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An Assessment of Faculty Job Satisfaction In Georgia's Technical College System Using Bolman and Deal's Four Organizational Frameworks

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AN ASSESSMENT OF FACULTY JOB SATISFACTION IN GEORGIA'S TECHNICAL

COLLEGE SYSTEM USING BOLMAN AND DEAL'S FOUR ORGANIZATIONAL

FRAMEWORKS

by

SAMUEL BEE HART

(Under the Direction of Brenda Marina)

ABSTRACT

This research examined the extent to which elements within Bolman and Deal's (2003) four organizational frameworks impact the job satisfaction of full-time faculty working within the Technical College System of Georgia. A researcher developed survey instrument was made available to all full-time faculty members within the Technical College System of Georgia. A factor analysis coupled with a linear regression analysis found that elements within the structural framework had the greatest impact on full-time faculty job satisfaction followed by elements within the human resources, political, and symbolic frameworks respectively.

INDEX WORDS: Job satisfaction, Faculty, Technical College System of Georgia, Factor Analysis, Bolman and Deal

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CHAPTER I

INTRODUCTION

In an age of increasing professorial job dissatisfaction, high mobility rates within the teaching profession, and public accountability demands for quantifiable work performance, educational administrators must develop organizations that are not only highly effective but also promote worker morale (Sanderson, Phua, & Herda, 2000; Syptak, Marsland, & Ulmer, 1999; Kelly, 1989). By having a greater understanding of what forces within an institution have the greatest impact on faculty job satisfaction, administrators will be better positioned to create such an environment.

The notion of job satisfaction has been broadly described by Weiss (1998) as an attitude one has about his job. In a later writing, Weiss (2002) further delineates his interpretation of job satisfaction to state that emotions, beliefs, and behaviors impact attitudes that individuals have towards their jobs. It is within the context of this definition that a study of job satisfaction has been developed. The description of job satisfaction offered by Weiss (2002) was applied within the four organizational frames posed by Bolman and Deal (2003) to assess the extent to which each frame impacts Georgia's technical college faculty job satisfaction.

Faculty job satisfaction studies have been carried out in traditional two-year and four-year settings (e.g. Kessler, 2007; Levin, 2006; Sanderson, Phua, & Herda, 2000; Leslie, 2006; and Jackson 2000); however, faculty job satisfaction studies within the technical college environment have been largely neglected (Brewer & McMahan-Landers, 2003) . In this study, a multidimensional approach was used to assess organizational elements impacting job satisfaction of full-time faculty members within the Technical College System of Georgia.

Background

Job satisfaction is a topic of interest to leaders in a variety of fields because of its ability to impact an assortment of work attributes. Previous literature has shown that an employee's level of job satisfaction can impact worker motivation, absenteeism, commitment, productivity, and even illness (Syptak, Marsland, & Ulmer, 1999; HMRS, 2005; Kelly, 1989). Within the realm of higher education, there has been a growing level of dissatisfaction among college faculty (Levin, 2006), with 41.3% of nationally polled faculty indicating they have considered leaving the field for a different career (Sanderson, Phua, & Herda, 2000).

Several historical studies (Herzberg, Mausner, and Snyderman 1959; Hackman and Oldham, 1980; Maslow, 1970) have developed a theoretical foundation upon which contemporary research in job satisfaction is based. Early human relations work provided by Follett (1924) led to studies of group dynamics and provided a framework within which to study worker motivation and subsequently job satisfaction. Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory further extended Follet's (1924) work by stating that positive job attitudes arise from potential motivators leading to psychological growth. Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory identifies intrinsic motivating factors that are related to satisfaction and external hygiene factors that can lead to worker dissatisfaction. Though Herzberg's work is dated, more recent research has supported those results (Diener, 1985; Gallagher and Einhorn, 1976; Gawel, 1997; Knight and Westbrook, 1999) and verified their appropriateness to an educational setting (Hill, 1986-1987; Leon, 1973; Nussel, Wiersma, & Rusche, 1988; Sergovanni, 1967; Silver, 1967).

Several factors identified as being satisfiers within the motivation-hygiene theory, such as personal growth and achievement, are supported by Maslow (1970) as being needed to achieve

self-actualization, which suggests that these factors are generally necessary for human satisfaction. Five job characteristics such as autonomy; feedback; skill variety; task identity; and task significance have been shown to exhibit a positive correlation with job satisfaction (Hackman and Oldham, 1980). Other theoretical bases upon which job satisfaction studies have been conducted include the degree to which job expectations are met (Locke, 1976), the basic need for people to achieve and be successful (McClelland, 1961, 1965, 1985), and one's own personal disposition (Judge, 1998). These theoretical bases have been used to develop research (e.g. Zabriskie, 2002; Jackson, 2000; Diener, 1985) related to faculty job satisfaction in both two-year and four-year higher education institutions.

There are a variety of intrinsic and external factors that have been consistently shown to influence faculty job satisfaction and dissatisfaction within the two-year and four-year traditional college environment. Faculty work environments have been shown to have a strong influence on job satisfaction (Zabriskie, Dey, and Riegle 2002; Jackson, 2000; Diener, 1985) with faculty preferring more organic environments (Kessler, 2007), greater levels of autonomy (Rifkin, 1998; & Diener, 1985), and the potential for professional and intellectual growth (Diener, 1985).

Current economic conditions are further restricting the autonomy that college faculty have enjoyed due to public demands of accountability (Levin, 2006), which can lead to greater levels of dissatisfaction (Rifkin, 1998). College faculty job satisfaction is also influenced by stress and institutional climate (Ruhland, 2001) as well as work-life conflicts (Houston, Meyer, and Paewai, 2006). Demographic groupings within the work environment have been shown to impact job satisfaction as it influences the degree to which individuals relate to one another (Zabriskie, Dey, and Riegle 2002), though some feel these variables only have a limited degree of impact (Thompson, McNamara, and Hoyle, 1997).

Given the variability in the nature and scope to which factors influence job satisfaction, it is important to provide a contextual framework within which to consider the implications of these factors. Some studies of job satisfaction have provided a single framework within which to consider educational job satisfaction (Jegadeesan, 2007; Jorde, 1984), but it appears that research incorporating a multiple framework approach have been largely neglected. Bolman and Deal (2003) provide four organizational frames that can be used to construct a job satisfaction study from multiple perspectives.

The first frame provided by Bolman and Deal (2003) considers viewing the organization through a structural perspective, which examines the implications of various bureaucratic models within an organization. Kessler (2007) has shown that the type of organizational structure employed can have an impact on faculty job satisfaction. Others argue that the type of structure utilized by an organization can lead to inequities between demographic populations (Scott, 1992) suggesting that job satisfaction might be impacted by inherent biases that exist within an organization.

The second frame presented by Bolman and Deal (2003), the human resources frame, considers the relationship between an individual and the organization. Bolman and Deal (2003) contend that successful organizations have found creative ways to align employee and organizational needs to produce mutual benefits. This perspective allows for the use of foundational theories (Herzberg, Mausner, and Snyderman ,1959; Maslow, 1970; Hackman and Oldham, 1980; Judge, 1998; McClelland, 1961, 1965, 1985;& Locke, 1976) to identify gaps that exist within this relationship.

The third frame discussed is the political frame. Bolman and Deal (2003) suggest five assumptions within the political frame which relate to coalitions of groups, differences among

groups, scarcity of resources, bargaining, and power. This perspective focuses on the use of power to negotiate for existing resources. Others have noted the impact of coalitions on individuals within organizations, whether those coalitions are within the organization itself (Sergiovanni, 1992; Mintzberg, 1983) or external to the organization (Mintzberg, 1983). The influence of power within the organization has led some employees to leave, while some stay and play political games to bargain for resources, and others within the organization simply follow along as instructed (Hirschman, 1970).

The final theme presented by Bolman and Deal (2003) is the symbolic frame which considers the influence of organizational culture and symbols. Hoy and Miskel (2005) state that organizational culture defines the atmosphere of the organization and encompasses the norms, values, and ideologies of the organization. Bolman and Deal (2003) then extend this view of organizational culture and consider how one's views give meaning to actions within the organization and how individuals use symbols to help them better interpret the meanings of such events. The idea that an individual's work environment influences worker satisfaction has been supported by other literature as well (Zabriskie, 2002; Jackson, 2000; Diener, 1985).

The four organizational themes provided by Bolman and Deal (2003) may be used to provide a conceptual framework within which to consider variables impacting faculty job satisfaction in branches of education that have, to this point, been largely excluded from existing studies. Namely, these frames might be used to consider faculty job satisfaction within the technical college environment. Brewer and McMahan-Landers (2003) found no studies that specifically address faculty job satisfaction within the technical and industrial academic environment.

Technical colleges provide a unique setting in which to consider faculty job satisfaction because they are inherently different than other educational settings in which faculty job satisfaction studies have been conducted. Cohen and Brawer (2003) note that technical colleges provide a unique educational work environment because their purpose is to prepare students for employment and provide industry with trained workers. Palmer (1987) also asserts that some view the technical college environment as being innately different than other branches of education for three reasons: an emphasis on workforce development; terminal program offerings that provide services to students that are seen as being less prepared academically than those pursuing baccalaureate degrees; and the social service perspective of providing economic improvements to communities. To consider the environmental differences between traditional two-year and four-year institutions and technical colleges, characteristics of Georgia's Board of Regents (BOR) institutions and institutions within the Technical College System of Georgia (TCGS) will be examined.

A variety of factors support the notion that there are differences between Georgia's Board of Regents (BOR University System two-year and four-year) institutions and Technical College System of Georgia (TCSG) institutions. Perhaps the most striking difference can be seen in the institutional mission statements of each group with BOR institutions maintaining a commitment to scholarship (University System of Georgia, 2008a) and TCSG institutions maintaining a commitment to workforce development (Technical College System of Georgia, 2008a). The difference in mission statements can be seen to some degree in the required core curriculum for degrees within each system, with the BOR schools requiring more core curriculum courses than TCSG institutions (Technical College System of Georgia, 2008; University System of Georgia, 2008b) suggesting a greater emphasis on scholarship.

Faculty credentials also distinguish the two groups. BOR schools typically seek faculty holding terminal degrees within the discipline to be taught (University System of Georgia, 2008c) while TCSG schools require only certification within the field of study for many of its program offerings (Technical College System of Georgia, 2008c). Job descriptions for faculty between the two systems are somewhat different with BOR faculty focusing primarily on teaching and research (University System of Georgia, 2008a) whereas TCSG faculty focus on teaching, recruitment, and job placement (Technical College System of Georgia, 2008c).

Schools within the BOR system typically confer degrees no less than the associates level (University System of Georgia, 2008a) whereas TCSG schools offer certificates, diplomas, and associates degrees (Technical College System of Georgia, 2008c). A defining characteristic of the TCSG curriculum is a focus on work ethics training and a warranty policy for all coursework taken (Technical College System of Georgia, 2008d), which further emphasizes the technical college system's focus on workforce development. According to data published online by TCSG for 2007, TCSG school populations were made up of more part-time students and minority students than those institutions within the Board of Regents (Technical College System of Georgia, 2008e; University System of Georgia, 2008d). These factors support the idea that faculty within each system operate within different work environments.

Statement of the Problem

Faculty job satisfaction has been a topic of interest to educational administrators because of its impact on work performance. Several researchers have provided the theoretical foundation upon which many contemporary studies in job satisfaction are based and have identified variables that tend to impact job satisfaction (Herzberg, Mausner, and Snyderman ,1959; Maslow, 1970; Hackman and Oldham, 1980; Judge, 1998; McClelland, 1961, 1965, 1985;&

Locke, 1976). It has been shown that there are both intrinsic and extrinsic factors that impact faculty job satisfaction in higher education. Namely these factors include an employee's work environment, administrative leadership styles, professional and intellectual stimulation within the job, and stress. Organizational frameworks have been used to establish a context within which to consider organizational implications of faculty job satisfaction studies, though many studies are limited to a single framework within which to consider research findings.

Studies have been conducted to assess the level of faculty job satisfaction within the traditional two-year and four-year college environment (e.g. Kessler, 2007; Levin, 2006; Sanderson, Phua, & Herda, 2000; Leslie, 2006; and Jackson 2000); however, there is little research considering how factors typically influencing two-year and four-year college faculty impact faculty within the unique environment surrounding technical colleges. In addition, no studies have employed the use of multiple organizational frameworks to conceptualize the impact of these factors within the technical college environment.

Georgia's BOR colleges and universities and Georgia's TCSG colleges offer very distinct educational environments. It is, therefore, unknown how organizational variables impact faculty job satisfaction within the unique work environment of Georgia's Technical College System. The lack of research employing the use of multiple organizational frames to identify organizational elements impacting faculty job satisfaction within the technical college suggests a need to further investigate incorporating this approach. By providing information related to technical college faculty job satisfaction and multiple organizational themes through which to interpret these results, educational leaders within Georgia's technical college system will have more insight regarding organizational factors that impact faculty job satisfaction. Ultimately, this information may be used to stimulate organizations that promote faculty commitment and

productivity by improving the environment within which faculty operate. Therefore, the purpose of this study was to assess the extent to which elements within Bolman and Deal's (2003) four organizational frameworks impact faulty job satisfaction among technical colleges within the Technical College System of Georgia. This study serves to identify organizational aspects primarily responsible for faculty job satisfaction within the Technical College System of Georgia.

Research Questions

The researcher considerrd the following overarching question in this study: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction among technical colleges within the Technical College System of Georgia?

The following subquestions were used to answer the overarching question:

Subquestion 1: To what extent does faculty job satisfaction vary among technical colleges?

Subquestion 2: To what extent do perceptions regarding elements within Bolman and Deal's (2003) four organizational frameworks vary among technical colleges?

Subquestion 3: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction?

Significance of the Study

Studies have been conducted to assess faculty job satisfaction within traditional two-year and four-year college environments (Levin, 2006; Sanderson, Phua, & Herda, 2000). However, studies involving faculty job satisfaction within the technical college environment have been largely neglected and it is therefore unclear the extent to which factors impacting traditional two-year and four-year faculty might impact technical college faculty given the uniqueness of the

technical college environment (Brewer and McMahan-Landers, 2003). Additionally, given the rise in faculty job satisfaction within the two-year and four-year college setting (Levin, 2006), it is important to investigate faculty job satisfaction within the technical college environment. In addition to adding to the literature base for job satisfaction studies within the technical college environment, the findings of this study may provide the basis for further research in the technical college environment for issues related to faculty job satisfaction, such as faculty commitment and faculty productivity.

By having a better understanding of what factors impact faculty job satisfaction within the technical college environment, and also how these factors fall within the various frameworks of the organization, administrators may be better positioned to make organizational decisions that promote faculty job satisfaction. A greater understanding of faculty job satisfaction within the technical college environment could be utilized for improvement of recruitment and retention strategies as well.

Findings of the study may impact technical college policies to promote faculty job satisfaction. In particular, staff development and faculty recruitment policies may be broadened to incorporate elements that promote greater faculty job satisfaction. In addition, work assignments and the normal work schedule may be influenced by the study as well.

Participants selected for the study were sent an email containing instructions and a link to an online survey that will be submitted anonymously. Those individuals choosing to participate in the study may benefit from the experience in several ways. By reflecting on those aspects of the organization and job environment that promote or limit job satisfaction, a participant should become more self-aware of how such factors impact his satisfaction in particular. In addition to this, research participants could be directly impacted by the outcome of the research given that

they operate within the system under review. Ultimately, participants were provided the opportunity to express which organizational frames greatly impact their job satisfaction. This, in turn, will provide administrators with a better understanding of organizational variables impacting faculty job satisfaction.

Finally, the outcomes of this research are significant to the researcher because the researcher is a faculty member within the system being considered. To reduce the influence of researcher bias, random sampling techniques were used to determine participant selection and data collection software allowing anonymous participation for the online survey instrument was employed to encourage accurate feedback. Analytical bias was reduced by developing a survey instrument that was valid and reliable. The results of this study carry implications for the researcher and his peers as well as educational administrators within technical institutions. The researcher contends that promoting faculty satisfaction could lead to greater faculty retention and could have implications for the quality of services being provided.

Research Procedures

Research Design. Given the postpositivistic nature of the study to be conducted, a quantitative approach was utilized to examine the stated overarching question and sub questions. Foundational literature has established variables that typically impact faculty job satisfaction in various settings (Herzberg, Mausner, and Snyderman ,1959; Maslow, 1970; Hackman and Oldham, 1980; Judge, 1998; McClelland, 1961, 1965, 1985;& Locke, 1976) and the researcher will therefore use quantitative methods to examine the extent to which this foundational work applies within the unique environment of Georgia's technical colleges. The use of quantitative methods to examine the opinions of participants and to establish cause-effect relationships is supported by Creswell (2003) and DeVaus (2002). In particular, the researcher used a survey

design to gather data for the study. The survey was developed from satisfaction factors identified in the literature, cross-sectional in nature, and delivered via the internet.

Participants. The population for this study was 2,219 full-time faculty members currently employed in Georgia's Technical College System. The Vice President of Academic Affairs at and Dean/Director of Instruction at each technical college within the Technical College System of Georgia was emailed a link to the survey instrument used for the study to send out to all full-time faculty members within the college in an effort to reach the total population of full-time faculty members within the Technical College System of Georgia.

Instrumentation. The researcher developed a survey specifically designed to gather data for the study based on the elements identified within Bolman and Deal's (2003) four organizational frameworks. The survey was cross-sectional in nature, predominately employed a Lickert format but also included open-ended questions as well. The survey instrument was delivered using the internet. Content validity was established using previous literature in conjunction with organizational elements described by Bolman and Deal (2003) to develop survey items. For convenience, the instrument was reviewed and completed by a group of experts within the field of technical college administration. These experts were asked to provide feedback regarding question clarity along with preliminary reliability data. The preliminary reliability was established by calculating Cronbach's alpha using the data gathered from the group of experts and questions were removed as needed to establish an acceptable level of reliability for the study.

Data Collection. After obtaining permission from the Institutional Review Board at Georgia Southern University, an email containing a letter of invitation describing the study and directions along with a URL link to the survey instrument was sent to each Vice President of

Academic Affairs by the TCSG state level Research Manger. This email was then forwarded to each faculty member within the technical college by the Vice President. Data was collected and stored using eListen, a software program specifically designed for internet surveys that collects data while allowing participants to remain anonymous. DeVaus (2002) notes that providing a URL link in this manner and assuring confidentiality maximizes participation in such a study and assists the quality of the study.   By providing access to the instrument through the participant's technical college email address, unauthorized access to the instrument should be reduced. The survey was made available to participants until no additional responses were received for a one week period. A second email was sent to all Vice Presidents of Academic Affairs and Deans/Directors of Instruction by the state level Research Manager in an effort to improve the study response rate. Again, the survey was made available until no responses were obtained for a one week period. Responses were compiled using the eListen program and then sent to the researcher. To encourage participation, an email of support from an upper level administrative member within the organization was sent to members within the TCSG.

Data Analysis. Data collected from the participants was used to answer the stated research questions for the study. Each stated research question has one discrete dependent variable, job satisfaction, and multiple categorical independent variables relating to the specific research question. The independent variables for research question one are: demographic groupings; for research questions two and three: elements within organizational frameworks. The purpose of this study was to assess the extent to which job satisfaction is impacted throughout a range of categories and therefore a factor analysis was employed. Data obtained from open-ended questions was coded and grouped to further examine the stated research questions.

Limitations

• There is very little research regarding faculty job satisfaction within the technical college environment. The limited existing research limits the researcher's ability to compare this study with existing work.

• There is limited research assessing faculty job satisfaction through multiple organizational frameworks; therefore, comparisons to other studies will be limited.

• System-wide demographic data for the population of faculty members within the Technical College System of Georgia was not available for this study. This limits the researcher's ability to ensure that participant demographic data is representative of the population of faculty members.

Delimitations

• This study was restricted to electronic delivery.

• The participants of the study were full-time faculty members within Georgia's technical colleges. Full-time faculty were chosen for the study because the researcher was most interested in how organizational elements impact those whose primary employment is teaching within the technical education environment.

• This study was quantitative in nature. DeVauss (2002) and Creswell (2003) support the use of quantitative analytical methods when existing variables have been defined.

Summary

Existing faculty job satisfaction studies have largely neglected the technical college environment. Given the uniqueness of this environment, it is unknown how previous conclusions regarding faculty job satisfaction within other educational environments apply to technical college faculty. It is also unclear how elements within identified organizational frames impact faculty job satisfaction. Therefore, this study was conducted to assess how elements within four

organizational frames impact technical college faculty job satisfaction in the Technical College System of Georgia. The results of this study may have implications for faculty retention, organizational structure, and could provide foundational research for future studies in technical college faculty commitment and productivity.

