

PERCEPTIONS OF ORGANIZATIONAL CLIMATE AND JOB SATISFACTION AMONG
FULL-TIME AND PART-TIME COMMUNITY COLLEGE FACULTY

By

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by

Cynthia Reynolds

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The purpose of our study was to explore faculty perceptions of organizational climate at their institution, faculty satisfaction with organizational climate at their institution, overall faculty job satisfaction, and the relationships among these constructs. Our study also sought to determine if there were significant differences between full-time and part-time faculty members' perceptions or satisfaction in any of these areas. The final aim of our study was to use logistic regression to identify the determinants of job satisfaction.

Our study was a modified replication of previous research. Copies of a survey instrument measuring the variables of interest in our study were distributed to all full-time and part-time faculty members in the departments of behavioral science, English, and mathematics at a community college in Florida. In total, 118 individuals received surveys, and 65 completed surveys were returned. Thus, there was a 55.1% response rate for this survey.

Results of our study showed that the faculty surveyed generally had a positive perception of the levels of organizational climate variables at the institution, and generally had positive satisfaction with organizational climate variables at their institution. The only significant differences in perceptions of the level of organizational climate variables between full-time and

part-time faculty members occurred for the factors of political climate and professional development opportunities. There were, however, no significant differences in satisfaction with organizational climate variables between full-time and part-time faculty. Finally, the statistically significant determinants of job satisfaction were identified to be political climate, professional development opportunities, evaluation, and promotion.

CHAPTER 1 INTRODUCTION

Opening Remarks

Since the 1920s and the beginning of the industrial revolution, studies of organizational structure and job satisfaction among employees have represented a major investigation of the business industry. As early as the well-known Hawthorne Study (Mayo, 1933), behavioral researchers have acknowledged, and scrutinized, the palpable link between the organizational structure of an establishment and the job satisfaction of its workers. Early research concerning job satisfaction shows that satisfaction is affected by the organizational climate (LaFollette & Sims, 1975; Lawler, Hall & Oldman, 1974; Pritchard & Karasick, 1973). Organizational climate is the amalgamation of indefinable and informal assessments of individuals concerning innumerable facets of their employment setting (Deas, 1994; Steers & Porter, 1975). These studies found that an organization's structure and processes do not directly influence job satisfaction, but do directly influence perceptions of the organizational climate, which in turn directly influences job satisfaction.

Numerous researchers have identified a variety of benefits of employee job satisfaction, both to the employees and to an organization as a whole (Premack & Wanous, 1985; Schneider, 1987). Increased employee job satisfaction has been found to be associated with better employee performance (Bertz & Judge, 1994), greater corporate commitment and longer employment periods (Blau, 1987; Megliano et al., 1989; Schneider, 1987; Smart, Elton, & McLaughlin, 1986), decreased levels of job-related stress (Olsen & Crawford, 1998), and greater experiences of professional successes (Bertz & Judge, 1994). Given the importance of job satisfaction in any work-related setting, and given the well-documented relationship between organizational climate and job satisfaction, these two factors need further study in a variety of occupational settings.

Statement of the Problem

Organizational climates in higher education institutions are very different from the organizational climates in other areas of business and industry. Thus, studies of the relationship between organizational climate and job satisfaction conducted in a setting other than an educational institution will not be very revealing in considering the nature of the relationship for college and university faculty. Indeed, the focus on teaching, learning, and student outcomes in higher educational institutions is very different from the focus on fiduciary concerns present in business and industry (Deas, 1994; Evans & Honeyman, 1998).

Job satisfaction and organizational climate in higher education settings are still broad considerations, because of the differences in professional atmospheres among different types of institutions (such as community colleges, liberal arts colleges, and research universities). Different surroundings create a different sense of organizational climate (and consequently job satisfaction) in these diverse higher educational settings meriting further study. For instance, 40% of full-time community college faculty have considered the option of leaving the profession (Sanderson, Phua & Herda, 2000), indicating excessive job dissatisfaction in this setting.

