's adjuncts hold. For instance, seeing the job satisfaction of adjuncts who hold traditional full-time positions as opposed to those who work full-time as independent contractors or consultants could aid in seeing what aspects of the adjunct position work to compliment, or supplement, needs from the full-time position.

Within the results of this research, other surprising oddities were found, such as the disappearance of women from the 2011 study to the 2016 study. While data suggests that men are both more represented within the faculty and have higher pay scales than women (National Center for Education Statistics, 2019), no national trends would indicate that women would be so

underrepresented. In fact, research suggests that in business, women have increased their presence within the instructor and assistant professor ranks (Brown, 2016); however, because attempts were made to contact the 2011 participants regardless of their 2016 position, the disappearance of women is both interesting and disturbing.

Future research would benefit from comparative analysis with other academic fields. While the findings are interesting and do reveal certain aspects of business adjuncts, the findings are limited because it is not known if they are specific to this area or if they are in fact universally reflective of academia as a whole. To further appreciate the findings of this study, it should be replicated across other areas of academia. This exploration would be made even stronger by the addition of an exploration of workplace climate and the perception of value the adjunct feels from colleagues and supervisors.

While the current research did not find significance within many of the variables tested, other researchers using different and more detailed methodology might find significance. Using the hypothesis within this study, data could be more specifically collected in areas such as compensation and degree field to test for significant interactions. Also, future research could benefit from collecting longitudinal data at more frequent intervals as to not only show progression of data but more easily maintain relationships with the participants. Considerations should also be given to expanding the participant base to adjuncts who are currently teaching at the same universities as the original participants.

Beyond this study, exploration of a possible triangular relationship among overall satisfaction, compensation, and desire for employment should be made. Given again that none of the reasons for teaching as an adjunct proved to be a significant factor in predicting overall satisfaction, it must be assumed that other mitigating relationships are in place that created the overall satisfaction levels. With a more thorough exploration of compensation and desire for different employment, a balance point might be located in which adjunct teaching is looked upon as a rewarding career rather than an inadequately compensated venture.

Finally, exploration of the Job-Person Fit Theory would serve to better identify those who are actually capable of executing the job of being an adjunct and doing so with satisfaction. As discussed by Papp (2002), many individuals with graduate degrees become adjuncts simply because they do not know what else to do; however, evidence suggests that mismatches in education, skills, and job can have a profound effect on satisfaction (Allen & van der Velden, 2001). The assumption that all graduate degree holders are qualified, capable, and designed to teach on the college level must be abolished and more research into the psychological, sociological and technical abilities needed to be a successful and satisfied college-level educator need to be made so that those who lack the skills and the propensity to be satisfied with college-level teaching can be weeded out prior to their ever reaching the classroom, ultimately making adjunct teaching a career within itself.

## CONCLUSION

This study yielded both confirmatory, not statistically supported, and new results in relation to previous research. It works to paint an understanding of the potential root cause of a satisfied

adjunct. Beyond knowing that this population is satisfied lies a bigger picture: adjuncts in the field of business are not just satisfied...they are very satisfied and satisfied in almost all areas of their job. As the results of the study indicate, time does lead to dissatisfaction and to negate the initial satisfaction with the job itself.

As academia relies more and more heavily on adjunct teachers, understanding and embracing this population of the campus is essential to providing the highest quality of education. The present study provides an initial step in understanding what causes satisfaction within the population of adjunct business faculty at four-year universities, demonstrating not only that this population is satisfied but also which demographics do and do not contribute to this level of satisfaction.

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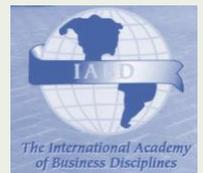
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