This study was quantitative in nature and employed a survey design instrument. The survey was prepared by the researcher based on relevant literature to fit the needs of the study. The survey instrument was reviewed by a group of experts within the field with previous full-time faculty experience to ensure question clarity and to provide preliminary reliability data. Content validity was established using relevant literature. Cronbach's alpha was used to establish internal consistency and reliability for the instrument and questions were removed from the instrument until an acceptable level of alpha was achieved. Participants consisted of full-time faculty employed within the Technical College System of Georgia. Data was collected using eListen software to ensure participant confidentiality and was then uploaded into a statistical package for the social sciences (SPSS) software program. Statistical analysis was conducted using SPSS statistical software.

Definitions Page

Organic work environment: Burns and Stalker (1961) define an organic work environment to be collaborative in nature. Formal authority roles are minimized so that individual strengths may be presented for continually changing situations.

Mechanistic work environment: Burns and Stalker (1961) define a mechanistic work environment to be heavily reliant upon formal authority structures. Communication follows a vertical hierarchy consistent with organizational management outlines and instructions and decisions are made by supervisors.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

This chapter serves to provide a review of information that is currently available regarding the research topic and the setting in which the research for this study was conducted. Job satisfaction definitions were reviewed to provide a clear understanding of what the research seeks to measure. Foundational theories underlying previous job satisfaction studies along with research provided by Bolman and Deal (2003) were reviewed to provide a theoretical foundation upon which to develop an instrument tailored to the theoretical frameworks described by Bolman and Deal (2003). The four organizational frameworks proposed by Bolman and Deal (2003) were reviewed and existing relevant research was included to further describe what is currently known about the nature of the four organizational frameworks as they relate to job satisfaction. An overview of the Technical College System of Georgia (TCSG) was provided to describe the setting in which the research was applied. A comprehensive review of existing relevant research relating to the research topic was given along with research outcomes. Finally, a review of research methodology was given to provide foundational support upon which this study was structured.

The literature review for this study was organized to first provide background information regarding definitions of job satisfaction and foundational theories related to existing faculty job satisfaction literature. An overview of Bolman and Deal's (2003) four organizational frameworks was given and factors influencing each framework were discussed.

A review of literature was developed using content provided by Bolman and Deal (2003) regarding their four organizational frameworks. Relevant background information regarding foundational theories identified within the four frameworks was reviewed using a variety of

higher education administration texts and primary sources for these theories are obtained using online, peer-reviewed research databases.

An overview of Bolman and Deal's (2003) four organizational frameworks was obtained by reviewing research directly provided by Bolman and Deal (2003). The content identified within each of the four frameworks was further reviewed by utilizing existing peer-reviewed research provided within academic texts and online research databases. Relevant studies relating theoretical aspects of Bolman and Deal's (2003) four organizational frameworks to job satisfaction were obtained using peer-reviewed online research databases.

Information regarding the setting in which the research was conducted was taken directly from documents provided by the Technical College System of Georgia (TCSG). Information needed to establish the uniqueness of the technical college environment was taken from documents provided within the TCSG and The University System of Georgia (USG) websites. Additionally, information relating to the technical college environment was sought within academic texts and existing faculty job satisfaction research found within online, peer-reviewed journals.

Background information regarding the research design for this study was found within academic texts related to educational or social research. Additional information regarding research design was obtained by reviewing academic journals for publications relating to various aspects of social research methodology.

Descriptions of Job Satisfaction

An interpretation of job satisfaction has been provided by a variety of researchers with representative samples being given by Vroom (1967), Locke (1976), McCormic and Tiffin (1974), and Weiss (1998 & 2002). Vroom (1967) suggests that job satisfaction is a worker's

response to the role he serves within his job. McCormic and Tiffin (1974) go on to further state that one develops an increased level of job satisfaction if he perceives that his work is of value to others. Locke (1976) describes job satisfaction as being an emotional state resulting from the appraisal of one's job. The descriptions provided by Vroom (1967), McCormic and Tiffin(1974), and Locke (1976) are consistent with foundational theories provided by Herzberg, Mausner, and Snyderman's (1959), Maslow (1970), (Locke, 1976), and (Hackman and Oldham, 1980).

The notion of job satisfaction has been broadly described by Weiss (1998) as an attitude one has about his job. In a later writing, Weiss (2002) further delineates his interpretation of job satisfaction to state that emotions, beliefs, and behaviors impact attitudes that individuals have towards their jobs. It is within the context of this definition that a study of job satisfaction has been developed. The description of job satisfaction offered by Weiss (2002) was applied within the four organizational frames posed by Bolman and Deal (2003) to assess the extent to which each frame impacts Georgia's technical college faculty job satisfaction.

Foundational Theories

Motivation-Hygiene Theory. Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory identifies intrinsic motivating factors that are related to satisfaction and external hygiene factors that can lead to worker dissatisfaction. Herzberg, Mausner, and Snyderman's (1959) motivating factors such as recognition, personal value, and challenge are said to impact job satisfaction. Hygiene factors relate to compensation, relationships with peers, company policy, supervision, and work conditions and account for job dissatisfaction.

Herzberg, Mausner, and Snyderman (1959) assert that motivating factors and hygiene factors are independent of one another, suggesting that hygiene factors must be present for a

worker to be satisfied but does not lead to satisfaction themselves. Likewise, the absence of

motivating factors does not necessarily imply that someone is dissatisfied so much as it suggests

that someone is not satisfied. Herzberg, Mausner, and Snyderman (1959) state that the opposite

of satisfaction is not dissatisfaction but rather no satisfaction and that satisfaction and

dissatisfaction exist as two independent occurences determined by distinct groups of variables.

Ulitmately, Herzberg, Mausner, and Snyderman (1959) contend that there are both physiological

hygiene factors and psychological motivating factors that govern the degree of satisfaction and

dissatisfaction that individuals feel regarding their jobs.

Herzberg, Mausner, and Snyderman's (1959) work has been both supported and criticized

by other researchers. In an effort to reproduce the results obtained by Herzberg (1959), Maidani

(1991) developed a Likert based instrument by adapting instruments previously developed by

Warr, Cook, and Wall (1979) and Rosenfield and Zdep (1971) to fit the needs of his study.

Maidani (1991) found that job satisfaction was a result of motivating factors as suggested by

Herzberg, Mausner, and Snyderman (1959), but found that hygiene factors also impacted job

satisfaction which is a contradiction to Herzberg, Mausner, and Snyderman's (1959) findings.

Herzberg's work has been confirmed by more recent research (Diener, 1985; Gallagher and

Einhorn, 1976; Gawel, 1997; Knight and Westbrook, 1999) and has been verified to be

applicable to an educational setting (Hill, 1986-1987; Leon, 1973; Nussel, Wiersma, & Rusche,

1988; Sergovanni, 1967; Silver, 1967). In a later study, The Society for Human Resource

Management (2007) identified four major constructs of employee job satisfaction that are aligned

with elements of Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory

including: relationships with management, compensation, work environment, and career

development. In addition, Hoy and Miskel (2005) note that Herzberg, Mausner, and

Snyderman's (1959) motivation-hygiene theory has been widely accepted by administrators and policy makers. Pinder (1984) also states that Herzberg, Mausner, and Snyderman's (1959) concepts have considerable validity.

Although Herzberg, Mausner, and Snyderman's (1959) work has been supported by others (Diener, 1985; Gallagher and Einhorn, 1976; Gawel, 1997; Knight and Westbrook, 1999; Hoy and Miskel, 2005), it has also been met with criticism. Hackman and Oldham (1976) have noted that Herzberg's motivation-hygiene theory does not account for individual differences and how those differences might impact one's response to a given motivation or hygiene variable. The idea that personal trait differences might impact one's response to the stated motivation and hygiene variables is supported by Vroom's expectation theory and by Judge's (1998) dispositional theory. In a study of elementary and secondary teachers, Bellott and Tutor (1990) found that salary was a motivating factor, contradicting Herzberg's finding that it was a hygiene factor. Bellott and Tutor (1990) concluded that dissatisfaction with teacher pay was one reason that quality instructors were leaving the field to pursue other higher paying careers.

Maslow's Hierarchy of Needs. Abraham Maslow (1970) proposes that there exists a list of needs to be met by individuals that range from foundational physiological needs to more intrinsic, self-actualizing, and goal-oriented needs. Maslow (1970) has arranged these basic human needs into a hierarchy suggesting that certain levels of the hierarchy must be satisfied before other levels can be realized to their full potentials. Beginning with the base physiological components of human needs and progressing forward, the levels of the hierarchy include: physiological needs such as air, water, sleep, and food; safety needs such as financial security and shelter; social needs such as a sense of belongingness, friendships, and love; a sense of esteem attributed to accomplishment, respect, and reputation; and self-actualization needs that

liken themselves to the attainment of a virtuous life including truth, meaning, and justice. Maslow (1970) states that there exists an ever present desire within individuals to reach a state of self-actualization, though it is an unattainable goal. Maslow (1970) suggests that it is not impossible for individuals to reach higher levels of the hierarchy without first satisfying lower levels; however, he notes that less attention can be given to higher levels if lower levels are not satisfied.

Maslow's (1970) hierarchy of needs has been used to further develop additional human needs theories or has been otherwise supported by the work of other foundational theorists (McClelland, 1961, 1965, 1985; Herzberg, Mausner, and Snyderman,1959). However, Maslow's work has been met with criticism within the educational field. Clay (1977) found that there was no correlation between needs for community college faculty that was consistent with Maslow's hierarchy and concluded that a job satisfying basic needs would disrupt the hierarchy posed by Maslow (1970).

Hackman and Oldham's Job Characteristics Model. Hackman and Oldham (1980) have developed a job characteristics model to use as a framework by which to study how particular aspects of a job impact work outcomes such as job satisfaction. Hackman and Oldham (1980) have determined that five job characteristics including autonomy; feedback; skill variety; task identity; and task significance have been shown to exhibit a positive correlation with job satisfaction. Rifkin (1998) has verified a positive relationship between job satisfaction and autonomy for collegiate faculty. Bellamy et. al. (2003) also state that autonomy and flexibility were the two most important factors in creating an ideal work environment for professors within business disciplines. The importance of feedback has been noted by both Herzberg (1959) and Maslow (1970) as being necessary to achieve work satisfaction and to satisfy basic human

psychological needs respectively. A stimulating work environment has been linked to faculty job satisfaction with representative samples being provided by Milosheff (1990), Diener (1985), Jackson (2000), and Houston, Meyer, and Paewai (2006).

Bolman and Deal's Four Organizational Frameworks

Bolman and Deal (2003) have divided organizations into four broad frames: the structural frame, the human resources frame, the political frame, and the symbolic frame. Bolman and Deal (2003) define an organizational frame to be a set of ideas that enables one to better understand daily occurrences. Within each of these four broad classifications, the authors have provided research asserting how various elements have been shown to impact the organizational frame. The following review provides an overview of each of Bolman and Deal's (2003) organizational frames along with existing studies relating content within each framework to faculty job satisfaction.

The Structural Frame. The structural frame posed by Bolman and Deal (2003) relates to the administrative hierarchy of an organization. Bolman and Deal (2003) contend that the structural framework of an organization can accommodate institutional goals while allowing for individual differences and have outlined six foundational assumptions of this frame:

1. Organizations exist to achieve established goals and objectives.

2. Organizations increase efficiency and enhance performance through specialization a clear division of labor.

3. Appropriate forms of coordination and control ensure that diverse efforts of individuals and units.

4. Organizations work best when rationality prevails over personal preferences and extraneous influences.

5. Structures must be designed to fit an organization's circumstances (including its
   goals, technology, workforce, and environment).

6. Problems and performance gaps arise from structural deficiencies and can be
   remedied through analysis and restructuring. (p. 45)

Early work regarding organizational bureaucracy is provided by Weber (1947, Hoy pg.
83). Weber notes that organizational bureaucracy should be characterized by a clear division of
labor, should be impersonal in nature, and should be governed by authority and regulation. This
highly centralized environment would be consistent with Burn's and Stalker's (1961) definition
of a mechanistically structured environment. Hoy and Miskel (2005) state that organizations that
are highly centralized, such as those characterized by the Weberian model, increase
organizational efficiency because they develop highly specialized employee skill sets and allow
an organization to employ individuals based upon these technical qualifications.

Although Weber's (1947) bureaucratic model presents a theoretical foundation upon
which to develop an efficient organization, it has received critical, negative review as well. Hoy
and Miskel (2005) note that highly bureaucratized organizations can lead to boredom and lead to
reduced levels of productivity. Additionally, Hoy and Miskel (2005) note that impersonality can
lead to a sterile work environment and that layers of administrative hierarchy can impede
communication. Blau and Scott (2003) state that dialogue may be limited to what subordinates
feel their supervisors want to hear and may not fully represent organizational situations. Other
criticisms of the bureaucratic model suggest that it is fundamentally gender biased. It is
suggested that women are disadvantaged in highly centralized work environments because the
organization's emphasis on the full-time work commitments and extensive job training required
for various positions naturally conflict with family and job responsibilities (Hoy and Miskel,

2005). Ferguson (1984) states that the impersonal atmosphere surrounding highly centralized

organizations bind women to lower level positions by viewing feminine characteristics as being

subordinate and male characteristics as being dominant. Other researchers (Wolf-Wendel, Ward,

and Twombly, 2007) have found that female professors are more likely to forgo marriage and

children than their male counterparts and that those female professors that do choose marriage

and children were determined to be less successful in their respective fields based on criteria

outlined by Leslie (2006) and Mason and Goulden (2002). Bolman and Deal (2003) state that

highly centralized organizations possess a vertical coordination of authority. They note that this

structure may be efficient but not effective, citing that employee behavior is often undeterred by

commands and rules.

       Another foundational model of organizational structure is provided by Henry Mintzberg

(1979). Mintzberg (1979) views an organization in terms of five groups. The strategic apex is

found at the top of the five groups and is comprised of those with the greatest degree of

appointed authority. In terms of the technical college environment, the strategic apex would

consist of the president, vice-presidents, executive council, and the board of directors. Below the

strategic apex is the middle line that would represent middle managers such as Deans or

Directors. Below the middle line is the operating core, which would comprise the technical

college faculty. The operating core is in direct contact with the Deans and Directors in the

middle line and the students which they themselves serve. There are two service groups in

Mintzberg's (1979) structure that provide support for the day-to-day operations within the

institution, namely the technostructure and the support staff. In terms of the technical college

environment, the technostructure could represent the information technology branch of an

institution and the support staff could represent entities such as a financial aid department and the registrar.

Mintzberg (1979) details various forms of the five groupings based upon the level of bureaucracy found. He states that a simple structure is one in which there is direct supervision between the strategic apex and the operating core. Bolman and Deal (2003) claim this structure allows for flexibility and adaptability but states there is potential for managers to become too easily distracted by day-to-day issues and lose sight of strategic goals. A machine bureaucracy is one in which important decisions are made by the strategic apex and middle managers oversee day-to-day affairs. Bolman and Deal (2003) state that a machine bureaucracy is efficient for routine tasks; however, they claim there is the key challenge for this structure is to motivate and satisfy those individuals working within the operating core. Bolman and Deal (2003) note that this approach has been utilized by public schools desiring to implement aspects of scientific management, but ultimately teachers were left unsatisfied because they considered themselves to be authorities within their disciplines and did not approve of the loss of autonomy. A third form of Mintzberg's bureaucratic structure is the professional structure. In this structure there are few managers between the strategic apex and the large professorial operating core that is characteristic of the model. Bolman and Deal (2003) note that a professional bureaucracy relies heavily "on professional training and indoctrination ," and is decentralized in nature. Bolman and Deal (2003) note that reform within this structure is difficult because professionals view any change in their surroundings as being an "annoying distraction from their chosen work." Additionally, Bolman and Deal (2003) contend that an attempt to implement greater control over the operating core in a professional bureaucracy could limit organizational effectiveness and create tension between administration and faculty.

Helgesen (1995) has provided another view of organizational structure which she claims captures more of a feminine view than the traditional hierarchical structures provided thus far. Helgesen (1995) views organizations in terms of a circular web that provides opportunities for open communication, organic work environments, and nurturing relationships. Bolman and Deal (2003) point out that a weakness in any point of this interconnected web would undermine the strength of the entire organization and that this model encounters increasing challenges as the size of the organization grows larger.

The following research overviews provide representative samples of how elements within the structural framework have been shown to impact faculty job satisfaction. In researching the perceptions of full-time teaching faculty members in one of Florida's community colleges, Jackson (2000) distributed 112 Personal Assessment of College Environment (PACE) surveys to faculty members and received a response rate of 85%. The purpose of this study was to ascertain full-time faculty member's perceptions and satisfaction levels with regard to environmental elements, formal influence, communication, collaboration, organizational structure, work design, and student focus. The organizational structure component of the PACE was used to determine that there was a diverse view of the extent to which faculty believed they were supported by the organization. A small (4%) portion of the faculty felt the organization was coercive, 31% felt it to be competitive, 45% stated the organization was consultative, and 20% believed it to be collaborative. Jackson (2000) also found the greatest number of feedback responses to open-ended questions was found within the formal influence heading of the survey instrument. Jackson (2000) found that 94% of the comments in this category showed the faculty to have an unfavorable view of the work environment. Ultimately, Jackson (2000) determined the faculty feel excluded from the organizational decision making and that their creativity was limited.

These findings are consistent with the earlier findings of Herzberg (1959) and Maslow (1970) who state that employees desire to feel needed and appreciated.

In a study performed by Kessler (2007), the effects of organizational structure of an academic department on faculty member's job performance, job satisfaction, and prevalence of counterproductive work behavior was examined. The study consisted of 1135 full-time faculty members working in 229 academic departments. It was found that faculty members working in organically structured departments reported higher levels of job satisfaction and reported fewer instances of counterproductive work behaviors than faculty members working in mechanistically structured departments.

Zabriskie, Dey, and Riegle (2002) used data provided by the Higher Education Research Institute (HERI) to study how personal and environmental factors influence faculty satisfaction. The population for this study was limited to full-time faculty whose primary responsibility was teaching. The teaching oriented focus of this population should be consistent with the primary responsibility of most full-time faculty members within typical technical institutions. In this study, it was determined that the strongest predictor of faculty satisfaction was the perception of a caring and supportive environment. Zabriskie, Dey, and Riegle (2002) state that a supportive environment allowing faculty to focus on teaching without having to divert their available time and energy towards being defensive may explain the increase in levels of job satisfaction.

A review of the existing literature found only one study that specifically focused on the job satisfaction of community college and occupational technical college faculty members. Truell, Price, and Joyner (1998) used Herzberg's motivation-hygiene theory as a foundation upon which to study the difference between the overall job satisfaction of full-time and part-time occupational technical faculty in the Virginia Community College System and how satisfaction

between these two groups differed among 10 job satisfaction factors outlined within the motivation-hygiene theory. The study conducted by Truell, Price, and Joyner (1998) also encompasses elements within frameworks beyond what is characterized by the structural frame and those results will be reviewed within their proper context. With regard to the structural framework, Truell, Price, and Joyner (1998) found that part-time technical college faculty were more satisfied than their full-time technical college faculty counterparts with regard to supervision and working conditions. The findings of Truell, Price, and Joyner's (1998) study were inconsistent with the findings of Williams and Wiatrek (1986) that full-time faculty reported significantly higher levels of satisfaction than did the part-time faculty.

     The Human Resources Frame. The human resources frame posed by Bolman and Deal (2003) considers the relationship between individual and organizational needs. Steers and Porter (1991) define a human need as being an internal state of imbalance that causes an individual to pursue a set of actions by which to regain balance. Hoy and Miskel (2005) note that the ultimate objective of an individual's action is to fulfill a need or otherwise reduce an existing imbalance and it is within the context of needs that human behavior can be explained. Bolman and Deal (2003) note that the alignment between the needs of an employee and the needs of the organization is critical in providing meaningful and satisfying work for the employee. Bolman and Deal (2003) have outlined four core assumptions that frame the relationship between employees and organizations:

1).Organizations exist to serve human needs rather than the reverse.

2). People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.

3). When the fit between individual and system is poor, one or both will suffer. Individuals are exploited or exploit the organization – or both become victims.

4). A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed. (p. 115).

A foundational review of human needs has been provided through the work of Abraham Maslow (1970) as outlined in his hierarchy of needs. Maslow (1970) determined that people will only be capable of focusing on work-related efforts after basic needs are met and that elements within the job environment control the degree of creativity and potential that is expressed by an employee. In an early study, Trusty and Sergiovanni (1966) found that professional educators had the most difficulty with satisfying their esteem and self-actualization needs. These needs are ranked at levels four and five respectively on Maslow's hierarchy. Anderson and Iwanicki (1984) later verified Trusty and Sergiovanni's outcomes.

McGregor (1960) found a disconnect between managerial assumptions of employees and their typical behaviors. McGreggor (1960) states that mangers take on a Theory X view of employees classifying them as being inherently lazy, unambitious, having little desire for responsibility, and that most people must be closely controlled or coerced to achieve organizational goals. McGreggor (1960) proposes another view, which he terms Theory Y, in which he suggests that work can be enjoyable and satisfying if the conditions are favorable, self-regulation is often indispensable in reaching organizational goals, and that management should serve to "arrange organizational conditions so that people can achieve their own goals best by directing their efforts toward organizational reward" (p. 61).