Other factors render the community college setting ripe for extended studies of faculty job satisfaction and organizational climate. Escalated dependence on part-time faculty is a major issue in community colleges. According to U.S. Department of Education data, in 2003, 46.3% of all college teaching faculty were part-time faculty, up from 30.2% in 1975 (AAUP, 2005). These statistics seem particularly significant given the wealth of literature lamenting the working conditions facing part-time faculty. While many have speculated, few educational researchers have tried to determine part-time faculty job satisfaction. Further, there is virtually no research in the literature comparing the job satisfaction levels of full-time and part-time within the same institution. Our study is concerned with community colleges, and whether perceived

organizational climate and job satisfaction differs between full-time and part-time instructors within a community college setting.

Purpose of the Study

The purpose of our study was to investigate the relationship between organizational climate and job satisfaction as applied to full-time and part-time faculty members at a community college. Our study was conducted to determine whether differences in job satisfaction exist within the context of organizational climate, and to further to examine how these relationships differ when employment statuses (i.e., full-time vs. part-time) are considered.

In particular, our study addressed the following research questions:

- **Research question 1:** How do community college full-time and part-time instructors perceive organizational climate in their respective institution, using a set of seven identified factors for climate?
- **Research question 2:** What were the determinants of job satisfaction among community college full-time and part-time instructors?
- **Research question 3:** How satisfied were the community college full-time and part-time instructors with the organizational climate of their respective institution?

Definitions of Terms

- **Adjunct or part-time:** individuals appointed to teach credit-bearing courses that are part of the regular academic curriculum during the regular academic year (including fall, spring and summer terms) and whose employment is on some basis other than a full-time contract. This category also includes on-call instructors whose employment depends on adequate enrollment in courses, temporary hires, paid and unpaid, and those who teach as substitutes, as “fill-ins” appointments. It does not refer to faculty appointed to full-time positions without eligibility for tenure, faculty appointed on specific-length contracts, faculty who are hired on research or sponsored-program grants with no teaching responsibilities or graduate teaching assistants.
- **Job satisfaction:** This term refers to the emotional state which results from one’s appraisal of their job experiences. For the purposes of this study, job satisfaction involves the following five factors: 1) participation in decision making; 2) autonomy, power and control; 3) relationship with colleagues; 4) salary and benefits; and 5) professional effectiveness.

- **Organizational Climate:** the accumulation of intangible perceptions that individuals have of various aspects of the work environment of an organization. In this study, this is operationally defined as a composite of the following seven factors: 1) internal communication; 2) organizational structure; 3) political climate; 4) professional development opportunities; 5) evaluation; 6) promotion; and 7) regard for personal concerns.

Limitations

The results of our study are limited by the fact that this is an observational study. A survey instrument has been used to gather data about subjects' attitudes without any manipulation of circumstances or controlling of factors. At best, our study can only uncover associations between variables, and cannot identify any causative relationships.

The sampling method used in our study also limits our results. The study uses a purposive sample of all full-time and part-time behavioral science, mathematics and English professors at a single institution, a community college in the state of Florida. Despite the fact that this sampling procedure does not permit the generalization of results to any clearly-defined larger population, there is nonetheless value in such studies, which can reveal hints and indications concerning the relationships between factors. If a sufficient number of such studies achieve similar results, this can lend support, and even credence to such findings, which can then be validated through more extensive, procedurally rigorous research.

Another sampling issue faced in this study is that the survey was essentially a voluntary response survey. This aspect of the data collection procedure can bias results. Then, too, there is the issue that our survey is not measuring job satisfaction and organizational climate perceptions, but rather subjects *reported* levels of job satisfaction and organizational climate.

Significance of the Study

This research is significant in several areas. Job satisfaction is in essence characterized by numerous social factors, economic conditions, inclinations determined by one's personal history,

and other character elements. This multidimensionality will require multiple studies, conducted in a variety of settings. Finally, there is a dearth of studies examining job satisfaction and organizational climate of part-time faculty within a community college setting.

Summary

There is extensive literature of psychological theories, paradigms, and hypotheses concerning job satisfaction, organizational climate, and the interaction between them in the private sector. This study extends the research focused on the community college sector in higher education (Chappell, 1995; Evans, 1996; Sofianos, 2005). The present study examined this relationship with a focus on the differences between full-time and part-time faculty.