Argyris (1957, 1964) also states that an employee's relationship with an organization can impact various facets of work performance. Argyris (1957, 1964) notes that mechanistic

environments and Theory X management can potentially lead to six broad employee responses: employees can physically withdraw from work through excessive absenteeism or by quitting, they may psychologically withdraw, they may purposefully reduce output, they may pursue other higher level jobs within the organization, they may form alliances with others to create a power shift within the organization, or they may teach their children that work is not rewarding. Bolman and Deal (2003) note that relationships have a pronounced impact on an individual's job satisfaction and the effectiveness of an organization.

Two other foundational theories upon which the human resources frame draws are attributed to Herzberg (1959) and Hackman and Oldham (1980). Herzberg's two-factor theory divides facets of a particular job into motivating factors and hygiene factors. Hygiene factors such as administration, supervision, and working conditions have been shown to impact Bolman and Deal's (2003) structural frame (Jackson, 2000; Kessler, 2007; Williams and Wiatrek,1986; Zabriskie, Dey, and Riegle, 2002), while motivating factors such as achievement, recognition, responsibility, advancement, and learning are consistent with needs described by Maslow (1970) and are discussed by Bolman and Deal's (2003) within their human resources frame.

Hackman and Oldham (1980) have extended Herzberg's (1959) ideas on motivation and satisfaction to include three areas that are critical to job redesign: employees desire their work to be meaningful and worthwhile, employees want to have accountability and take ownership of their tasks, and workers desire feedback so they can improve. Hackman and Oldham's (1980) outcomes are also consistent with Maslow's findings that people need to feel appreciated and respected for their work. McClellan's (1961,1985) findings regarding achievement needs are also consistent with the findings of Hackman and Oldham (1980) in that McClellan states employees that are highly motivated exhibit three characteristics: a strong desire to assume

personal responsibility, they set moderately difficult goals, and they desire feedback to determine if they have succeeded or failed at their proposed task. Ultimately, Lawler (1986) contends that individuals receive more satisfaction in doing quality work.

Bolman and Deal (2003) contend that organizations will benefit from the talent and energy provided by employees if they find satisfaction and meaning in their work. To strengthen the relationship between the organization and employee, Bolman and Deal (2003) recommend that the organization implement a variety of strategies to improve its human resource management. Such recommendations include: "paying well, offering job security, promoting from within, training the workforce, and sharing the fruits of organizational success. Others empower workers and give work more significance through participation, job enrichment, teaming, democracy, egalitarianism, and valuing diversity."

The following research synopses provide representative samples of how elements within Bolman and Deal's (2003) human resources framework have been shown to impact faculty job satisfaction. Herzberg's (1959) motivation-hygiene theory categorizes salary as a hygiene factor, suggesting that it has the potential to lead to job dissatisfaction. In support of Herzberg's finding, Ruhland (2001) surveyed 135 technical college faculty members in Minnesota's technical college system and found that salary was a common reason listed for leaving teaching. Levin (2003) also found that a negative correlation exists between faculty salaries and teaching responsibilities. Namely, the more time a faculty member spends teaching, the less compensation that person could expect to receive.

Rosser and Townsend (2006) conducted a study to determine how work life and demographic variables impacted job satisfaction in community colleges and the corresponding propensity for faculty to leave their jobs. In this study Rosser and Townsend (2006) relied upon

a model developed by Johnsrud and Rosser (2002) to identify factors that influence work-life along with factors identified by Herzberg (1966) as impacting job satisfaction. The study was empirical in nature and relied upon structural equation modeling to determine the interrelations of the various components outlined. It was determined that gender and ethnicity do not significantly impact the level of job satisfaction of participants in the study, however previous experience working at a four-year institution was a demographic variable that was significantly and negatively correlated with job satisfaction at the community college level. Also, Rosser and Townsend (2006) found that participants holding doctorate degrees while working in the community college environment were more negative in the perception of their worklife. Ultimately, Rosser and Townsend (2006) determined that the quality of a community college faculty member's worklife has a strong and positive impact on job satisfaction.

In a study of job satisfaction among community college occupational and technical faculty, Truell, Price, and Joyner (1998) found that full-time faculty members were most satisfied with the nature of the work being performed. These findings were consistent with the findings of Hill (1987) who stated that work was a contributing factor to the degree of satisfaction perceived among full-time community college faculty. The results of these studies are consistent with McClelland's (1961, 1965, 1985) achievement theory and Maslow's (1979) hierarchy of needs stating that people feel a desire to be successful. Diener (1985) concluded that community college faculty derived satisfaction from student achievement, their own intellectual growth and associations with peers while dissatisfaction resulted from salary, job conditions, and student and colleague apathy. A study performed by Milosheff (1990) collected surveys from 703 full-time faculty members among 35 two-year colleges to find that faculty job satisfaction was related to an individual's influence at the college, perception of students, the college's intellectual quality,

the individual's perception of the department within which he works, and the individual's perception of his colleagues.

The Political Frame. The political frame posed by Bolman and Deal (2003) considers the interactions that impact individual and group interests within an organization. Mintzberg (1983) defines politics to be influence stemming from informal individual or group behaviors that are not sanctioned by formal authority and notes that these actions often serve the interests of a particular group at the expense of the organization as a whole. Bolman and Deal (2003) note, however, that politics can be used to benefit an organization and they have outlined five underlying assumptions regarding this frame:

1. Organizations are composed of coalitions of diverse individuals and interest groups.

2. There are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality.

3. Important decisions involve allocating scarce resources-who gets what.

4. Scarce resources and enduring differences make conflict central to organizational dynamics and underline power as the most important asset

5. Goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders. (p. 186).

Bolman and Deal (2003) note that individual and group influence impact the outcomes of organizational conflicts and the distributions of limited resources. The concept of power is, therefore, central to the political frame and will be reviewed in further detail. Weber (1947) broadly defines power as the ability to have others do what you want them to do. Bolman and Deal (2003) have identified 8 sources of power that are available to those within the organization even if they lack formal authority: position power, information and expertise, reward power,

coercive power, alliances and networks, access and control of agendas, framing the meaning of symbols, and personal power. Hoy and Miskel (2003) also recognize 5 of the power sources listed by Bolman and Deal (2003) with alliances and networks, framing symbols, and access and control of agendas not included.

Existing work suggests that the type of power used within an organization may impact employee job satisfaction. For example, Huber (1981) states that the use of reward power leads to positive feelings but the use of coercive power leads to negative feelings. Yukl (2002) supports Huber's (1981) claims stating that the use of coercive power can lead to resistance and alienation among employees. Also, the type of power displayed can impact how employees perceive its credibility. Hoy and Miskel (2003) note that expert power is typically viewed by employees as being the most legitimate source of power and also state that effective administrators must stay informed, act decisively, recognize subordinate concerns, and avoid threats to employees' self-esteem. Kotter (1985) points out that position power is not sufficient in and of itself to effectively manage organizations and that a power gap therefore emerges which must be filled by other sources of power. Bolman and Deal (2003) note that it is within these gaps that informal players within the organization can exert some degree of control through one of the 8 sources of power described by them. Hoy and Miskel (2005) note that administrators should use their sources of power to empower their employees in order to improve organizational effectiveness. Bolman and Deal (2003) characterize the view posed by Hoy and Miskel (2005) as being traits of their humanistic resources perspective and state that effective managers should understand the political realities within their given organizations and use networks of support and negotiations to exert influence. Bolman and Deal (2003) ultimately state that what is important

is not necessarily formal authority but the degree to which constituents can "articulate preferences and mobilize power to get what they want" (pg. 192).

Bolman and Deal (2003) view organizations as sets of coalitions competing for limited resources. Hoy and Miskel (2005) support Bolman and Deal's view of organizations in terms of coalition groups. Additionally, Cyert and March (1963) recognize the influence of groups within an organization stating that groups are able to bargain with others to influence power distributions. Given the emphasis on organizational subgroups within the political framework, a review of coalitions will be provided.

Mintzberg (1983) has divided coalitions into two broad categories: external coalitions and internal coalitions. Hoy and Miskel (2005) state that external coalitions are those groups that operate outside the official decision-making structure of the organization that attempt to influence organizational outcomes. Mintzberg (1983) has further defined external coalitions to be one of three types: dominated external coalitions, divided external coalitions, or passive external coalitions. Mintzberg (1983) states that a dominated external coalition is one in which an individual or group has the ability to influence internal coalitions along with higher ranks, such as board members, within the organization. Cohen (1998) provides an example of a dominated external coalition by describing Ronald Regan's influence over decision makers within California's higher education system while he was governor of the state. Even though California provided constitutional autonomy for its higher education system and a majority of the systems governing board members were in agreement, the governor was able to control final decisions because be controlled the state budget.

Mintzberg's (1983) second external coalition is a divided coalition, which exists when there are a few influential groups with conflicting views competing to sway groups within the

organization. Mintzberg (1983) claims that such coalitions oftentimes can create political differences between board members and internal coalitions. The third external coalition is a passive coalition. This coalition exists when there are so many external forces acting on the decision-making structure within the organization that the influence of any one group is small. Hoy and Miskel (2005) note that when such a political environment exists, power is inherently retained by the decision-making structure within the organization.

Mintzberg (1983) has also defined 5 types of internal coalitions within organizations: personalized internal coalitions, bureaucratic internal coalitions, ideologic internal coalitions, professional internal coalitions, and politicized internal coalitions. A personalized internal coalition is characterized by the hierarchy of authority within the organization and would typify the general structure posed by Weber (1947) in which vertical power distributions determine decision-making impact. The bureaucratic internal coalition is also characterized by formal authority; however, this model is founded within the control of policies and procedures. Hoy and Miskel (2005) note that the bureaucratic internal coalition leaves more room for political influence than does an organization controlled by a personalized internal coalition. The third internal coalition is the ideologic coalition and is said to be made up of members that seek to influence decision-making in order to retain the culture of the organization. Sergiovanni (1992) notes that politics with an influential ideologic coalition is limited because members share strong beliefs about how the organization should look and function. Professional internal coalitions are those groups that seek to undermine authority with expertise. Hoy and Miskel (2005) classify political games played by this coalition as being professional-bureaucratic conflicts and note that there is a great potential for such coalitions to influence decision-making. The final internal coalition discussed by Mintzberg (1983) is the politicized internal coalition. Within

organizations dominated by politicized groups, legitimate power established through formal authority structures are forsaken in favor of political rankings within the organization.

The following reviews serve as representative samples of existing literature regarding the politics of education and employee job satisfaction. In an explorative study of the effects of organizational politics on teacher's professional development, Kelchtermans and Vandenberghe (1996) conducted biographical interviews, participant observations in classrooms, and document analyses with 10 elementary school teachers. Kelchtermans and Vandenberghe (1996) discuss their findings in terms of the revelations posed by participants within the study. One participant notes that "[because] educational values and norms are not necessarily shared by all the school members…schools contain struggles of interest, conflict, and unequal power relations." The participant states that the political elements within her job required her to develop strategies to survive. Kelchtermans and Vandenberghe (1996) found that, in order to survive, teachers formed groups with members that shared similar core values. Kelchtermans and Vandenberghe (1996) have coined the term "positive opposition" to refer to coalitions that form in an effort to provide mutual support for its members when coping with political differences between themselves and the dominant coalition. Nias (1989) has found that coalitions do not have to be large in order to create an environment within which those that do not have the political influence to create change may retreat. Nias (1989) also states that small coalitions can allow individuals to confirm their goals, improved employee retention, and promoted job satisfaction. Ball (1987) states that opposition in educational settings is not necessarily simple disgruntlement but is rather a micro-political concept that concerns conflicts of interest between groups and the dominant coalition.

Clarksberg and Einarson (2007) found that organizational politics led to feelings of isolation for groups within the organization. After administering a survey to 962 full-time

faculty at a single, selective university, Clarksberg and Einarson (2007) found a gap in the level of perceived job satisfaction between men and women at the university. It was found that women's feelings of lower job satisfaction stemmed from a weaker sense of integration to the university. In particular, women felt ignored within their departments, stressed by campus politics, and frustrated by limited opportunities to collaborate with other faculty at the university. Clarksberg and Einarson (2007) note that women might feel more satisfied with their jobs if they felt as integrated into the university as men do.

Miller, Rutherford, and Kolodinsky (2008) applied a meta-analysis on studies involving a total of 25,059 individual participants to study the relationship between perceptions of organizational politics and job satisfaction, job performance, organizational commitment, and job stress. The meta-analysis involved 79 independent samples from 59 published and unpublished studies. A strong negative correlation was found between perceptions of organizational politics and job satisfaction as well as a strong negative correlation between perceptions of organizational politics and organizational commitment. A positive relationship was found between perceptions of organizational politics and job stress and turnover intentions, and a non-significant relationship was found between perceptions of organizational politics and job performance.

Research indicates that organizational politics can create strain for employees (Ferris et al., 1989; Jex & Beehr, 1991; Vigoda, 2002). In an effort to find organizational variables that might limit the impact of organizational politics on employee strain, Harris and Kacmar (2005) polled 1255 respondents to determine the impact of three moderators: leader-member exchange, participative decision-making, and communication with supervisors. It was found that developing a high quality leader-member exchange with subordinates, allowing subordinates to express their views, and communicating regularly with subordinates were all effective buffer

methods to reduce the impact that an employee's perception of politics might have on employee strain.

Bolman and Deal (2003) suggest that formal authority roles provided in the bureaucratic models posed by Weber (1947) and Mintzberg (1979) have limited carry over into actual work environments. Bolman and Deal (2003) state that authorities have position power; however, they must compete with other individuals and coalitions for other forms of power. Bolman and Deal (2003) contend that, within the political framework, goals, structures, and policies are created through bargaining and negotiation among coalitions. They also note that the exercise of power among groups is a natural occurrence and that those groups with the ability to obtain and use power best will set the organization's agenda. Ultimately, Bolman and Deal (2003) assert that politics within the organization is a necessary condition when used in a constructive manner to help the organization realize its potential.

The Symbolic Frame. The final organizational framework posed by Bolman and Deal (2003) is the symbolic frame. This frame considers how people give meaning to symbols and how such meanings help shape an organization's culture. Ultimately, Bolman and Deal (2003) contend that symbols embody culture and culture defines for members of the organization "who they are and how they are to do things" (pg. 243). The following list provides assumptions Bolman and Deal (2003) have regarding this frame:

1. What is most important is not what happens but what it means.

2. Activity and meaning are loosely coupled; events have multiple meanings because people interpret experience differently.

3. In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith.

4. Many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, heroes and heroines, rituals, ceremonies and stories that help people find purpose and passion in their personal and work lives.

5. Culture is the glue that holds an organization together and unites people around shared values and beliefs. (p. 243).

Bolman and Deal (2003) draw on existing literature within the field of institutional theory to develop the symbolic framework. In particular, emphasis is placed on organizational culture, organizational processes, and organizational structure is considered from a symbolic perspective. Ultimately, Bolman and Deal (2003) state, "the symbolic frame seeks to interpret and illuminate basic issues of meaning and belief that make meanings so powerful" (pg. 242).

Hoy and Miskel (2005) state that culture in general has no exact anthropological definition and that views regarding organizational culture are therefore numerous and diverse. Hoy and Miskel (2005) do provide their interpretation of organizational culture to be a "system of shared orientations that hold the unit together and give it a distinct identity" (pg. 165). Organizational culture has also been defined as a "collection of values and norms that are shared by people and groups in an organization that control the way they interact with each other and with stakeholders outside the organization" (Hill and Jones, 2001). Ouchi (1981) defines organizational culture to be "symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organization to its employees" (pg. 41). Bolman and Deal (2003) contend that organizational culture is a product that is the manifestation of experience and is a process that continually renews itself as newcomers learn organizational customs and later become teachers of customs. Meir and Hasson (1982) suggest that when employee values and priorities match organizational

values and priorities, employee satisfaction increases and employees are more likely to stay with the organization.

The following studies serve as representative samples of how elements outlined within Bolman and Deal's (2003) symbolic framework impact faculty job satisfaction: Marcus (1998) reports findings of a study involving staff members at a small community college describing how diverse staff experience the work place. In particular, an external multi-ethnic team interviewed a stratified random sample of staff within the student affairs division of the organization and found a racial/ethnic discrepancy in participant responses. Interview questions following a culture audit described by Thomas (1990) were developed in conjunction with members of the organization's staff development committee. The organizational committee was involved in the interview protocol in an effort to tailor interview questions to be specific to the organization under review. The study found that half of the minorities interviewed rated themselves as being successful while all but one white respondent felt he/she was successful at the institution. Minorities provided various accounts as to why they rated themselves as being less successful than others including the following: One respondent felt that there was too much to learn about the organization before he could consider himself successful. Another stated that she wished someone had told her that the institution operated with two sets of rules, and felt that the unspoken rules were considered the real ones. A white woman who rated her own success as being average stated that she also felt that unspoken rules constrained her level of success. Additionally, five other minority respondents stated that their lack of understanding of the politics and culture of the organization were problems that they had to overcome. Marcus (1998) found that the rate of mentoring followed the overall perceived level of success of employees

within the organization. Additionally, Marcus (1998) found that informal job assessments played a role in perceived level of success.

Bolman and Deal (2003) contend that diversity is a competitive advantage within an organization. However, they also note that it is vital that organizations create environments that develop a sense of community between diverse groups and that administrators look for methods to reduce tension between groups. This study reinforces the findings of Bolman and Deal (2003) in that, while diversity can be a competitive advantage, the lack of effective indoctrination practices regarding the underlying culture of the organization may limit the perceived level of success and satisfaction of some employees within the organization.

To investigate the implications of employee and organizational fit, Chatman (1991) surveyed 171 entry-level auditors in 8 large accounting firms. Chatman (1991) defines person-organizational fit as being the "congruence between patterns of organizational values and patterns of individual values" (Chatman, 1989). One finding of the study is that spending time with members of the organization before beginning work and being achievement oriented are positively correlated with the alignment of employee and organizational values. Another finding, consistent with the findings of Bolman and Deal (2003), is that there is a positive correlation with participation in organizational ceremonies and employee-organization fit. Chatman (1991) recommends that organizations desiring close employee-organization value relationships spend time developing selection and socialization strategies. Specifically, Chatman (1991) recommends that organizations seek out those individuals that possess values similar to those of the organization at entry and that organizations also develop socialization opportunities that will allow the continued development of employee-organization fit.

Billett, Smith, and Barker (2005) also provide an interpretation of the relationship between organizational culture and employee development. In a study following the work life of three employees, Billet, Smith, and Barker (2005) found that a job setting naturally provides an opportunity for individuals to experience an array of interactions, and that these interactions in turn shape how individuals come to view and construct meanings of the environments in which they work. Billett, Smith, and Barker (2005) contend that individual changes lead to the consequent remaking and transformation of cultural practice within the organization as well.

Bolman and Deal (2003) describe the symbolic frame in terms of image, ceremony, and a sense of community. They also state that at the heart of creating effective, high spirited teams is the need for administrators to view organizational development as a spiritual undertaking and that they should relate teambuilding to creating a community that is united by a shared sense of culture. Bolman and Deal (2003) also contend that the following elements characterize the symbolic frame and may be applied to any organization:

How someone becomes a group member is important; diversity is a competitive advantage; example, not command, holds a team together; group specific language supports cohesion; stories and history reinforces group identity; humor and play reduce tension and encourage creativity; ritual and ceremony raise moral and reinforce values; informal cultural players make contributions disproportionate to their formal role; and culture is the secret to organizational success.

The Role and Importance of the Technical College

The mission of the Georgia's Technical College System is to promote workforce development (Technical College System of Georgia, 2008a) and thereby serve as an economic development engine for the state. The return on investment to the state can be identified when

considering the implications that technical college graduates have on the state budget. During fiscal year 2008, an investment of 373 million dollars was found to have an overall return of 1 billion dollars to the state of Georgia (Technical College System of Georgia, 2008f). Additionally, roughly 40% percent of all technical college students were enrolled in one of six fields identified as being critically important to Georgia's future economic success (Technical College System of Georgia, 2008f).

The economic development implications provided by technical colleges extends beyond direct classroom instruction within the technical college itself to training provided within the Quick Start Program housed within the Technical College System of Georgia. It was reported that 46,458 individuals received workforce training through Quick Start offerings during fiscal year 2008, which resulted in 17, 601 being created or saved (Technical College System of Georgia, 2008f). The Adult Education Program housed within the Technical College System of Georgia serves to help individuals who did not graduate high school attain a General Education Diploma (GED). For years 2006-2008, the Adult Education Program helped 56,722 of Georgia's approximately 1.3 million citizens without high school diplomas attain their GED's, thereby providing greater earning potentials for these individuals as well as increased tax base revenues for the state (Technical College System of Georgia, 2008f).

Technical Colleges vs. University System Institutions

Technical colleges provide a unique setting in which to consider faculty job satisfaction because they are inherently different than other educational settings in which faculty job satisfaction studies have been conducted. Cohen and Brawer (2003) note that technical colleges provide a unique educational work environment because their purpose is to prepare students for employment and provide industry with trained workers. Palmer (1987) also asserts that some

view the technical college environment as being innately different than other branches of education for three reasons: an emphasis on workforce development; terminal program offerings that provide services to students that are seen as being less prepared academically than those pursuing baccalaureate degrees; and the social service perspective of providing economic improvements to communities. To consider the environmental differences between traditional two-year and four-year institutions and technical colleges, characteristics of Georgia's Board of Regents (BOR) institutions and institutions within the Technical College System of Georgia (TCGS) will be examined.

A variety of factors support the notion that there are differences between Georgia's Board of Regents (BOR University System two-year and four-year) institutions and Technical College System of Georgia (TCSG) institutions. Perhaps the most striking difference can be seen in the institutional mission statements of each group with BOR institutions maintaining a commitment to academic excellence and scholarship (University System of Georgia, 2008a) and TCSG institutions maintaining a commitment to workforce development (Technical College System of Georgia, 2008a). The difference in mission statements can be seen to some degree in the required core curriculum for degrees within each system, with the BOR schools requiring more core curriculum courses than TCSG institutions (Technical College System of Georgia, 2008; University System of Georgia, 2008b) suggesting a greater emphasis on scholarship.

Faculty credentials also distinguish the two groups. BOR schools typically seek faculty holding terminal degrees within the discipline to be taught (University System of Georgia, 2008c) while TCSG schools require only certification within the field of study for many of its program offerings (Technical College System of Georgia, 2008c). Job descriptions for faculty between the two systems are somewhat different with BOR faculty focusing primarily on

teaching and research (University System of Georgia, 2008a) whereas TCSG faculty focus on teaching, recruitment, and job placement (Technical College System of Georgia, 2008c).

Schools within the BOR system typically confer degrees no less than the associates level (University System of Georgia, 2008a) whereas TCSG schools offer certificates, diplomas, and associates degrees (Technical College System of Georgia, 2008c). A defining characteristic of the TCSG curriculum is a focus on work ethics training and a warranty policy for all coursework taken (Technical College System of Georgia, 2008d), which further emphasizes the technical college system's focus on workforce development. According to data published online by TCSG for 2007, TCSG school populations were made up of more part-time students and minority students than those institutions within the Board of Regents (Technical College System of Georgia, 2008e; University System of Georgia, 2008d). These factors support the idea that faculty within each system operate within different work environments.

Summary

This dissertation seeks to examine how various elements impact job satisfaction for full-time faculty members within the Technical College System of Georgia. The research is conducted within the four organizational frameworks proposed by Bolman and Deal (2003) to determine the extent to which each area of the organization impacts a full-time faculty member's level of satisfaction. The four frameworks posed by Bolman and Deal (2003) are the structural framework, human resources framework, political framework, and the symbolic framework. The study is founded on Weiss's (2002) interpretation of job satisfaction as it incorporates an employee's emotions, beliefs, and behaviors which encompass some of the elements described by Bolman and Deal (2003).

A review of foundational theories is provided to establish known variables relating to job satisfaction in various work settings. An overview of representative foundational theories found within the literature review follows. Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory is used to identify intrinsic and extrinsic factors that can lead to satisfaction or the lack of satisfaction and has been deemed appropriate for educational settings as well (Hill, 1986-1987; Leon, 1973; Nussel, Wiersma, & Rusche, 1988; Sergovanni, 1967; Silver, 1967). Hackman and Oldham's (1980) job characteristics model identifies five characteristics of work that exhibit a positive correlation with job satisfaction. Maslow's hierarchy of needs is also used to describe the self-actualizing and goal-oriented needs of workers. A review of literature regarding the impact of the work environment on job satisfaction is also provided.

Each of Bolman and Deal's (2003) four organizational frameworks are reviewed along with literature relating to elements discussed within each framework. The structural framework considers the impact that bureaucratic style has on an organization. A review of classical mechanistic structures such as those provided by Weber (1947) and Mintzberg (1979) are contrasted with more organic structures represented by Helgessen (1995). Studies provided by Jackson (2000), Kessler (2007), along with work by Zabriskie, Day, and Riegle (2002) are used to provide support that organizational structures and environments impact faculty job satisfaction. Research provided by Truell, Price, and Joyner (1998) provides evidence that organizational structure impacts faculty members within the technical college setting.

The human resources frame is the second framework reviewed and considers the relationship between individual and organizational needs. Theory of self-actualization is provided by Maslow (1970) and applied to educators by Trusty and Sergiovanni (1966). McGreggors (1960) Theory X and Theory Y views are coupled with work by Argyris (1957,

1964) to illuminate the impact of managerial perspective and employee responses linked to job satisfaction. Work by Herzberg (1959), Hackman and Oldham (1980), McClellan (1961, 1965), and Lawler (1986) is drawn upon to discuss how motivation can be linked to job satisfaction. Studies conducted by Ruhland (2001) and Levin (2003) are reviewed to provide an opposing view of the impact that salary might have on technical and community college faculty than what is provided by Herzberg's (1959) motivation-hygiene theory. Literature provided by Truell, Price, and Joyner (1998) along with the findings of Hill (1987), Diener, (1985), and Milosheff (1990) are used to provide evidence that the nature of the work performed by technical college and two-year college faculty impacts their levels of job satisfaction.

The third organizational framework reviewed is the political framework which considers how individual and group interests impact an organization. Bolman and Deal (2003) note that organizations are composed of competing coalitions and that organizational goals and decisions emerge from the power struggles between coalitions for scarce resources. A review of external and internal coalitions is provided by Mintzberg (1983). Hoy and Miskel (2005) as well as Bolman and Deal (2003) define sources of power within organizations and Huber (1981) and Yukl (2002) state that the type of power used can impact employee satisfaction. Hoy and Miskel (2005) adopt a humanistic view of administrative power stating that administrators should empower their employees while Bolman and Deal (2003) state that networks of support and negotiations should be used to exert influence.

The following studies provide representative samples of research regarding the impact of politics on educator job satisfaction. Kelchtermans and Vandenberghe (1996) found that, in order to survive, teachers seek refuge in coalitions with individuals that share similar core values. Nias (1996) found that coalitions allow individuals to confirm their goals, improved employee

retention, as well as job satisfaction. Clarksberg and Einarson (2007) found that organizational politics led to feelings of isolation and Miller, Rutherford, and Kolodinsky (2008) found a positive correlation between organizational politics and job stress and a strong negative correlation between organizational politics and organizational commitment.

The final organizational framework posed by Bolman and Deal (2003) is the symbolic frame. This frame considers how people give meaning to symbols and how such meanings help shape an organization's culture. Bolman and Deal (2003) state that what happens in an organization is not as significant as what it means, events can have multiple meanings, people use symbols to find direction, and culture unites people through shared values. Bolman and Deal (2003) discuss the symbolic framework within the context of organizational culture. Hill and Jones (2001) state that organizational culture is a collection of values and norms shared by individuals and groups within the organization. Ouchi (1981) describes organizational culture in terms of symbols and ceremonies that communicate values and beliefs among employees while Bolman and Deal (2003) view organizational culture to be the manifestation of experiences shared among members of the organization.

Studies indicate that elements described within the symbolic framework impact employee satisfaction. Meir and Hasson (1982) found that employee satisfaction increases when there is alignment between employee and organizational values and priorities. A study conducted by Marcus (1998) found that a member's understanding of organizational norms impacted how successful that employee felt within the organization. Chatman (1991) found that members who spent time with the organization before beginning work and that participated in organizational ceremonies had higher levels of employee-organization fit.

To better establish the uniqueness of this research a comparison of technical college environments and university environments is provided. Cohen and Brawer (2003) note that the technical college environment is distinct from others in that its purpose is to prepare individuals for employment and provide industry with trained workers. Palmer (1987) also notes that the technical college environment is unique in that it places an emphasis on workforce development, provides terminal program offerings to students considered to be less academically prepared than those pursuing baccalaureate degrees, and has implications for local economic development.

A comparison between technical colleges and university system schools in Georgia is also provided to establish the uniqueness of the technical college system in the environment in which this research is conducted. Institutional mission statements differ in that Technical Colleges focus on workforce development as opposed to emphasis on academic excellence and scholarship of the university system. Curricular requirements vary between the two groups due, in part, to differences in organizational missions. Required faculty credentials distinguish the two groups as do job descriptions. Additionally, student demographic data suggests a difference among groups of students choosing to attend each type of institution.

In comparison to the single existing technical college job satisfaction study found during the literature review (Truell, Price, and Joyner, 1998), this study is unique in that it adopts a multidimensional approach instead of utilizing a single foundational theory. The statistical analysis of this study also differs from the previous study and this study is directed only towards full-time faculty members within the system. Also, Truell, Price, and Joyner's (1998) study includes community colleges as well as technical colleges, whereas this study is restricted to technical colleges.

CHAPTER III

METHODOLOGY

The theoretical design for this study relies on variables established within foundational

psychological theories (Herzberg, Mausner, and Snyderman, 1959; Maslow, 1970; and Hackman

and Oldham, 1980) and the work of Bolman and Deal (2003). Given that variables impacting job

satisfaction have been previously established (Herzberg, Mausner, and Snyderman ,1959;

Maslow, 1970; Hackman and Oldham, 1980; Judge, 1998; McClelland, 1961, 1965, 1985;&

Locke, 1976; Bolman and Deal, 2003), the researcher used quantitative methods to examine the

extent to which this foundational work applies within the unique environment of Georgia's

technical colleges. The use of quantitative methods to examine the opinions of participants and

to establish cause-effect relationships is supported by Creswell (2003) and DeVaus (2002).

Glesne (2006) also supports the use of quantitative research methods when making

generalizations about social phenomena and providing causal explanations.

Creswell (2003) states that quantitative research employs postpositivist claims and makes

use of predetermined instruments such as surveys to collect data for statistical analysis. Creswell

(2003) states that quantitative survey instruments should include close ended questions and be

designed to obtain numeric data that can be analyzed statistically. DeVauss (2002) supports the

use of survey instruments to collect quantitative data for statistical analysis as well.

Instrument Development

The researcher developed a survey specifically designed to gather data for the study based

on the elements identified within Bolman and Deal's (2003) four organizational frameworks.

When developing an instrument to gather data, DeVauss (2002) recommends designing questions

as they relate to the type of information being sought. Dillman (1978) has identified five types of

questions: behavior, belief, knowledge, attitude, and attribute. DeVauss (2003) describes the five

question types posed by Dillman (1978) as follows: Behavior questions seek to discover what

people do; knowledge questions are designed to discover respondents' levels of factual

understanding; belief questions seek to discover what respondents think is true, while attitude

questions seek to discover what respondents feel would be desirable; attribute questions relate to

a respondent's characteristics and are associated with demographic information. DeVauss (2002)

also notes that questions should use simple language, be direct, clear, not be leading or double

barreled, and should avoid bias. In addition, DeVauss (2002) notes that questions should be

valid and reliable.

In developing a study to measure leisure activity, Ragheb and Beard (1982) outline steps

necessary in obtaining a researcher-developed survey instrument. In this study, Ragheb and

Beard (1982) rely on existing literature within the field of leisure study to establish content

validity for the development of survey questions and modified the language of existing work so

that it would be relevant to the public at large. An initial pilot study was conducted to receive

feedback regarding the workability of the instrument and to facilitate instrumental revisions. A

second pilot study was conducted to obtain data used to calculate chronbach alpha values for the

various components of leisure study under review. Modifications to the existing survey were

made based on the results of the second pilot study and a final survey instrument was obtained.

Menon (2001) also describes a process she used to create a self-developed research

instrument. In a study designed to research three facets of employee empowerment, Menon

(2002) drew upon existing literature to develop a survey item pool of 60 questions, 20 questions

for each facet of employee empowerment under review. The question pool was then evaluated

by a panel of two faculty members and three doctoral students familiar within the area of

research with regard to relevance to the given domain of employee empowerment to be studied. The question pool was reduced to 40 items after this initial review. A definition of empowerment was provided to the three doctoral students and each student was asked to rate each question with regard to relevance to the empowerment construct, conceptual ambiguity, sentence clarity, conciseness, the facet to which it belonged, and social desirability. An average ranking value was obtained for each question based on responses from the three doctoral students and the 5 highest ranking values within each dimension were used to create the final instrument.

For this particular study, a question pool was developed using information provided within each of the four frameworks proposed by Bolman and Deal (2003). The literature base used to construct this question pool is included in Appendix D. A group of experts within the field of technical education administration, consisting of a Vice President for Academic Affairs and two college Deans, agreed to participate in the instrument development phase of the study. This group was provided with a brief summary of Bolman and Deal's (2003) four organizational frameworks and was asked to review the question pool to provide initial feedback regarding question clarity and the degree to which questions fit the intended frameworks. Additionally, the group was asked to review four open-ended questions, one pertaining to each of the four organizational frameworks, for clarity and fit. One question directly asking participants how satisfied they are with their jobs was also included.

After reviewing the question pool, one Dean suggested replacing the word salary with the word compensation in the following statement: I am satisfied with my salary. Also, the other Dean recommended replacing the word indoctrination with the word orientation in the following statement: My organization uses an indoctrination process to help new faculty members understand the underlying culture of the organization. This Dean felt that the word

indoctrination held a negative connotation and might be leading in nature. The Vice-President of Academic Affairs replied that she reviewed the question pool and had no recommendations for revisions. The suggested revisions were made to the original question pool and a draft of the proposed survey instrument was constructed.

The survey instrument draft contains thirty-two Likert based questions, four open-ended questions, and three demographic questions. After revisions were made to the initial question pool based on group feedback, the group was asked to complete the survey instrument (Appendix E) in order to obtain initial consistency data. Two of the three participants returned completed surveys for preliminary data review. Internal consistency values were obtained for groups of questions within each framework by calculating Chronbach's alpha. DeVaus (2002) states that Chronbach's alpha values can range from 0 to 1 and that the higher the value of alpha the greater degree of reliability between items. DeVaus (2002) asserts that an instrument should have a reliability coefficient of 0.7 to be considered reliable. DeVaus (2002) also notes that if an instrument does not meet the reliability coefficient threshold of 0.7, then items should be removed from the instrument until an acceptable value is achieved.

The Chronbach's alpha values for question groups were calculated using the statistical package for social sciences (SPSS) software program. Chronbach's alpha values were calculated using the scale if item deleted feature of SPSS, which generates tables of Chronbach's alpha values if particular items within the set are removed. Questions 1, 5, 9, 13, 17, 21, 25, and 29 were grouped together to represent items related to the structural frame. The overall Chronbach's alpha value for this group was 0.000. It was found that a Chronbach's alpha value of 0.778 would be obtained if question 25 was deleted; therefore, question 25 was removed from the survey. Questions 4, 8, 12, 16, 20, 24, 28, and 32 were grouped together to represent items

related to the symbolic frame. The Chronbach's alpha value for this group was 0.959. Given the high alpha coefficient value for this group, no questions were removed. Questions 2, 6, 10, 14, 18, 22, 26, and 30 were grouped together to represent items related to the human resources frame. The overall Chronbach's alpha value for this question set was found to be 0.857. Again, given the high coefficient value for this question set, no questions were removed. Questions 3, 7, 11, 15, 19, 26, and 31 were grouped together to represent items related to the political frame. The Chronbach's alpha value for this set was found to be -13.714, suggesting that there were problems with the consistency of this grouping. It was found that removing items 3, 19, and 26 would yield a strong internal consistency value of 0.938; however, these items were not removed from the survey instrument so that further analysis could be performed to obtain directional information for these items. After obtaining and analyzing data from respondents, items 3, 19, and 26 were removed to conduct data analysis. An additional Likert scale item asking participants to rank their overall level of job satisfaction was also included to make comparisons between groups of items within a given framework and the overall level of satisfaction stated.

The final survey instrument reflecting modifications based on group feedback and internal consistency calculations can be found in Appendix E. The final instrument contains 32 Likert scale survey items, four open-ended questions, and six demographic questions. The Likert scale that will be used will allow participants to respond to a given question by choosing one of the following numeric values: 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), or 5 (strongly agree). Using this construction, higher valued responses correspond to higher levels of agreement with the stated survey item. The four open-ended questions were presented so that one question relating to each organizational framework is included. Demographic information included the following: gender, race/ethnicity, years of employment, college size classification,

type of instructor (program or general education), and type of previous employment experience (k-12 education, post secondary education, business and industry, or other). A summary of item sets and corresponding consistency values for each framework in the final survey instrument can be seen in Figure 1 below. This list reflects the removal of question 25 from the original survey.

Framework	Items	Chronbach's Alpha
Structural	1, 5, 9, 13, 17, 21, and 28	0.778
Symbolic	4, 8, 12, 16, 20, 24, 27, and 31	0.959
Human Resources	2, 6, 10, 14, 18, 22, 25, and 29	0.857
Political	7, 11, 15, 23, and 30	0.938

Figure 1. Internal consistency values for each organizational framework.

Instrument Delivery

Participants for this study consist of full-time faculty members currently employed within the Technical College System of Georgia. A link to the final survey instrument was sent to the TCSG state-level Research Manager along with a letter of invitation, informed consent form, and IRB approval letters. The link to the survey instrument was distributed to the Vice Presidents of Academic Affairs of each technical college within the Technical College System of Georgia by TCSG's Research Manager so that it could then be forwarded to all full-time faculty within each college. This email included a letter of support Appendix C asking for participation in the study from the Research Manager's office along with the informed consent form for the study. Additionally, the email contained a letter of invitation providing the link to the survey instrument and directions for accessing the survey. The link to the survey instrument and the content of the letter of invitation were also contained in the body of the email distributed to all full-time faculty members.

By emailing the survey to faculty email addresses, unauthorized access of the survey instrument could be reduced. DeVauss (2002) states that using the internet to deploy research questionnaires is both viable and popular. DeVauss (2002) encourages including an invitation letter to participate in the study containing directions for the instrument and the social value of taking part in the study along with the URL where the survey instrument can be found in order to gain participant cooperation. Additionally, DeVauss (2002) recommends using an internet survey software package to ensure anonymity and smooth implementation.

For this study, and internet survey software package, eListen, was utilized to deploy the survey instrument and store participant responses. This software package allows participants to respond to survey items anonymously. An invitation letter, see Appendix C, was included which contained directions for accessing the survey instrument. Additionally, a letter of support from TCGS's state-level research data manager asking for participant cooperation was included to possibly improve participant response rates. The data obtained will be uploaded into SPSS for statistical analysis.

Context of the Study

Studies have been conducted to assess faculty job satisfaction within traditional two-year and four-year college environments (e.g. Kessler, 2007; Levin, 2006; Sanderson, Phua, & Herda, 2000; Leslie, 2006; and Jackson 2000). However, studies involving faculty job satisfaction within the technical college environment have been largely neglected and it is therefore unclear the extent to which factors impacting traditional two-year and four-year faculty might impact technical college faculty given the uniqueness of the technical college environment (Brewer and McMahan-Landers, 2003). Additionally, given the rise in faculty job dissatisfaction within the two-year and four-year college setting (Levin, 2006), it is important to investigate faculty job

satisfaction within the technical college environment. In addition to adding to the literature base for job satisfaction studies within the technical college environment, the findings of this study may provide the basis for further research in the technical college environment for issues related to faculty job satisfaction, such as faculty commitment and faculty productivity.

By having a better understanding of what factors impact faculty job satisfaction within the technical college environment, and also how these factors fall within the various frameworks of the organization, administrators may be better positioned to make organizational decisions that promote faculty job satisfaction. A greater understanding of faculty job satisfaction within the technical college environment could be utilized for improvement of recruitment and retention strategies as well.

Findings of the study may impact technical college policies to promote faculty job satisfaction. In particular, staff development and faculty recruitment policies may be broadened to incorporate elements that promote greater faculty job satisfaction. In addition, work assignments and the normal work schedule may be influenced by the study as well.

Participants in the study will consist of full-time program faculty, general education faculty, and learning support faculty within TCSG. Participants for the study work within technical colleges characterized as being small, medium, or large based on student enrollment figures. Participants choosing to participate in the study could benefit from the experience in several ways. By reflecting on those aspects of the organization and job environment that promote or limit job satisfaction, a participant should become more self-aware of how such factors impact his satisfaction in particular. In addition to this, research participants could be directly impacted by the outcome of the research given that they operate within the system under review. Ultimately, participants had the opportunity to express which organizational frames

greatly impact their job satisfaction. This, in turn, provides administrators with a better understanding of organizational variables impacting faculty job satisfaction.