CHAPTER 2 REVIEW OF THE LITERATURE

Opening Remarks

The collective aggregate of indefinable perceptions that individuals have of countless aspects of the work environment of an organization is referred to by the term *organizational climate*. One early research study defined organizational climate as a “set of characteristics that describe an organization and that (a) distinguish it from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization” (Forehand & Gilmer, 1964, p. 362). Powell and Butterfield (1978) defined it somewhat differently, focusing on organizational climate as the way members view an organization in a holistic, individualistic sense. While this term does not have a universally accepted definition, and in fact there are other terms that are used interchangeably in the literature, organizational climate is indeed an important and significant concept in the study of job satisfaction. The literature is replete with studies documenting strong relationships between organizational climate and such factors as job satisfaction, workplace morale and employee retention. While examinations of organizational climate were at one time limited to organizational structures in business and industry, the last decade has seen an increased interest in organizational climate within the field of education.

Organizational Climate in Educational Settings

The perceived nature of schools and other educational settings as place of employment is of acute interest to educational researchers and school practitioners, although this has not always been the case. Due to a lack of cohesion in the field, the concept of the professional atmosphere, or ambiance, has been studied under an assortment of names, including organizational culture, organizational character, organizational ideology, informal organization and organizational health. While some educational organizational theorists have posited somewhat differentiated

meanings for some of these terms, it is all too common for certain stakeholders of our educational system (most often school administrations, faculty and parents) to use such expressions almost arbitrarily, with no precise, mutually-acknowledged characterization.

From an academic standpoint, these ambiguous, indistinct terms, which seem to create a penumbra of vagueness and uncertainty around the concept, are most unappealing. However, the laypersons who use them do so with good reason – namely that the feeling of climate in a school is a very real concept, yet an elusive one as well. Many organizational theorists have struggled with characterizing the concept over the years, with variable levels of success. However, the generic notion of the climate (concerning working conditions) of a school has long been recognized as having a relationship with the educational effectiveness of a school. In fact, improved organizational climate is a significant part of the education reform movement. One model of effective schools asserts that educational effectiveness is the product of a supportive climate containing increased expectations, strong leadership, a focus on competency and a mechanism for monitoring student development (Edmonds, 1979). For these and other reasons, organizational climate has entered in the American educational lexicon, and is generally viewed as a favorable, if not essential, factor for promoting academic achievement.

While a positive organizational climate is widely viewed as a desirable outcome, there appears to be little consensus as to exactly what this constitutes. This is because, as previously mentioned, there is no clear definition of organizational climate. Indeed, the empirical research within the literature demonstrating a clear link between organizational climate and educational outcomes is meager (Purkey & Smith, 1981; Ralph & Fennessy, 1983; Rowan, Bossert & Dwyer, 1983). However, it should be noted that the tendency of an institution to pursue a positive organizational climate need not be dependent only upon connections between climate

and educational effectiveness; indeed, a positive work climate is an important goal regardless. The benefits of a nourishing climate within an organization include collegiality, ingenuousness, intellectual distinction, heightened morale, and allegiance, among other favorable traits; hence a positive organizational climate within an organization should be viewed as a noteworthy goal distinct from any potential connection to academic impact (Hoy, Tarter & Kottkamp, 1991).

Some of the earliest studies of organizational climate in an educational setting is the landmark work of Halpin and Croft (1962, 1963), which was conducted at the elementary school level. Utilizing a different line of reasoning than was the norm for the conventional industry-based organizational climate studies of the day, these researchers chose to direct their attention to the central characteristics of the teacher-teacher and teacher-principal relationships in the elementary schools involved in the study. This led Halpin and Croft to develop the widely used Organizational Climate Descriptive Questionnaire (OCDQ), which can be used to create a summary of the organizational climate of an elementary school.

The OCDQ was designed as an endeavor to assess and record the climates of elementary schools, with the nature of these climates being described in terms of “open” or “closed”. The OCDQ measures eight different dimensions of organizational climate via Likert scale items. The eight dimensions, which are listed below, either measure the characteristics of the group or characteristics of the principal (i.e., the “leader”).

Characteristics of the Group

Disengagement

The term *disengagement* refers to the propensity of teachers to perform their assigned tasks through rote, treating these jobs as routine, without expending a great deal of mental effort, and without embracing the tasks with any sense of passion or commitment.