Finally, the outcomes of this research are significant to the researcher because the researcher is a faculty member within the system being considered. To reduce the influence of researcher bias, random sampling techniques were used to determine participant selection and data collection software allowing anonymous participation for the online survey instrument was employed to encourage accurate feedback. Analytical bias was reduced by developing a survey instrument that is valid and reliable. The results of this study have implications for the researcher and his peers as well as educational administrators within technical institutions. The researcher contends that promoting faculty satisfaction could lead to greater faculty retention and could have implications for the quality of services being provided.

Research Questions

The researcher considered the following overarching question in this study: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction among technical colleges within Georgia's Technical College System of Georgia?

The following subquestions were used to seek answers to the overarching question:

Subquestion 1: To what extent does faculty job satisfaction vary among technical colleges?

Subquestion 2: To what extent do perceptions regarding elements within Bolman and Deal's (2003) four organizational frameworks vary among technical colleges?

Subquestion 3: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction?

Each stated research question has one discrete dependent variable and multiple categorical independent variables relating to the specific research question. The independent variables for research question one are: demographic groupings; for research questions two and three: elements within organizational frameworks

Measures for Participant Protection

This research utilized various measures to protect the participants of the study. An online software package, eListen, was employed to collect data which allowed participants to respond to the survey instrument anonymously. Therefore, participant identities and responses were indiscernible. Additionally, the researcher has completed a course of training mandated by the Internal Review Board reviewing researcher ethics and parameters for the protection of participants involved in the study. Also, an additional review was conducted by Georgia Southern University's Internal Review Board to determine that the research is in keeping with the parameters outlined within the mandated Internal Review Board training. Access to the survey instrument was limited to a chosen participant's technical college email address in an effort to limit identity fraud.

Role of the Researcher

The researcher's role in this study was to develop a valid and reliable survey instrument; collect, analyze, and interpret data; and limit researcher bias. The researcher is currently a full-time faculty member within the Technical College System of Georgia. The researcher does, therefore, interact with potential participants of the study in a professional environment at his own college as well as groups of peers in consortia and state-wide meetings. In an effort to reduce researcher bias, the survey instrument was distributed to all full-time faculty currently employed within the Technical College System of Georgia. Using this strategy could reduce

researcher bias for a particular set of faculty characterized by position, i.e. general education faculty, and could reduce the likelihood of targeting particular consortia within the TCSG. Given the nature of the data collection procedures proposed, bias resulting from the researcher's affiliation with peers within TCSG was limited.

Criteria for Selecting Participants

This study focuses on how elements detailed within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction within the Technical College System of Georgia. Therefore, participants were full-time faculty members employed within the Technical College System of Georgia as of the date at which the Vice President of Academic Affairs and Deans of Instruction of each technical college emailed the survey instrument to all full-time under his/her supervision. The instrument used for this study was available to all faculty within Georgia's technical college system in an effort to reduce researcher bias. Using this strategy could reduce researcher bias for a particular set of faculty characterized by position, i.e. general education faculty, and could reduce the likelihood of targeting particular consortia within the TCSG. Also, by providing all faculty within Georgia's technical college system access to the survey instrument, participant response rates could be greater than sampling only portions of the target population.

Data Analysis

The survey instrument used for this research consisted of Likert based questions which allowed the researcher to obtain quantitative data; open-ended questions which allowed participants the opportunity to provide more detail for a question posed within each of the four organizational frameworks; and also included demographic questions so that group comparisons might be made. Quantitative analyses was carried out using SPSS software. A factor analysis

was utilized to discover the degree to which identified factors contribute to the overall level of

perceived job satisfaction. Rummel (1970) states that a factor analysis is an appropriate

statistical measure to use when determining correlations among various factors. Mulaik (1993)

suggests establishing a factor structure before conducting the factor analysis.

To compensate for missing data when using SPSS to perform a factor analysis, Stanek

(1995) suggests using a mean substitution for the missing data. A mean substitution was used to

replace a missing data value with the average value for the sample. Demographic group

comparisons were made using t-tests at the 0.05 level of alpha.

Responses to the four open-ended questions of the electronic surveys were coded and

related responses were grouped to assess the relative percentages of common responses.

Common themes were incorporated into the analysis of data with excerpts encompassing those

themes being taken directly from the open-ended responses. Tables were used to display the

information obtained from SPSS output regarding the scaled items and the frequency of common

responses as determined through the coding of open-ended questions. A copy of the survey was

placed in Appendix E for reference.

A representative study of social research implementing the use of factor analysis is

provided by Thompson, Thompson, and Orr (2003). In this study, a factor analysis was used to

determine what factors contributed to career and technical education teacher's satisfaction with

their role as career and technical student organization advisor. A forty-five item questionnaire,

designed by three career and technical education teachers, was completed by four hundred eighty

seven career and technical organization advisors within Arkansas's career and technical

education system. The questionnaire was based upon a review of literature and a review of

instruments used to investigate job satisfaction. A pilot study was conducted and revisions were

made to the original questionnaire. The final forty-five item questionnaire included fifteen demographic questions and thirty Likert based questions. The items relating to job satisfaction were factor analyzed to determine the relationship between statements.

Summary of Procedures

Quantitative methods were employed to conduct the methodology of this research. The researcher developed a pool of questions based on elements identified within the four organizational frameworks posed by Bolman and Deal (2003). The question pool was then reviewed by a group of experts within the field for question refinement. This group consisted of an Academic Affairs Vice-President and two Deans at Southeastern Technical College. A list of questions developed based on literature pertaining to elements discussed within each framework was provided to the group along with a summary of each of the four organizational frameworks. The group reviewed each question set and provided feedback regarding question clarity and fit. Revisions to the original question pool were made and a survey instrument was constructed from the revised question pool. The group was asked to complete the survey instrument so that preliminary reliability data could be obtained by calculating Chronbach's Alpha values for groups of questions within each framework. A question was removed from the structural framework question grouping within the survey instrument so that an acceptable value of Chronbach's Alpha was achieved for this grouping.

The survey instrument was presented to a doctoral committee for review and approval. After necessary revisions to the survey instrument were made and a successful defense of the proposed methodology of the study was achieved, approval from Georgia Southern University's Internal Review Board (IRB) was sought. Once approval from the IRB had been obtained, a link to the survey instrument was emailed to each Vice-President of Academic Affairs within the

Technical College System of Georgia along with a letter of support from TCSG's Research

Manager asking for participation in the study. Each Vice-President of Academic Affairs was

asked to forward the email to all full-time faculty within his/her college. By making the survey

instrument accessible to the target population, random sampling was allowed to occur naturally

based upon a faculty member's choice to complete the survey or not. Also, by surveying the

population, response rates were likely greater than choosing subgroups within the population to

sample.

Data for the survey was collected using e-Listen software, which allowed participants to

respond to survey items anonymously. Data collected using e-Lisiten was uploaded into SPSS

for statistical analysis. A factor analysis was utilized to determine the relative contribution that

items within each framework have on faculty job satisfaction within TCSG. Group comparisons

were made using t-tests with an alpha value of 0.05.

A report of the data and data analysis is provided within Chapter IV of the dissertation. A

brief summary of the research methodology is provided in this chapter along with demographic

information concerning respondents, a factual report of gathered data, and data analysis. Data

analysis has been provided in text and is displayed in chart and table formats as well.

Chpater V of the dissertation provides a synopsis of the study. It includes a brief

summary of the research project, an analysis and discussion of research findings, conclusions

drawn from the findings, and implications of the study within the field of educational

administration. Recommendations for future research are also provided in Chapter V. The

researcher would like to disseminate pertinent information from the dissertation through article

publications.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Review of the Study

This dissertation project considers how elements presented within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction for full-time faculty members within the Technical College System of Georgia (TCSG). A review of literature was presented to discuss information that was currently available regarding the topic. The review of literature also supported the need for the study to be conducted as it provided evidence that a gap in the literature exists with regard to the topic. The literature review outlined theoretical foundations within each of the four organizational frameworks as well as provided information related to the rationale used to develop the methodology for the study. An overview of the proposed methodology is provided below.

Methodology Overview

Given the established nature of the predetermined variables presented within the study, a quantitative approach was primarily utilized to obtain data. A quantitative approach was employed to provide a foundation for future policy development. A set of researcher developed survey items was developed using existing literature related to items discussed within each of the four organizational frameworks posed by Bolman and Deal (2003). The survey was presented to a group of experts within the field of technical education administration. This group reviewed the initial question pool for question clarity and revisions were made based on the feedback received. The group completed the revised survey instrument and Chronbach Alpha values were calculated to determine the degree of internal consistency for groups of questions corresponding to the same framework. One survey item was removed from the structural framework question

pool to achieve the final survey instrument. The final survey instrument contains 32 Likert questions, 4 open-ended questions, and 6 demographic questions.

An email containing a link to the final survey instrument along with a letter of support from the TCSG Research manager was sent to all Vice Presidents of Academic Affairs (VPAA) so that those individuals could forward the email to all full-time faculty members at their respective institutions. After a period of four weeks only 134 surveys were completed, so a second email was sent to all VPAA in the Technical College System of Georgia as well as to all Deans of Instruction in an effort to improve the response rate. After two more weeks, the survey data was compiled using eListen software with 278 surveys having been completed.

Descriptive statistics were calculated using eListen and SPSS software packages. Additionally, SPSS was used to create a factor analysis for groups of questions corresponding to each framework. T-tests were also calculated using SPSS for various demographic groups. The results of these calculations can be viewed in tables 4-1 through 4-37 below.

Demographic Data of Respondents

At the time the survey instrument was made available to all VPAA and Deans of Instruction within the Technical College System of Georgia, there were 2,219 full-time faculty members employed within the system. Of these 2,219 full-time faculty members, 278 completed the survey instrument for a completion rate of 12.5%. The survey instrument was distributed during a transition period from a quarter based academic setting to a semester based setting. This transitory period has required a great deal of involvement from individuals within the academic affairs division of each technical college. Namely, faculty, Deans/Directors of Instruction and Vice Presidents of Academic Affairs have devoted attention to details concerning this transition,

which may have impacted the response rate of the study. The following table contains an overview of the demographic information recorded by these participants:

Table 4-1

Participant Demographic Data_____

Gender	n	Relative Percent
Female	165	59.35%
Male	104	37.41%
No Response	9	3.24%
Race/Ethnicity	**n**	**Relative Percent**
White	218	78.42%
Black	29	10.43%
Hispanic	6	2.16%
Asian	5	1.80%
Other	11	3.96%
No Response	9	3.24%
Years of Employment	**n**	**Relative Percent**
0-1	33	11.87%
2-5	110	39.57%
6-9	46	16.55%
10 or more	77	27.70%
No Response	12	4.32%
Size of College	**n**	**Relative Percent**
Small	40	14.39%

Medium	89	32.01%
Large	135	48.56%
No Response	14	5.04%
Type of Instructor	**n**	**Relative Percent**
Program	189	67.99%
General Education	64	23.02%
No Response	25	8.99%
Previous Employment	**n**	**Relative Percent**
K-12	38	13.67%
Post Secondary	41	14.75%
Business/Industry	127	45.68%
Other	61	21.94%
No Response	11	3.96%

Data

Data obtained from participants responding to the survey instrument is presented within the context of the research questions for this study. The researcher considered the following overarching question in this study: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction among technical colleges within the Technical College System of Georgia?

The following subquestions were used to answer the overarching question:

Subquestion 1: To what extent does faculty job satisfaction vary among technical colleges?

Subquestion 2: To what extent do perceptions regarding elements within Bolman and Deal's (2003) four organizational frameworks vary among technical colleges?

Subquestion 3: To what extent do elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction?

Subquestion 1

To consider how faculty job satisfaction various among full-faculty within TCSG, participant responses for survey item number 32: I am satisfied with my job, were reviewed for various demographic groupings. This review contains descriptive data for each demographic grouping along with t-test comparisons for each grouping to determine if a statistically significant difference exists at the 0.05 level of alpha.

With respect to gender, 164 women responded to item 32 and 1 woman did not. Of the 164 women responding, 55.15% responded that they agreed they were satisfied with their jobs and 22.42% responded that they strongly agreed with that statement. Of the remaining respondents 11.52% were undecided, 9.09% disagreed, and 1.21% strongly disagreed. The average response given by women to this survey item was 3.89, which falls between the rankings of undecided and agree on the survey item scale. All 104 males completing the survey responded to survey item 32. Exactly 50% of the male respondents agreed they are satisfied with their jobs and 30.77% strongly agreed with that statement. Of the remaining male respondents, 11.54% were undecided as to whether or not they are satisfied, 1.92% disagreed with being satisfied, and 5.77% strongly disagreed with being satisfied with their jobs. The average response given by males to survey item 32 was 3.98. A statistically significant difference was not found between the average response values given by males and females at the 0.05 level of alpha. Table (4-2) illustrates the information given above.

Table 4-2

*Descriptive Statistics for Gender*_____

Gender	n	NR	SA	A	U	D	SD	Mean	Stand.dev
Female	165	1	37	91	19	15	2	3.89	0.9
Male	104	0	32	52	12	2	6	3.98	1.014

t-test for Gender _____

Gender	Female	Male
Female	-	0.466

*p<0.05

Of the 278 participants in the study, 269 responded to the race/ethnicity survey item. The majority of respondents, 218, identified their race/ethnicity as being white. The second largest respondent grouping, 29 respondents, was individuals identifying themselves as being black. Those individuals identifying themselves as being of the race/ethnicity "other", Hispanic, or Asian had respective respondent numbers of 11, 6, and 5 respectively.

Black respondents had the highest level of job satisfaction with an overall mean of 4.21. Asian respondents reported a similar mean response of 4.20. The largest racial grouping, Whites, gave a mean response of 3.92. Hispanics gave a mean response of 3.67 and those individuals not identifying with the race/ethnicity choices listed on the survey instrument and selecting the classification of "other" gave the overall lowest mean response of 3.55. Black and Asian respondents had an overall average level of job satisfaction that falls between agree and strongly agree on the survey instrument. Whites gave an overall average response just below agree while Hispanic respondents and Other respondents gave values between undecided and agree. A

statistically significant difference was not found between any of the reported demographic groupings at the 0.05 level of alpha except for the average response reported by blacks and others. This result suggests that black full-time faculty members are significantly more satisfied with their jobs than those characterizing themselves as being of a race other than the choices listed. Table 4-3 below shows this information below:

Table 4-3

Descriptive Statistics for Race/Ethnicity – Response values listed as relative percentages

Race	n	NR	SA	A	U	D	SD	Avg	Stand. dev.
White	218	1	25.6	52.8	11.5	6.4	3.21	3.92	0.959
Black	29	0	34.5	55.2	6.9	3.5	0	4.21	0.726
Hispanic	6	0	16.7	50	16.7	16.7	0	3.67	1.033
Asian	5	0	40	40	20	0	0	4.20	0.837
Other	11	0	0	63.6	27.3	9.1	0	3.55	0.688

t-test for Race/Ethnicity

Race	White	Black	Hispanic	Asian	Other
White	-	0.118	0.529	0.514	0.206
Black		-	0.132	0.985	*0.013
Hispanic			-	0.378	0.775
Asian				-	0.120
Other					-

*p<0.05

The demographic choices for years of experience at the respondent's current place of employment was separated into intervals to determine perceptual differences between new

employees in the process of acclimating to a new technical college setting and those with moderate or sustained levels of longevity within their technical college settings. New employees, falling within the 0 to 1 year experience range, reported the highest level of job satisfaction. The overall mean for this group was 4.2, indicating that this group is typically satisfied with their jobs. The bulk of respondents fell within the 2 to 5 year experience range and reported an overall average job satisfaction rating of 3.96, which is just below agree on the rating scale. The final two groupings of 6 to 9 years and 10+ years of experience yielded similar job satisfaction ratings of 3.8 and 3.83 respectively. The data suggests that job satisfaction falls within the first six years of employment and levels off from that point forward. At the 0.05 level of alpha, no statistically significant difference was found in the mean job satisfaction response given for any of the years at current place of employment given. Job satisfaction data obtained for this grouping is provided in table 4-4 below.

Table 4-4

Descriptive Statistics for Years at Current Place of Employment

Years	n	NR	SA	A	U	D	SD	Mean	Stand. Dev.
0-1	33	0	45.5	33.3	15.2	3	3	4.15	1.00
2-5	110	1	23.6	58.2	9.1	6.4	1.8	3.96	.871
6-9	46	0	23.9	50	13	8.7	4.4	3.8	1.046
10+	77	0	20.8	55.8	13	6.5	3.9	3.83	0.965

t-test for Years of Employment

Years	0-1	2-5	6-9	10+
0-1	-	0.296	0.143	0.118

2-5		-	0.330	0.331
6-9			-	0.885
10+				-

*p<0.05

The Technical College System of Georgia classifies its colleges as being small, medium, or large based on student enrollment within the college. Responses to item 32 on the survey instrument were grouped by college classification and it was found that the mean job satisfaction response given ranged from a high of 4.06 for small colleges to a low of 3.87 for medium sized colleges. The mean responses given for medium and large colleges were similar. A statistically significant difference was not found between any of the college size classifications at the 0.05 level of alpha. The relative percentages of responses given within each classification and t-test values for each size comparison can be seen below in tables 4-5.

Table 4-5

*Descriptive Statistics for College Size*_____

Size	n	NR	SA	A	U	D	SD	Mean	Stand. dev
Small	40	2.5	30	50	10	2.5	5	4.06	1.013
Medium	89	0	24.7	53.9	11.2	5.6	4.5	3.87	0.986
Large	135	0	24.4	51.9	13.3	8.2	2.2	3.88	.947

t-test for College Size _____

Size	Small	Medium	Large
Small	-	0.343	0.335
Medium		-	0.927
Large			-

*p<0.05

Instructors within Georgia's technical college system are classified as being program instructors or general education instructors. Program instructors are responsible for curriculum related directly to courses within the field of study whereas general education instructors are responsible for foundational courses such as math, English, chemistry, biology, etc. In addition to teaching program content courses, program instructors are typically charged with advisement responsibilities for students within their programs as well as making visits to businesses and industries within the college's service region. As can be seen in Table 4-6 below, the mean score for program instructors and general education instructors were 3.9 and 4 respectively on the job satisfaction item of the survey instrument. This small discrepancy suggests that the instructor classification is not a significant factor in determining overall job satisfaction. To further support this, a statistically significant difference was not found in the mean job satisfaction responses given for general education and program instructors at the 0.05 level of alpha.

Table 4-6

Descriptive Statistics for Type of Instructor_____

Type	n	NR	SA	A	U	D	SD	Mean	Stand. Dev.
General Ed.	64	0	26.6	57.8	9.4	4.7	1.6	4.03	0.835
Program	189	0	23.8	52.9	13.2	6.9	3.2	3.87	0.959

Note: *p<.05

t-test for Type of Instructor_____

Type	General Ed.	Program
General Ed.	-	0.240
Program		-

Note: *p<.05

The final demographic grouping for this study is used to determine if an individual's previous work experience has an impact on his/her current level of job satisfaction within the technical college system. The goal is to determine if the type of previous employment impacts the level of job satisfaction involved in making the transition to becoming a full-time faculty member within one of Georgia's technical colleges.

The data obtained shows that there is variability in the level of job satisfaction between groups with different types of previous employment. Current full-time faculty members coming from a k-12 background show the highest level of job satisfaction with an overall mean rating of 4.2 on survey item 32. Individuals coming from post-secondary institutions or areas other than the available choices on the survey instrument had the lowest level of job satisfaction at 3.8. Individuals coming from business/industry made up the largest pool of respondents and gave an overall satisfaction rating of 3.9. At the 0.05 level of alpha, a statistically significant difference was found between current full-time faculty previously employed in business/industry and the k-12 educational system. Also, a statistically significant difference was found between full-time faculty coming from the K-12 educational system and those coming from work backgrounds other than those choices provided on the survey instrument. A statistically significant difference was found between faculty coming from the K-12 educational system and faculty whose previous employment was in post-secondary education at the 0.01 level of alpha. These t-test results suggests that full-time faculty whose previous employment was in the K-12 educational system are significantly more satisfied with their jobs than those individuals whose previous employment was in post-secondary education, business/industry, or other areas of employment not listed on the survey instrument. These results can be seen in table 4-7 below.

Table 4-7

*Descriptive Statistics for Previous Employment*_____

Type	n	NR	SA	A	U	D	SD	Mean	Stand. Dev.
K-12	38	0	34.2	57.9	5.3	2.6	0	4.26	0.677
Post-Secondary	41	0	19.5	53.7	12.2	14.6	0	3.73	0.962
Business/Industry	127	0	24.4	55.1	12.6	3.9	3.9	3.92	0.925
Other	61	0	27.9	44.3	14.8	8.2	4.9	3.84	1.081

Note: *p<.05

Type	K-12	Post-Secondary	Business/Industry	Other
K-12	-	**.007	*0.037	*0.031
Post-Secondary		-	0.280	0.620
Business/Industry			-	0.576
Other				-

Note: *p<.05, **p<.01

Subquestion 2

To determine how elements within Bolman and Deal's (2003) four organizational frameworks vary among technical colleges, an overall mean response and standard deviation was given for question groupings related to each framework. In addition to this, the mean response for each question grouping was determined for each demographic group. Also, responses to open-ended items were used to show that there are varying perceptions regarding elements within each of the four frameworks. A t-test was conducted between each of the demographic groupings within each framework to determine if a statistically significant difference exists for each item within the framework grouping. Tables were generated to show which survey items

yielded a statistically significant difference. Given the large number of demographic/survey item combinations, only those items in which a significant difference was found were recorded in the table format. This provides a better understanding of how individuals and various groups perceive the influence of elements characterizing each framework.

Structural Framework. A t-test comparison between men and women revealed a significant difference, at the 0.05 level of alpha, for full-time faculty perceptions of feeling valued and receiving feedback from supervisors. In each case, the mean response for men was higher than that of women.

Table 4-8

Mean Response Value and t-test value for the Structural Subgroup of Questions

Group	Mean	Standard Deviation	
All Respondents	3.58	1.167	

t-test for Gender

Gender	Female	Male	
Female	-	*1,*17	

*p<0.05

Table 4-9 indicates a statistically significant difference, at the 0.01 level of alpha, between white and black respondents with regard to supervisor feedback. A statistically significant difference, at the 0.05 level of alpha, was found between black respondents and Hispanic respondents as well as between black respondents and "Other" respondents with regard to supervisor feedback as well. Black respondents report a higher level of supervisor feedback than whites, Hispanics, and "Others." A significant difference was found between black respondents and respondents selecting the racial category of "Other" with regard to enjoying the

work environment.   In this case the, the mean response given by black respondents was significantly higher than those characterized as other. Likewise, Asians respondents provided a significantly higher mean response rate than others when asked to rate the work environment.

Table 4-9

t-test for Race/Ethnicity

Race	White	Black	Hispanic	Asian	Other
White	-	**17	-	-	-
Black		-	*17	-	*5,*17
Hispanic			-	-	-
Asian				-	*5
Other					-

*p<0.05,**p<0.01

Table 4-10 shows that employees with 0-1 years of experience were significantly more satisfied with their work environments than those with 6-9 years of experience. Individuals with 2-5 years of experience provided higher mean response values for feeling valued, enjoying the work environment, and feelings of autonomy than those faculty members with 6-9 years of experience. Also, faculty with 2-5 of experience provided significantly higher response values when asked if their work was significant than those with 10+ years of experience.

Table 4-10

t-test for Years of Employment

Years	0-1	2-5	6-9	10+
0-1	-	-	*5	-
2-5		-	*1,*5,*21	*13

| 6-9 | - | - |
| 10+ | | - |

*p<0.05, **p<0.01

Table 4-11 shows that faculty working in small technical colleges are significantly more satisfied with their compensation than those working in large technical colleges. Faculty working in medium sized technical colleges are report higher response values when asked if they are satisfied with their compensation and being able to take part in decision making than faculty working in large technical colleges; however, faculty working in large technical colleges provided significantly higher response values than faculty in medium colleges with regard to autonomy.

Table 4-11

t-test for College Size

Size	Small	Medium	Large
Small	-	-	*9
Medium		-	*9,*21,**28
Large			-

*p<0.05, **p<0.01

Table 4-12 shows that general education faculty feel significantly more valued than program instructors at the 0.01 level of alpha.

Table 4-12

t-test for Type of Instructor

Type	General Ed.	Program
General Ed.	-	**1
Program		-

Note: *p<.05, **p<0.01

Table 4-13 shows that individuals coming from K-12 backgrounds provide significantly higher response values to enjoying their work environments than individuals whose previous work experience was in business/industry or an area other than what was provided on the survey instrument. Faculty coming from K-12 institutions also report a significantly higher level of satisfaction with compensation than those choosing the other designation for previous employment as well.

Table 4-13

Type	K-12	Post-Secondary	Business/Industry	Other
K-12	-	-	*5	*5,*9
Post-Secondary		-	-	-
Business/Industry			-	-
Other				-

Note: *p<.05, **p<.01

The following open-ended statement relating to the structural framework was provided on the survey instrument: Describe how the administration of your organization impacts your level of job satisfaction. This item was placed on the survey instrument to provide respondents with the opportunity to further delineate those aspects of the structural framework that impact their job satisfaction. Responses were coded into categories and relative comparisons were made. There were 211 total responses given for this item with the following counts and relative percentage distributions:

Table 4-14

Category	n	relative percentage (%)
Open communication	19	9
Autonomy	17	8.1
Supportive/Included in decision making	57	27
Coercive	5	2.4
Micro-managing	17	8.1
Limited communication	44	20.9
Lack of administrative expertise	12	5.7
Recognition of employees	8	3.8
Trivial work	12	5.7
Concern for enrollment	6	2.8
No impact	9	4.3

The following excerpts provide representative samples of comments provided by respondents to the open-ended question: Describe how the administration of your organization impacts your level of job satisfaction.

"Allowing me freedom to make academic decisions in my division."

"Appearance is given that teachers have input here, but, in actuality, decisions are made based on administrative opinions rather than what teachers feel. I feel valued – on a superficial level."

"I am often thanked for my contributions to the school. I feel that my opinions and ideas are respected."

"there tends to be an atmosphere of management using threat of repercussion"

"My supervisors are supportive of almost everything I do here"

"Administration is very supportive of faculty and encourages self-improvement."

"When administration requires minute by minute detail of what you are doing in the classroom, then this decreases my job satisfaction."

"My administration attempts to disseminate information in a timely manner, which is important to me."

"All autonomy in performance of my job has been replaced by the authority of supervisors and administrative personnel."

"There's no consideration for us or our talents whatsoever…my job satisfaction has plummeted since (our Dean) took the job."

"…faculty are treated like hourly workers with little time given for planning and preparation."

"They let me know they appreciate what I contribute to the workplace."

Symbolic Framework. No statistically significant differences were found between men and women for any of the survey items relating to the symbolic framework.

Table 4-15

Mean Response Value and t-test value for the Symbolic Subgroup of Questions

Group	Mean	Standard Deviation
All Respondents	3.433	1.142

t-test for Gender

Gender	Female	Male
Female	-	-

*p<0.05

Table 4-15 indicates that black respondents report a significantly higher level of agreement than white and other respondents with regard to working in colleges that develop a

sense of community and provide orientation processes to better understand the underlying culture of the institution. White respondents report a significantly higher level of involvement than black respondents with organizational ceremonies. Individuals not identifying with the race choices provided on the survey instrument felt that organizational culture has a significantly higher level of impact on their job satisfaction than Hispanic respondents

Table 4-16

t-test for Race/Ethnicity _____

Race	White	Black	Hispanic	Asian	Other
White	-	*16,*20,*27	-	-	-
Black		-	-	-	*16,**20
Hispanic			-	-	*4
Asian				-	-
Other					-

*p<0.05,**p<0.01

Table 4-17 shows that faculty with 0-1 or 2-5 years of work experience in their institutions place a significantly higher level of importance on how understanding organizational culture can impact success than faculty with 6-9 years of experience. Respondents with 2-5 years of experience provide a significantly higher response value with regard to participation in organizational ceremonies than those with 0-1 or 6-9 years of experience. However, those with 6-9 years of experience participate more than those with 0-1 years of experience. Respondents with 0-1 years of experience provided significantly higher responses than those with 6-9 or 10+ years of experience when asked if their institutions develop a sense of community between diverse groups. All groups provide significantly higher response values than those with 10+

years of experience when asked if they spent time with members of the organization before beginning work, suggesting that this practice has recently become established in technical colleges.

Table 4-17

t-test for Years of Employment

Years	0-1	2-5	6-9	10+
0-1	-	*27	*12,*16,*27	*16,**24
2-5		-	**12	*24
6-9			-	*24
10+				-

*p<0.05

Respondents working within medium sized technical colleges were significantly more likely to have spent time with members of the organization before beginning work than those faculty members working in small or large technical colleges. Also, members working in medium sized colleges felt that understanding the culture in order to be successful was significantly more important than members working in large technical colleges.

Table 4-18

t-test for College Size

Size	Small	Medium	Large
Small	-	*24	-
Medium		-	*12,*24
Large			-

*p<0.05, **p<0.01

General education faculty members felt that it is significantly more important to understand the underlying culture of the organization to be successful than program instructors.

Table 4-19

*t-test for Type of Instructor*_____

Type	General Ed.	Program
General Ed.	-	*12

Note: *p<.05, **p<0.01

Respondents previously working in Post-secondary institutions place a statistically significant higher level of importance than those coming from business/industry and other areas with regard to understanding the culture of the organization and its impact on success.

The following open-ended question relating to the symbolic framework was provided on the survey instrument: What aspects of your organization's culture impact your level of job satisfaction? This item was placed on the survey instrument to provide respondents with the opportunity to further delineate those aspects of the symbolic framework that impact their job satisfaction. Responses were coded into categories and relative comparisons were made. There were 151 total responses given for this item with the following counts and relative percentage distributions:

Table 4-20

Type	K-12	Post-Secondary	Business/Industry	Other
K-12	-	-	-	-
Post-Secondary		-	*12	*12
Business/Industry			-	-
Other				-

Note: *p<.05, **p<.01

The greatest relative percentage of respondents, 34.4%, indicated that the culture of their institution was supportive in nature. Respondent comments indicated that they felt supported by administrators within their institutions, by other faculty within their institutions, and by members of the community as well. Respondents indicated that this support had a positive impact on their job satisfaction. Additionally, responses coded into this category came from individuals who felt that their personal views aligned with and supported by the views of the institution. The positive impact on job satisfaction stemming from the alignment of personal and institutional views is supported by Meir and Hasson (1982) and Chatman (1991). The following excerpts provide representative samples of comments provided by respondents falling within this category:

"The unity of the college and the mission of the college greatly increase my personal job satisfaction."

"Our organizational culture is pretty nurturing. Everyone works hard and our president lets us know how much we are appreciated. That really helps with the job satisfaction."

"My community is very community oriented, which increases my job satisfaction."

Table 4-21

Category	n	relative percentage (%)
Lack of trust	9	6
Appreciation for diversity	4	2.6
Supportive	52	34.4
Limited communication	13	8.6
No respect for faculty expertise	34	22.5
No sense of community	13	8.6
No impact	26	17.2

Human Resources Framework. It was found that women place a significantly higher level of importance on the impact that work relationships can have on job satisfaction than men.

Table 4-22

*Mean Response Value and t-test value for the Human Resources Subgroup of Questions*____

Group	Mean	Standard Deviation	
All Respondents	3.80	0.990	

Table 4-23

t-test for Gender _____

Gender	Female	Male	
Female	-	*14	

*p<0.05

White and black respondents feel a significantly higher level of job security than respondents designating their race as other. Black respondents also perceive themselves as being offered a significantly higher level of training than Hispanics do.

Table 4-24

t-test for Race/Ethnicity _____

Race	White	Black	Hispanic	Asian	Other
White	-	-	-	-	**18
Black		-	*25	-	**18
Hispanic			-	-	-
Asian				-	-
Other					-

*p<0.05,**p<0.01

Respondents with 2-5 years of work experience have a significantly higher level of perception that their organizations promote from within than those with 6-9 and 10+ years of work experience.

Table 4-25

t-test for Years of Employment

Years	0-1	2-5	6-9	10+
0-1	-	-	-	-
2-5		-	*22	**22
6-9			-	-
10+				-

*p<0.05,**p<0.01

No statistically significant difference was found between any of the college size groupings for items relating to the human resources framework.

Table 4-26

t-test for College Size

Size	Small	Medium	Large
Small	-	-	-
Medium		-	-
Large			-

*p<0.05, **p<0.01

General education instructors have a significantly higher perception of job security than program instructors within TCSG.

Table 4-27

*t-test for Type of Instructor*_____

Type	General Ed.	Program
General Ed.	-	**18_____

Note: *p<.05, **p<0.01

Individuals whose previous work experience was in K-12 institutions have a significantly higher perception of their jobs building their self-esteems than instructors previously working in post-secondary institutions. Individuals whose previous work experience was in K-12 institutions also have a statistically significant higher perception of job security than those coming to technical positions from business and industry or other areas not provided on the survey instrument. This information can be viewed in table 4-28 below:

Table 4-28

Type	K-12	Post-Secondary	Business/Industry	Other
K-12	-	*10	*18	*18
Post-Secondary		-	-	-
Business/Industry			-	-
Other				-

Note: *p<.05, **p<.01

The following open-ended question relating to the human resources framework was provided on the survey instrument: What aspects of your job do you find most rewarding? This item was placed on the survey instrument to provide respondents with the opportunity to further delineate those aspects of their work that impact their job satisfaction. Responses were coded into categories and relative comparisons were made. There were 268 total responses given for this item with the following counts and relative percentage distributions:

Table 4-29

Category	n	relative percentage (%)
Included in decision making	10	3.7
Feel respected/valued	12	4.5
Autonomy	12	4.5
Importance of job/teaching	42	15.7
Students	165	61.6
Peers	22	8.2
Intellectual Stimulation	1	0.4
Other	4	1.5

A majority, 61.6%, of the respondents indicate that their interactions with students have the greatest impact on their level of job satisfaction. This finding is consistent with the work of Diener (1985) who determined that community college faculty derived satisfaction from student achievement and Milosheff (1990), who found that faculty job satisfaction at two-year institutions was related to a faculty member's perception of students. Representative samples taken from this category include:

"I find my students the reward…I think that working with them on the front lines is what keeps me coming back."

"When students succeed, I am happy."

"Seeing my students 'get it'."

"My students reward me the most."

"When students come back and tell me the impact I made in their lives."

"Seeing students graduate with skills that will improve their lives and the lives of their families."

"I enjoy working with those who truly want and need a new career. I love to see great students get great jobs."

The importance of the job/teaching and interactions with peers were the second and third most influential coding categories with 15.7% and 8.2% of the respondents indicating that these categories impact their levels of job satisfaction. The importance on the nature of work being performed is supported by Lawler (1986) found that individuals receive more satisfaction when they feel that they are doing quality work. Truell, Price, and Joyner (1998) along with Hill (1987) also found that the nature of the work being performed is influential in full-time faculty job satisfaction. The influence of peers with regard to job satisfaction is established in literature, (i.e. Diener, 1985; Milosheff, 1998, Maslow, 1979). Representative respondent statements are provided below:

"I also appreciate certain instructors who pour their heart into their work. It is extremely rewarding to work next to teachers who want the best for their students."

"Teaching is by far my favorite aspect of my job…I also enjoy working together with my peers."

"Teaching and interacting with other faculty and students."

"Teaching. The idea that a life can be changed and I can be a part of that change is very important and rewarding for me."

Political Framework. It was found that men have a significantly higher perception than women that their supervisors were likely to use rewards as motivation at work.

Table 4-30

Mean Response Value and t-test value for the Political Subgroup of Questions

Group	Mean	Standard Deviation
All Respondents	3.167	1.248

t-test for Gender _____

Gender	Female	Male
Female	-	*15

*p<0.05

       White respondents feel that their institutions are more political than black respondents. Black respondents report significantly higher levels of agreement with feeling that there are groups within the institution that they can relate to, that expert knowledge is more powerful than formal authority, and that they are satisfied with the distribution of power between groups than those selecting the race category of other. Those individuals not identifying with any of the race choices on the survey instrument hold significantly higher perceptions than black respondents that their institutions are political. Hispanics respondents hold significantly higher perceptions of being satisfied with the distribution of power among groups within the institution than individuals with a race selection of other.

Table 4-31

t-test for Race/Ethnicity _____

Race	White	Black	Hispanic	Asian	Other
White	-	**23	-	-	-
Black		-	-	-	*7,*11,*23,*30
Hispanic			-	-	*30
Asian				-	-
Other					-

*p<0.05,**p<0.01

Faculty with 0-1 years of work experience hold a significantly higher perception that expert knowledge is more powerful than formal authority than all other years of experience groupings. Faculty with 0-1 years of work experience are also significantly happier with the distribution of power within the organization than those with 6-9 or 10+ years of experience, but feel that their institutions are more political than those with 10+ years of experience do. Individuals with 10+ years of experience are significantly more likely to feel that their institutions are political than those with 2-5 years of experience, but those with 2-5 years of experience are more likely to be satisfied with the distribution of power within their organizations.

Table 4-32

t-test for Years of Employment

Years	0-1	2-5	6-9	10+
0-1	-	*11	*11,*30	**11,*23,*30
2-5		-	-	*23,*30
6-9			-	-
10+				-

*p<0.05,**p<0.01

No statistically significant difference was found between college size groupings for items related to the political framework.

Table 4-33

t-test for College Size

Size	Small	Medium	Large
Small	-	-	-

| Medium | - | - |
| Large | | - |

*p<0.05, **p<0.01

The perception of general education instructors that their supervisors were likely to use rewards as a means of motivation was significantly higher than the perceptions of program faculty.

Table 4-34

t-test for Type of Instructor

Type	General Ed.	Program
General Ed.	-	**15

Note: *p<.05, **p<0.01

Individuals coming to work as faculty with previous work experience in the K-12 system are significantly more satisfied with the power distribution within their respective colleges than those faculty members coming from post-secondary or business/industry backgrounds. Faculty from post-secondary institutions were hold significantly higher views of institutions being political than those coming from K-12 backgrounds. Respondents identifying with a race other than what was listed on the survey instrument hold a significantly higher perception that expert knowledge is more important than formal authority than faculty from post-secondary institutions.

Table 4-35

Type	K-12	Post-Secondary	Business/Industry	Other
K-12	-	*23,*30	*30	-
Post-Secondary		-	-	*11
Business/Industry			-	-
Other				-

Note: *p<.05, **p<.01

The following open-ended question relating to the political framework was provided on the survey instrument: Do group politics impact your level of job satisfaction? This item was placed on the survey instrument to provide respondents with the opportunity to further delineate those aspects of their work that impact their job satisfaction. Responses were coded into categories and relative comparisons were made. There were 205 total responses given for this item with the following counts and relative percentage distributions:

Table 4-36

Category	n	relative percentage (%)
No impact	75	36.6
Hiring	18	8.8
Negative impact	89	43.4
Unsure of impact	7	3.4
I do not allow it to impact	13	6.3
Positive impact	3	1.5

The following excerpts provide representative samples of comments provided by respondents to the open-ended question regarding the political framework:

"Access to certain information and 'perks' are allotted behind closed doors based on the who you know system."

"It creates an environment of distrust, resentment and professional dishonesty."

"I know politics are prevalent, but I don't sense any adverse impact to my job satisfaction."

"Absolutely. This causes an uneasiness and perception of playing favorites."

"Knowledge or skill level is not always the determining factor with decisions."

"I feel that politics plays a larger role in career advancement than anything else on campus."

"If you belong, good if not, bad."

"Yes, group politics has had a negative impact on job satisfaction."

"If it were not for all of the politics I would love it here."

"If you are not in the clique then you are not recognized."

Subquestion 3

To determine the extent to which elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction a linear regression analysis and factor analysis were conducted. An initial linear regression analysis was conducted for each of the four organizational frameworks utilizing the question groupings outlined for each framework. For this regression analysis, each question within a framework grouping served as an independent variable and was compared to dependent variable, survey item 32. Survey item 32 asked participants to state their level of agreement with being satisfied with their jobs. The Pearson correlation coefficient, r, for each grouping is provided in Table 4-32 below:

Organizational Framework	r-value
Structural Framework	0.847
Human Resources Framework	0.776
Political Framework	0.681
Symbolic Framework	0.682

This result of the linear regression suggests that the structural framework has the strongest relationship to job satisfaction. A Pearson correlation coefficient of 0.847 was obtained, which suggests a strong positive correlation between the two. The human resources framework had the second highest correlation value, 0.776, which also suggests a strong positive correlation to job satisfaction. The correlation values for the political framework and symbolic

framework were very similar at 0.681 and 0.682 respectively, suggesting that elements within each of these frameworks have roughly the same impact on job satisfaction and are less important to overall job satisfaction than elements found in the structural and human resources frameworks.

To better understand the extent to which individual survey items within a given framework impact overall job satisfaction, a factor analysis was performed for each framework grouping. Component coefficients were calculated and used to create four new factor variables in SPSS. These four new factor variables were used to perform a second linear regression analysis to determine the relationship between each of the weighted factor variables and survey item 32.

Structural Framework Analysis. The factor analysis for the structural framework returned one factor variable. This factor analysis shows that survey item 1, feeling valued as an employee, is the best indicator of how the structural framework impacts job satisfaction. Survey item 5, enjoying the work environment, is the next most important aspect of the structural framework. Survey item 28, taking part in important decision making, is third. Items 17 and 21, feedback from supervisors and autonomy, were of similar importance. Items 13 and 9, feeling that work is significant and compensation, were least important. The importance of one survey item, in this respect, to another is defined on a relative basis. Ultimately, all factor coefficients within this variable show a positive correlation to job satisfaction.

Table 4-37

Structural Framework Item	Factor Coefficient
Survey item 1	0.858
Survey item 5	0.794

Survey item 9	0.470
Survey item 13	0.531
Survey item 17	0.651
Survey item 21	0.641
Survey item 28	0.673

Human Resources Framework Analysis. A factor analysis of the human resources framework survey items returned two factor variables. After creating each new factor variable and including it in a linear regression analysis of survey item 32, it was found that factor variable one has a Pearson correlation coefficient of 0.768 as compared to a value of 0.064 for variable two; therefore, variable one is included in the analysis. The two strongest indicators of job satisfaction within the human resources framework are survey items 2 and 10. Item 2 considers goal alignment between an employee and institution while item 10 considers the impact that full-time faculty employment has on an individual's self-esteem. Item 18, job security, is next most influential. Items 6 and 29, a perceived sense that a supervisor approves of work behavior and intellectually stimulating work, have similar impacts on job satisfaction. Lastly, job training, hiring from within the institution, and relationships at work have the lowest impact on full-time faculty job satisfaction. Again, all items within the human resources framework have a positive correlation with job satisfaction.

Table 4-38

Human Resources Framework Item	Variable 1 Coefficients	Variable 2 Coefficients
Survey item 2	0.763	-.005
Survey item 6	0.643	0.300
Survey item 10	0.751	0.059

Survey item 14	0.201	0.671
Survey item 18	0.693	0.252
Survey item 22	0.456	-0.390
Survey item 25	0.460	-0.442
Survey item 29	0.627	-0.259

Political Framework. The factor analysis for the political framework returned one factor variable. This analysis shows that survey item 30, the distribution of power within an organization was the best indicator of job satisfaction within this framework. The potential for expert knowledge to surpass formal authority was the second highest indicator of job satisfaction while having groups within the organization to relate to and the use of rewards to motivate held lower and similar levels of importance for job satisfaction. All of these aspects were positively correlated to job satisfaction while the feeling that a technical college is very political held a negative correlation to job satisfaction. This suggests the more a full-time faculty member feels that he/she works within a highly political work environment, the less likely he/she is to be satisfied.

Table 4-39

Political Framework Item	Factor Coefficient
Survey item 7	0.536
Survey item 11	0.776
Survey item 15	0.535
Survey item 23	-0.680
Survey item 30	0.792

Symbolic Framework. A factor analysis of the symbolic framework survey items returned two factor variables. After creating each new factor variable and including it in a linear regression analysis of survey item 32, it was found that factor variable one has a Pearson correlation coefficient of 0.653 as compared to a value of 0.068 for variable two; therefore, variable one is included in the analysis. Survey item 16, creating a sense of community between diverse groups, is the strongest indicator of job satisfaction within this framework. Survey item 8, alignment between individual and organizational values and priorities, is also a strong indicator of job satisfaction within this framework. Using an orientation process to help new members better understand the culture of the organization ranks third within this group. Spending time with members before taking on a full-time position within the organization, regularly participating in organizational ceremonies, and becoming part of the group are all items that are positively correlated be less significant than other items. The impact that having an understanding of the organizational culture can have on perceived job success is ranked lowest of the positively correlated items. Institutional culture itself is slightly negatively correlated to full-time faculty job satisfaction.

Table 4-40

Symbolic Framework Item	Variable 1 Coefficients	Variable 2 Coefficients
Survey item 4	-.173	0.781
Survey item 8	0.748	-0.057
Survey item 12	0.191	0.752
Survey item 16	0.797	-0.102
Survey item 20	0.669	-0.064
Survey item 24	0.493	-0.191

| Survey item 27 | 0.384 | 0.311 |
| Survey item 31 | 0.365 | 0.364 |

The four weighted factor variables were used to generate a linear regression analysis between each factor variable and question 32. The result of this regression can be seen in Table 4-41 below:

Table 4-41

Pearson coefficient with Factor Variables

Organizational Framework	r-value
Structural Framework	0.810
Human Resources Framework Variable 1	0.768
Human Resources Framework Variable 2	0.064
Political Framework	0.641
Symbolic Framework Variable 1	0.653
Symbolic Framework Variable 2	0.068

The result of this regression analysis suggests that full-time faculty job satisfaction is most influenced by elements found within the structural framework. Elements within the human resources framework have the second greatest impact on job satisfaction followed by elements within the symbolic and political frameworks respectively.

Summary

The survey instrument utilized for this study was made available to all 2,219 full-time faculty members within the Technical College System of Georgia (TCSG) via email distribution. An email containing a link to the survey instrument, directions for accessing the survey, internal review board approval statements, and a letter of support from TCSG's state-level research manager was sent to all Vice Presidents of Academic Affairs and Dean's of Instruction at each technical college. These individuals were asked to forward the email to all full-time faculty at his/her respective institutions.

Of the 2,219 full-time faculty members working in the technical college system at the time the survey was administered, 278 completed the survey to yield a response rate of 12.5%. Responses to demographic items within the survey instrument show that the majority of the respondents, 59%, are female. The largest percentage of respondents, 39%, fell into the 2-5 years of experience range at their current place of employment. Approximately 48% of the respondents work in large technical colleges and roughly 32% work in medium size technical colleges. Most respondents, 68%, are full-time program instructors and the greatest percentage of full-time faculty come to their positions from business and industry backgrounds.

Data for each of the three subquestions was collected and organized using Elisten software. The numeric data was then uploaded into SPSS for further analysis while responses to open-ended questions were coded to provide additional insight into respondent perceptions of elements impacting their job satisfaction. The following paragraphs discuss the statistical approach and outcomes for each of the three research subquestions:

Subquestion 1 of the study considers how job satisfaction varies within TCSG for full-time faculty. To determine the variation in job satisfaction, descriptive statistics and t-tests were

calculated for each demographic grouping in the study. No statistically significant difference was found in the mean level of job satisfaction within the gender, years of experience, college size, and type of instructor demographic variables .It was found that a statistically significant difference exists at the 0.05 level of alpha in job satisfaction for the racial demographic variable between black respondents and respondents not identifying with any of the race choices listed on the survey instrument. Also, a statistically significant difference was found at the 0.05 level of alpha between respondents coming from K-12 institutions and business and industry as well as K-12 institutions and those coming from backgrounds other than the choices listed on the survey instrument. A statistically significant difference was found at the 0.01 level of alpha between K-12 respondents and post-secondary respondents.

Subquestion 2 of the study examines how perceptions of elements within each of Bolman and Deal's four organizational frameworks vary. To determine how perceptions differ within each of the four frameworks, descriptive statistics were calculated for all respondents for survey items within each framework, responses to open-ended questions were coded and presented, and t-tests were calculated between demographic groupings for each survey item within a given framework.

Within the structural framework, t-test analyses show a statistically significant difference between some groups for some of the survey items relating to that framework. After coding open-ended responses, it was found that limited institutional communication was the most common response provided. Within the symbolic framework, t-test analyses again show a statistically significant difference for some of the survey items for each demographic grouping and coding data reveals that having a supportive institutional culture impacted their job satisfaction the most. For the human resources framework, a statistically significant difference

was found between some items within each demographic grouping except for the college size demographic variable. The most frequent open-ended response impacting job satisfaction was interaction with students. Similarly to t-test outcomes for the human resources framework, t-test analyses within the political framework show statistically significant difference between group perceptions of some survey items except for comparisons within the college size demographic variable. Coded responses within this framework reveal that overall organizational politics have a negative impact on full-time faculty job satisfaction.

Subquestion 3 of the study considers the extent to which elements within Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction. An initial Pearson's correlation coefficient was calculated between groups of questions responding to each of the four frameworks and survey item 32. It was found that job satisfaction was most strongly correlated to items within the structural framework followed by items within the human resources framework. Coefficient values obtained for elements within the symbolic and political frameworks were very similar to one another, but lower than values obtained for the structural and human resources frameworks. To determine the relative contribution of survey items within each framework grouping, a factor analysis was conducted for each of the four question groups. Utilizing the factor analysis outcomes, a new weighted variable was created for each of the four frameworks and a second linear regression was conducted. The overall correlation between the weighted variables and survey item 32 yielded the same outcome as the initial correlation values with slightly different correlation values. The benefit of performing the factor analysis, however, is that items having the most impact within each question grouping can be identified. It was found that feeling valued as an employee is the most significant indicator of job satisfaction within the structural framework, aligning individual and organizational goals contributes most

from the human resources framework, being satisfied with power distributions has the greatest

impact from the political framework, and developing a sense of community between diverse

groups is the most important aspect of the symbolic framework.

CHAPTER V

SUMMARY, DISCUSSIONS, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this dissertation project was to determine the extent to which elements within each of Bolman and Deal's (2003) four organizational frameworks impact faculty job satisfaction for full-time faculty members within the Technical College System of Georgia (TCSG). A review of literature was conducted to discuss information currently available regarding the topic and to support the need for the study as it provides evidence that a gap in the literature exists. The literature review outlined theoretical foundations (i.e. Herzberg, Mausner, and Snyderman,1959; Hackman and Oldham, 1980;Maslow, 1970) for topics discussed within each of the four organizational frameworks as well as implications from existing studies (i.e. Milosheff , 1990; Diener, 1985; Jackson, 2000; and Houston, Meyer, and Paewai , 2006). Existing literature (i.e. Creswell, 2003 and DeVaus, 2002) served to establish the rationale used to develop the methodology for the study as well. An overview of the proposed methodology is provided below.

Quantitative methods were utilized to conduct the methodology of this research. The researcher developed a pool of questions based on elements identified within the four organizational frameworks posed by Bolman and Deal (2003). The question pool was then reviewed by a group of experts within the field for question refinement. A list of questions based on literature pertaining to elements discussed within each framework was provided to the group along with a summary of each of the four organizational frameworks. The group reviewed each question set and provided feedback regarding question clarity and fit. Revisions to the original question pool were made and a survey instrument was constructed from the revised question

pool. The group was asked to complete the survey instrument so that preliminary reliability data could be obtained by calculating Chronbach's Alpha values for groups of questions within each framework. A question was removed from the structural framework question grouping within the survey instrument so that an acceptable value of Chronbach's Alpha was achieved for this grouping.

The survey instrument was presented to a doctoral committee for review and approval. After revisions to the survey instrument were made and a successful defense of the proposed methodology of the study was achieved, approval from Georgia Southern University's Internal Review Board (IRB) was sought and obtained. A link to the survey instrument was emailed to each Vice-President of Academic Affairs and Dean of Instruction within the Technical College System of Georgia along with a letter of support from TCSG's Research Manager asking for participation in the study. Each Vice-President of Academic Affairs and Dean of Instruction was asked to forward the email to all full-time faculty within his/her college. Data for the survey was collected using e-Listen software. Data collected using e-Lisiten was uploaded into SPSS for statistical analysis.

To investigate research subquestion 1, descriptive statistics were calculated and t-tests were conducted to determine the extent to which responses to item 32 on the survey instrument varied between demographic groupings. It was found that a statically significant difference in mean response values exists within the racial and previous employment groupings for some of the group categories. With regard to subquestion 2, descriptive statistics were calculated, t-tests were conducted, and open-ended responses relating to items characterizing each framework were coded to show that variability in perceptions between demographic groupings exist regarding items within each framework. Based on t-test outcomes, it was determined that a statistically

significant difference in mean response values exists for some items within each framework; however, no significant difference was found within the human resources and political frameworks for the college size demographic variable. To explore subquestion 3, a linear regression analysis was conducted for each framework. Survey item groupings for each framework were correlated to survey item 32 to determine which framework has the most impact on job satisfaction. An initial analysis found that the structural framework impacts job satisfaction the most. A factor analysis was utilized to determine the relative contribution that items within each framework have on faculty job satisfaction within TCSG. This allows items within each framework to be weighted so that a second correlation may be conducted with the new weighted variables. Additionally, the results of the factor analysis can be used to identify which items within each framework have the most impact on full-time faculty job satisfaction. Results of the second regression analysis were consistent with that of the first regression analysis. A report of the data and data analysis for each subquestion is provided within Chapter IV of the dissertation.

Discussion of Research Findings

    Subquestion 1. Subquestion 1 of the study considers how job satisfaction varies among full-time faculty within the Technical College System of Georgia. To determine the extent to which job satisfaction varies, t-tests were conducted between faculty demographic groupings to examine whether a significant difference in perceived job satisfaction exists. Additionally, mean and standard deviation values were calculated for each demographic grouping.

    A significant difference was not found within the gender demographic variable with regard to job satisfaction. This finding is consistent with the finding of Rosser and Townsend (2006), who also state that gender does not play a significant role in job satisfaction. A

statistically significant difference was found within the race/ethnicity demographic variable between black respondents and respondents selecting "Other" as their race/ethnicity. This finding is in opposition to that of Rosser and Townsend (2006), who state that race is not a significant factor for job satisfaction. This outcome might be supported by Marcus (1998) who found that minority faculty members felt less successful than other faculty members within their settings because they perceived the politics and culture of the organization as problems they had to overcome. A significant difference was not found within the years of experience, college size, and type of instructor demographic variables. Current literature offerings are not available for these demographic groupings with regard to technical full-time faculty job satisfaction. In that respect, the findings of this study contribute to the current literature base. A significant difference in job satisfaction was found within the previous employment demographic variable between current full-time faculty previously employed in the K-12 system and those employed in business/industry and also between former K-12 employees and those respondents selecting "Other" as their previous employment. This outcome could be related to the findings of Kelchtermans and Vandenberghe (1996) and Nias (1989) who state that employee satisfaction increases if individuals can unite with others that share similar core values. This would suggest that employees previously working in K-12 institutions are better able to relate to one another than individuals coming from diverse industry or other backgrounds.

Subquestion 2. Subquestion 2 of the study considers how perceptions of elements within Bolman and Deal's (2003) four organizational frameworks vary among full-time faculty within the Technical College System of Georgia. To determine the extent to which job satisfaction varies, t-tests were conducted between faculty demographic groupings to examine whether a significant difference in perceptions exists. Responses to open-ended questions were coded and

relative percentages were calculated for common responses. Additionally, descriptive statistics were calculated for each framework question grouping.

For the subgroup of survey items relating to the structural framework, a significant difference was found between men and women with regard to receiving feedback from supervisors and feeling valued. In each case, the mean response for men was higher. The importance of feeling valued and receiving feedback has been described within literature (Maslow, 1970; Hackman and Oldham, 1980; Herzberg, 1959); however, the discrepancy in how males and females perceive the amount of feedback received and their feelings of being valued by their organizations has not been described within the context of the technical education environment. Hoy and Miskel (2005) do state that impersonal work environments limit communication and are inherently gender biased, which may help to explain why female instructors feel less valued than their male counterparts within their institutions. A significant difference was also found within the race variable with regard to supervisor feedback and enjoying the work environment. A disparity between race classifications with regard to perceived levels of feedback has not been previously documented. Herzberg (1966) found that ethnicity does not significantly impact an individual's level of job satisfaction; which is in opposition to the finding of this study. This suggests that full-time faculty members working in the TCSG place a higher level of importance on the impact that the work environment has on job satisfaction than individual's within Herzberg's study.

Significant differences in perceptions among demographic groupings were found for the subgroup of survey items relating to the human resources framework. It was found that women place a significantly higher level of importance on the impact that work relationships have on job satisfaction than men. Earlier studies (i.e. Helgesen 1995; Kessler, 2007; Hoy and Miskel, 2005)

support the findings of this study stating that highly structured organizational hierarchies are typically perceived as being masculine and gender biased. Within the race demographic variable, a significant difference was found regarding the perceived level of job security as well as the amount of training offered. White and black respondents were found to have a higher perception of job security than "Other" respondents and black respondents perceive themselves as being provided with more training opportunities than Hispanics. No existing literature was found regarding perceived differences in job security or training opportunities among demographic groupings for full-time faculty, although it was found that minorities were more likely to feel less successful than other groups (Marcus, 1998). Given the higher perception of job security for black and white respondents, this suggests that these respondents may feel more successful than "Other" respondents within the culture that is presented at the technical institution or that positive feedback is not provided often enough for "Other" respondents. It was found that newer employees, falling within the 2-5 years of work interval, perceive that their organizations promote from within more than those with more experience. No existing research currently documents how perceptions of organizational and individual loyalty views change with experience for full-time faculty members. General education instructors were found to have a significantly higher level of perceived job security than program instructors. No existing literature is currently available relating perceived job security between instructor types within the technical education system. It was found that individuals whose previous work experience was in the K-12 educational system hold a significantly higher perception of their job security and also feel that their jobs build their self-esteem more than some of the other demographic groupings within the previous work experience variable. This finding is consistent with other work (Rosser and Townsend, 2006), and suggests that members coming from K-12 backgrounds

are likely more receptive of the type of work being performed. It was found that interactions with students has the greatest impact on full-time faculty job satisfaction as determined by coding responses to an open-ended question relating to the human resources framework. This finding is in agreement with previous work conducted within the community college and technical college environments (Truell, Price, and Joyner, 1998).

Within the subgroup of questions relating to the political framework, significant differences were found within each of the demographic variables except for college size. Men hold a significantly higher perception that supervisors use rewards as motivation than females. This outcome suggests that male full-time faculty members within the TCSG place a higher value on recognition than female faculty members or that female faculty members do not perceive rewards as being a necessary means to incite motivation so much as male faculty do. Program instructors were also significantly more likely to feel that supervisors use rewards as a means of motivation than general education instructors, likely for the reasons outlined above for gender. These outcomes also suggest that females and general education instructors place a higher level of value on the intrinsic aspects of working in the technical college environment than men or program instructors. Significant differences exist among racial groupings with regard to feeling that organizations are political, that there are groups within the institution that individuals can relate to, that expert knowledge is more powerful than formal authority, and that faculty are satisfied with the distribution of power between groups. Within the context of findings provided by Kelchtermans and Vandenberghe (1996), the outcomes found here suggest that some racial groupings are better able to form groups that share similar core values. The extent to which racial groupings perceive the power affiliated with expert knowledge has not been previously documented within this environment; however, this outcome suggests that ethnicity may be a

contributing factor in how a full-time faculty member determines the value placed on formal authority within his/her organization. Significant differences also exist within the years of experience variable with regard to how political the organization is, the influence of expert knowledge, and how happy faculty are with the distribution of power within the organization. This suggests that a faculty member's view of organizational politics is largely shaped by the experiences that occur throughout time in the work environment. During the course of a faculty member's tenure with a given technical college, that faculty member is likely to be exposed to occurrences in which organizational politics gain or lose influence, thus influencing the perception of its importance. Significant differences also exist within the previous work experiences variable with regard to how political the institution is, the influence of expert knowledge, and satisfaction with power distributions within the organization. Again these perceptions are likely shaped by a faculty member's exposure to political influence at a given technical college as well as at previous places of employment. Responses to an open-ended question regarding the political framework shows that faculty have a negative view of organizational politics, which is consistent with existing literature (Ferris et al., 1989; Jex & Beehr, 1991; Vigoda, 2002; Clarksburg and Einarson, 2007).

For the subgroup of questions relating to the symbolic framework, a significant difference was found within all demographic groupings except the gender variable. Within the race demographic variable, a significant difference was found between black and white respondents with regard to participation in organizational ceremonies. It was found that white respondents were significantly more likely to participate in organizational ceremonies than black respondents. This suggests that white respondents may feel that participation in organizational ceremonies is deemed necessary to fit into the organization or that white respondents are more likely to derive

satisfaction from these events. The impact that organizational culture has on perceived job satisfaction was found to be significantly higher for "Other" respondents than Hispanic respondents. This finding suggests that Hispanic respondents have developed coping mechanisms that minimize the influence of organizational culture on job satisfaction to a greater degree than "Other" respondents or that Hispanic respondents are typically more satisfied with the organizational culture that is found within their work environments. It was also found that the mean response provided by black respondents with regard to the idea that institutions develop a sense of community and provide orientation processes for new employees was significantly higher than the mean responses provided by white respondents and "Other" respondents. This finding is unique in that it suggests that within the TCSG environment, the largest racial demographic group, whites, perceive there exists a lower level of unity among groups than less populated groupings within the study. The outcomes found within the race variable may be used to assess the level of organizational fit described by Chatman (1991). Significant differences were found among groups within the years of experience variable with regard to the impact that organizational culture can have on success, participation in organizational ceremonies, whether time was spent with members of the organization before beginning work, and if institutions develop a sense of community between diverse groups. Drawing from the existing literature base regarding faculty perceptions of symbolic influences, it can be stated that full-time faculty members that regularly participate in organizational ceremonies typically feel that they fit into the organization better (Chatman, 1991) and thereby have a greater understanding of the underlying culture of the organization. This understanding of organizational culture has been previously shown to be positively correlated to perceptions of job success (Thomas, 1990). It was found that faculty working within medium sized colleges were significantly more likely to

have spent time with members of the organization before beginning work than faculty within small or large colleges. It was also found that faculty within medium colleges hold a significantly higher perception of the impact that understanding the underlying culture of the organization has on job success than full-time faculty at large colleges. No existing literature correlating institutional size to spending time with the organization before beginning work or a correlation between institutional size and perceptions of the importance of understanding underlying culture was found. This outcome suggests that full-time faculty working within medium sized technical colleges may be more likely to have been adjunct instructors at the organization before beginning full-time employment or were more likely to have been part of a mentoring program than other faculty members. The only significant difference found between instructor types and within the previous employment variables was based on how understanding the underlying culture of the organization may impact success. This outcome suggests that individuals have previously experienced how an understanding of unspoken rules can impact an employee's potential for future success and have carried these ideals with them into their current positions. The disparity in perceptions between general education and program faculty could be a result of previous work experiences. It is likely that program instructors are more often recruited from industry whereas general education faculty are more likely to have spent time in an academic setting. Within the previous employment variable it was found that faculty members coming from post-secondary institutions placed a significantly higher value on understanding the underlying culture of the technical institution than faculty members coming from a background in business/industry or "Other." With regard to this aspect of the symbolic framework, no existing literature detailing previous employment comparisons was found.

While reviewing comments to the open-ended symbolic survey item, it became apparent that respondents viewed faculty and administration as diverse groups. When developing the survey instrument, the researcher intended survey item 16: My organization develops a sense of community between diverse groups, to represent demographic groupings instead of faculty/administration groupings. However, some respondents may have responded to survey item 16 while considering faculty/administration interactions instead of demographic group interactions. Additionally, within the race variable for all framework subgroups, it should be noted that survey choice designations for race may be unclear for individuals considering themselves to be multiracial or who may feel that their race classification encompasses other classification choices.

Subquestion 3. Subquestion 3 of the study considers how perceptions of elements within Bolman and Deal's (2003) four organizational frameworks impact the job satisfaction of full-time faculty within the Technical College System of Georgia. To determine the extent to which variables within each organizational framework impact faculty job satisfaction, a factor analysis was conducted to create a weighted factor variable for groups of items relating to each organizational framework. These weighted variables were then used to conduct a linear regression analysis to determine the relative order of impact that items within each framework have on faculty job satisfaction. It was found that elements within the structural framework have the greatest impact on faculty job satisfaction followed by items within the human resources framework, the political framework, and the symbolic framework respectively. No previous research has documented the relative impact that items relating to Bolman and Deal's (2003) four organizational frameworks have on full-time faculty job satisfaction. Characteristics of each framework have, however, been documented with research indicating that employees typically

prefer less mechanistic work environments (Kessler, 2007), feedback and recognition (Herzberg, Mausner, and Snyderman, 1959; Hackman and Oldham, 1980), open communication (Helgesen, 1995), limited political distractions (Miller, Rutherford, and Kolodinsky, 2008), and a culture of support (Zabriskie, Dey, and Riegle, 2002).

The findings of this study are in keeping with the established literature base; however, as applied to full-time faculty job satisfaction for individual's working in Georgia's technical colleges, new information was discovered. Namely, it was found that elements within the structural framework have a greater cumulative impact on full-time faculty job satisfaction than elements within other frameworks. In particular, full-time faculty job satisfaction was found to be most impacted by how faculty perceive themselves as being valued by the organization. Several respondents commented that menial job assignments and a lack of respect for faculty expertise within a given area of instruction limit job satisfaction, while the perceived sense of impact that faculty have on student success, institutional advancement, and local economic benefits improve job satisfaction. Individual and organizational goal alignment along with the perception that faculty feel that their jobs builds self-esteem were found to have a strong positive correlation to job satisfaction. Organizational politics were found to have an impact on job satisfaction and faculty were also found to have an appreciation for the sense of being accepted by others within the organization and feeling as though they belong.

Conclusions

Conclusions for this dissertation project are discussed within the context of each research subquestion. Given the lack of demographic data for full-time faculty within the Technical College System of Georgia, differences between respondents and the total full-time faculty population are unclear; however, allowing random selection to naturally occur should limit

differences between the two groups. Based on information provided by respondents, it can be concluded that full-time faculty members are typically satisfied with their jobs although there is variability in the perception of how satisfied members within demographic groupings are. The only statistically significant difference in satisfaction was found within the race variable between Black respondents and "Other" respondents and within the previous employment variable between the k-12 group and all other groups. This suggests that Black and k-12 respondents have a higher level of association with elements presented within the study that are positively correlated with job satisfaction, are less likely to be impacted by elements that limit job satisfaction, or typically find a balance between those groups of elements which allows them to be significantly more satisfied than other respondents. For example, Black and k-12 respondents are likely to be more satisfied with the level of autonomy provided within their respective institutions, take part in organizational ceremonies, find their work rewarding, feel that they are supported by others within the organization, and are less impacted by the political power struggles that exist among various groups within the organization. The fact that there is not a significant difference in the perceived level of job satisfaction among the other demographic groups suggests that elements presented within the four frameworks have comparable influences among these groups. It may be concluded that gender, years of experience, type of instructor, and the size of the technical college within which a faculty member works are not accurate predictors of potential job satisfaction.

Respondent feedback for subgroups of questions within each organizational framework supports the belief that there is variability among faculty perceptions of elements comprising each framework. Variability was found within most demographic groupings within each framework suggesting that faculty have different fundamental reactions to organizational

elements. This also suggests that organizations have variability in the degree to which organizational attributes are expressed. For example, some technical colleges may foster work environments that are more mechanistic in nature whereas others may promote a more organic setting. Some colleges may be more politically oriented than others or some colleges may promote better unity among groups than others. It can be concluded that differences within the work environments of technical colleges coupled with innate differences in individual perceptions lead to variability in how faculty perceive and react to elements within each of the four organizational frameworks. These perceptions and reactions ultimately shape the level of job satisfaction held by full-time faculty members within the TCSG.

Based on a factor weighted linear regression analysis between each structural framework grouping and item 32 on the survey, it can be concluded that elements within the structural framework have the greatest impact on full-time faculty job satisfaction within the TCSG. It may be concluded that full-time faculty members are most impacted by how they perceive the administration of the technical college in which they work. Feedback from the structural framework open-ended survey item shows that faculty value autonomy, clear communication, feedback, and support from administrators, and being treated as academic authorities within their respective disciplines. Faculty job satisfaction is limited by administrators that give assignments that are perceived as being menial, by administrators that micro-manage, do not provide a sufficient level of support, or do not provide regular feedback. Of all items presented to respondents the need to feel valued was found to have the greatest impact on full-time faculty job satisfaction. Ultimately, full-time faculty within the TCSG primarily derive satisfaction through the intrinsic attributes that accompany their positions. Given that mean faculty job satisfaction ratings for each demographic grouping were above a neutral rating, it can be concluded that

faculty place a higher value on the intrinsic satisfaction derived from aspects of their work environments than on those aspects of their work environments that limit job satisfaction.

Elements within the human resources framework were the second largest contributors to full-time faculty job satisfaction within the TCSG. The most significant component within this group was found to be employee and institutional goal alignment. It may be concluded that individuals would most like to feel that their efforts are contributing to a cause they perceive to be worthwhile and are thus satisfying basic intrinsic needs as well. Another strong contributor within the human resources framework is the desire to do work that builds self-esteem. This suggests that individuals move into the field because they feel that they will be successful. Responses to an open-ended question relating to the human resources framework suggest that interactions with students and the nature of the work being performed are the greatest contributors to satisfying these intrinsic needs.

Within the political framework, power distributions among groups impact faculty job satisfaction more than other aspects of this framework. Faculty comments to an open-ended question relating to the political framework support this view as well. While there is variability in the perception of organizational politics within the TCSG, some faculty feel that their job satisfaction is limited by favoritism within their organizations. Overall, faculty feel that organizational politics have a negative impact on their job satisfaction and feel that their educational contributions are undermined by affiliations between groups.

Within the symbolic framework, developing a sense of community between diverse groups has the most influence on full-time faculty job satisfaction within the TCSG. This outcome suggests that a sense of unity within the organization is important. This supports the conclusion that faculty members desire support within their respective organizational roles.

Based on feedback to an open-ended question related to the structural framework, the diverse groups were not necessarily limited to gender, race, or instructor type groupings. Respondent comments indicate that faculty and administration were considered diverse groups within the organization as well, which again supports the conclusion that full-time faculty job satisfaction is most impacted by administrators within the organization. Ultimately, faculty typically desire to have a supportive, community oriented relationship with their supervisors as well as with one another.

Implications within the Field of Educational Administration

Administrators working within the Technical College System of Georgia can use the outcomes of this dissertation project to create environments that foster higher levels of full-time faculty job satisfaction. Outcomes of the study may be used to enhance the efficiency of current hiring and retention practices within the system in an effort to limit the expenses associated with employee turnover. Namely, financial costs associated with advertising vacant positions can be limited, lower levels of morale among existing employees can be reduced, organizational cultures can be developed more fully with increased retention, and services provided to students may be improved given that the acclimation periods for new employees would be less of an issue.

Local and state level policies may be reviewed within the context of this research to ensure that factors leading to improved levels of job satisfaction are maximized while those elements limiting full-time faculty job satisfaction are minimized. Namely, policies and procedures should be developed in a way that allows for faculty input, that enhance levels of autonomy, that encourage communication between faculty and various levels of administration, and that provide regular feedback from supervisors to faculty members.

Educational administrators within the Technical College System of Georgia should work to create environments that are supportive in nature. Administrators need to be cognizant of the impact that clear and open communication has on faculty morale and should request faculty input in organizational decision-making when appropriate. A recurring response to one open-ended question was that faculty did not feel they were respected for their levels of experience and education, which led to lower levels of job satisfaction. Therefore, administrators should take steps to ensure that faculty are treated as academic professionals. Additionally, administrators should develop and schedule organizational events that allow diverse groups of faculty the opportunity to interact in order to promote communication among faculty members as well as between faculty and administration. Such interactions will allow faculty the opportunity to find other faculty members that share similar core values, which has been shown to improve job satisfaction and retention. Additionally, the outcomes of this study hold implications for the institutional effectiveness division of each technical college in that it provides a foundation upon which institutional faculty job satisfaction surveys may be developed.

On a broader scale, the outcomes of this dissertation project have implications for practitioners within the field of technical college administration and academic scholars as it adds to the literature base in an area that has been underrepresented thus far in current literature offerings. By having a greater understanding of how various aspects of the technical organization impact full-time faculty, there is a greater potential for educational administrators to make more informed and efficient organizational decisions. Scholars have additional literature from which to develop future studies as well as to compare and contrast with existing studies.

Implications for Further Research

During this dissertation, it was discovered that the structural framework has the most impact on faculty job satisfaction; however, the bureaucratic level for this framework was not defined. An extension of this research would be to conduct a faculty job satisfaction study utilizing the elements representing the structural framework for clearly defined levels of bureaucracy. Namely, have participants respond to the 7 survey items relating to the structural framework for three distinct levels of bureaucracy: the immediate supervisor (Dean or Director), upper-level administration within the technical college, and state-level administration to determine which level of bureaucracy is impacting full-time faculty job satisfaction the most. Additionally, respondents could be provided the opportunity to further delineate how elements within the structural framework impact faculty job satisfaction for each of the three administrative levels by including open-ended questions.

A second opportunity for further research would be to consider why those demographic groups found to hold a significantly higher level of job satisfaction are more satisfied with their jobs than other demographic groupings. Another survey instrument could be delivered to all faculty once again and only data from respondents satisfying certain demographic criteria would be used. A study constructed in such a format would allow the nonparticipants of this study an opportunity to participate in the future.

A third recommendation for future research would be to investigate administrative views of faculty. Given the great impact that administration within the Technical College System of Georgia was found to have on full-time faculty job satisfaction, a greater understanding of how administrators perceive and react to faculty within the system could provide insight into policy development and organizational restructuring.

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Appendix A

<table>
<tr>
<td colspan="2" align="center">Georgia Southern University
Office of Research Services & Sponsored Programs</td>
</tr>
<tr>
<td colspan="2" align="center">Institutional Review Board (IRB)</td>
</tr>
<tr>
<td>Phone: 912-478-0843</td>
<td rowspan="2">Veazey Hall 2021
P.O. Box 8005
Statesboro, GA 30460</td>
</tr>
<tr>
<td>Fax: 912-478-0719   IRB@GeorgiaSouthern.edu</td>
</tr>
</table>

To: Samuel Bee Hart
1711 Moses Drive
Vidalia, GA 30474

CC: Charles E. Patterson
Associate Vice President for Research

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: January 20, 2010

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered <u>**H10165**</u> and titled **"An Assessment of Faculty Job Satisfaction in Georgia's Technical College System Using Bolman and Deal's Four Organizational Frameworks"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable. **You are approved to enroll up to <u>2224</u> subjects.**

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Eleanor Haynes

Eleanor Haynes
Compliance Officer

Appendix B

Georgia Southern University
Office of Research Services & Sponsored Programs
Institutional Review Board (IRB)
Phone: 912-681-0843 Veazey Hall 2021
P. O. Box 8005
Fax: 912-681-0719 IRB@GeorgiaSouthern.edu Statesboro, GA 30460-8005
To: Samuel Bee Hart
1711 Moses Drive
Vidalia, GA 30474
Cc: Charles E. Patterson
Associate Vice President for Research
From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)
Date: January 26, 2010
Expiration
Date:
January 20, 2011
Subject: Status of Research Study Modification Request
After a review of your Research Study Modification Request on research project numbered:
H10165 and titled **"An Assessment of Faculty Job Satisfaction in Georgia's Technical College Systems Using Bolman and Deal's Four Organizational Frameworks"**, your request for modification appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.
Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your modification request.
The IRB approval is still in effect for one year from the date of your original application approval and will expire on January 20, 2011. If at the end of that time, there have been no further changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, another change or modification of the approved methodology becomes necessary; you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.
Sincerely,
Eleanor Haynes
                              Compliance Officer

Appendix C

Invitation to Participate

Hello,

I am in the process of completing a Doctorate of Educational Administration at Georgia Southern University. A requirement of this degree is to complete a dissertation research project. I would like to invite you to participate in this doctoral dissertation research study examining what aspects of your job impact your job satisfaction as a full-time faculty member within the Technical College System of Georgia. Your participation provides valuable information that could be used to develop work environments that foster greater job satisfaction for full-time faculty members within the system. Your participation in this study is completely voluntary and all responses are strictly confidential. To access the survey, simply click on the link below. Thank you for taking the time to participate in this study.

Below is the link for the Job Perception Survey:
http://www2.southeasterntech.edu/elisten/surveys/JobPerceptionSurvey/jobperceptionsurvey.html

Appendix D

Survey Instrument Item Analysis

Survey Item	Literature	Research Subquestion
1	Herzberg, Mausner, and Snyderman (1959), Maidani (1991), Maslow (1970)	2,3
2	Bolman and Deal (2003	2,3
3	Kelchtermans and Vandenberghe (1996); Ball (1987); Clarksberg and Einarson (2007); Miller, Rutherford, and Kolodinsky (2008)	2,3
4	Marcus (1998)	2,3
5	Herzberg, Mausner, and Snyderman (1959); The Society for Human Resource Management (2007); Bellamy et. al. (2003); Bolman and Deal (2003); Kessler (2007); Zabriskie, Dey, and Riegle (2002)	2,3
6	McGregor (1960) and Argyris (1957, 1964)	2,3
7	Nias (1989) and Kelchtermans and Vandenberghe (1996)	2,3
8	Meir and Hasson (1982)	2,3
9	Herzberg, Mausner, and Snyderman (1959); Bellott and Tutor (1990); Ruhland (2001); and Levin (2003)	2,3
10	Trusty and Sergiovanni (1966) and Anderson and Iwaniki (1984)	2,3
11	Hoy and Miskel (2003) and Kotter (1985)	2,3
12	Marcus (1998)	2,3
13	Bolman and Deal (2003); Maslow (1970); and Hackman and Oldham (1980)	2,3
14	Bolman and Deal (2003)	2,3
15	Huber (1981)	2,3
16	Bolman and Deal (2003)	2,3
17	Hackman and Oldham (1980)	2,3
18	Bolman and Deal (2003) and Maslow (1970)	2,3
19	Yukl (2002) and Huber (1981)	2,3
20	Marcus (1998) and Chatman (1991)	2,3
21	Hackman and Oldham (1980); Rifkin (1998); Bellamy et. al. (2003); and Bolman and Deal (2003)	2,3
22	Bolman and Deal (2003)	2,3
23	Miller, Rutherford, and Kolodinsky (2008)	2,3
24	Chatman (1991)	2,3
25	Bolman and Deal (2003)	2,3
26	Kelchtermans and Vandenberghe (1996), and Miller, Rutherford, and Kolodinsky (2008)	2,3

27	Bolman and Deal (2003) and Chatman (1991)	2,3
28	Hackman and Oldham (1980); Jackson (2000); and Bolman and Deal (2003)	2,3
29	Jackson (2000); Milosheff(1990); Diener (1985); and Houston, Meyer, and Paewai (2006)	2,3
30	Miller, Rutherford, and Kolodinsky (2008)	2,3
31	Marcus (1998); Chatman (1991); and Bolman and Deal (2003)	2,3
32	Reference item	1 ,3

Appendix E

<u>Job Perceptions Survey</u>

Instructions

The purpose of this survey is to measure your perception of various aspects of your job. Your honest responses will help provide a better understanding of how elements of your job impact your overall job satisfaction. All responses are completely confidential. The following statements refer to your full-time faculty employment at your technical college. There is no right or wrong answer, so please answer each question as accurately as possible. Use the scale below to respond to each statement. If you strongly agree with the statement, you circle 5; if you strongly disagree with the statement, you circle 1. If you are undecided regarding the statement, circle 3. If you more or less agree or disagree with the statement you choose 2 or 4. Thank you for your participation in this study.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1). I feel valued as an employee of my organization.	1	2	3	4	5
2). My personal goals align with the goals of my organization.	1	2	3	4	5
3). The political games played between groups within my organization impact my job satisfaction.	1	2	3	4	5
4). The culture of my organization impacts my job satisfaction.	1	2	3	4	5
5). I enjoy my work environment.	1	2	3	4	5
6). My work behavior is consistent with my supervisor's expectations.	1	2	3	4	5
7). I feel that there are groups of people in my organization that I can relate to.	1	2	3	4	5
8). My values and priorities match my organization's values and priorities.	1	2	3	4	5
9). I am satisfied with my compensation.	1	2	3	4	5
10). My job helps build my self-esteem.	1	2	3	4	5
11). Expert knowledge is more powerful than formal authority in my organization.	1	2	3	4	5
12). Understanding the culture of my organization impacts my level of success.	1	2	3	4	5
13). I feel that my work is significant.	1	2	3	4	5
14). My relationships at work impact my level of job satisfaction.	1	2	3	4	5
15). My supervisor uses rewards to motivate me.	1	2	3	4	5
16). My organization develops a sense of community between diverse groups.	1	2	3	4	5

	Strongly Disagree	Strongly Disagree	Undecided	Agree	Agree
17). My supervisor does a good job of providing feedback.	1	2	3	4	5
18). I feel that my job is secure.	1	2	3	4	5
19). Administrators in my organization are coercive.	1	2	3	4	5
20). My organization uses an orientation process to help new faculty members understand the underlying culture of the organization.	1	2	3	4	5
21). I have autonomy within my job.	1	2	3	4	5
22). My organization tries to promote from within.	1	2	3	4	5
23). I feel that my organization is very political.	1	2	3	4	5
24). I spent time with members of my organization before beginning work.	1	2	3	4	5
25). I am offered training for my job.	1	2	3	4	5
26). Having to bargain with other groups for available resources lowers my job satisfaction.	1	2	3	4	5
27). I regularly participate in organizational ceremonies.	1	2	3	4	5
28). I get to take part in making important decisions within my organization.	1	2	3	4	5
29). My work is intellectually stimulating.	1	2	3	4	5
30). I am satisfied with the distribution of power between groups in my organization.	1	2	3	4	5
31). Becoming part of the group is important in my organization.	1	2	3	4	5
32). I am satisfied with my job	1	2	3	4	5

Open-Ended Responses
For the following items, please provide honest and thoughtful responses:

Describe how the administration of your organization impacts your level of job satisfaction.

What aspects of your job do you find most rewarding?

Do group politics impact your level of job satisfaction? If so, how?

What aspects of your organization's culture impact your level of job satisfaction?

Demographics

Gender   ____ Female
           ____ Male

Race/   ____ Asian
Ethnicity ____ Black/African-American
           ____ Hispanic
           ____ White
           ____ Other (please identify below)
           _____

How many years have you been at your current place of employment?
        ____0 - 1
        ____2- 5
        ____6 – 9
        ____10 or more

Would your technical college be classified as:
        ____ Small
        ____ Medium
        ____ Large

I am a:
        ____ Program Instructor
        ____ General Education Instructor

My previous employment was in:
        ____ K-12 education
        ____ Post secondary education
        ____Business and Industry
        ____Other