Hindrance

The term *hindrance* refers to a state in which teachers within a school have a sense that their ability to work is in some way being encumbered by the actions of their principal. This generally occurs when teachers feel their principal has fostered an overly bureaucratic environment, or that the principal has assigned tedious and unnecessary tasks (i.e. “busy work”).

Esprit

From the French expression *esprit de corps*, which is roughly translated as “team spirit”, the term *esprit* refers to a sense of morale which is cultivated through a sense of group accomplishment and through a favorable social setting.

Intimacy

The term *intimacy* refers to a sense of deep-seeded friendship among the teachers of school. This ideal goes well past the condition of a good working relationship; indeed, this term implies a certain level of warmth and closeness.

Characteristics of the Leader

Aloofness

The term *aloofness* refers to a principal who maintains a calculated professional distance from the teachers, through the use of reserved and distant behavioral traits. In the vernacular of the profession, such a professor might be referred to as “stuffy”.

Production emphasis

The term *production emphasis* refers to a rather restrictive environment, in which teachers are given little latitude. Such an environment is characterized by heavy regulation, in which the principal practices micro-management and encourages little if any feedback from teachers concerning their work environment.

Thrust

The term *thrust* refers to a sense of professional momentum that is created through the behavior of the principal. This generally results from a principal who is innovative, highly dynamic, and who leads by example. Usually, faculty responds quite well to this style of leadership and engages in the types of behavior being modeled by their principal, which causes an effective and efficient learning environment.

Consideration

The term *consideration* refers to the perceived conviviality of a principal. This also describes the principal who does a little something extra, to be helpful for the teachers at the school, even to the extent of granting personal favors on occasion.

Organizational Climate within Educational Settings

After administering the OCDQ to a number of elementary school employees, Halpin and Croft sought to identify any patterns that surfaced among the eight dimensions. Six different categories of climate were identified based on responses. A brief profile of each level of climate follows.

Open climate

This is the least restrictive and most efficient climate profile as identified by the OCDQ. Within an open climate, teachers work together easily and efficiently, promoting a strong sense of team high spirit. They are not inundated with continuous tedium, and the group members enjoy friendly relations. The principal demonstrates a belief system that facilitates problem solving from the faculty members.

Autonomous climate

This climate profile is somewhat more restrictive than an open climate. Within an autonomous climate, teachers are granted the freedom to develop their own social relationships.

Morale is generally high, although not as high within an open climate. Teachers achieve their goals and work cohesively. The principal remains aloof, and is skillful at modeling desired behavior.

Controlled climate

This climate profile is fairly restrictive. Within a controlled climate, workers tend to be quite task-oriented and broke tendency with the social needs. They feel an urgency to complete a given assignment, and usually work individually. Job satisfaction comes from task completion rather than social fulfillment. The principal in this case is domineering and authoritative.

Familiar climate

This climate profile is not very restrictive, but neither is it very efficient. Within a familiar climate, the environment is conspicuously friendly while catering to the social needs of the group. The principal exhibits little control, and there is an espousal of group belongingness. Most faculty members do not work to their full capacity, coupled with little direction and evaluation. Job satisfaction tends to be average and is predicated on social relationships.

Paternal climate

This climate profile is fairly restrictive and fairly inefficient. Within a paternal climate, one observes ineffective attempts by the principal to control the faculty and to satisfy their social needs. The principal is generally considered by the faculty to be ineffectual concerning work achievement and motivation. Although the principal tries to be everywhere and do everything at once, there is little effect to achieve progress. Friendly relationships are typically nonexistent, while also provoking a sense of futility.

Closed climate

This is perhaps the least desirable of the climate profile types. Within a closed climate, there are two major problems present. First, there is little to no social cohesiveness, which

consequently causes apathy. Secondly, there is minimal task achievement, resulting in dwindling productivity. Busy work often substitutes itself for an individual's achievement value, and job satisfaction is at a nominal level.

Many factors contributed to the need for an instrument, such as the OCDQ, which attempts to gauge organizational climate. Mainly, these reasons centered on a genuine recognition that school districts, school administrators and educational activists were in a position to effect change in our schools, and the information gathered from a tool such as the OCDQ could be beneficial in working toward that end. There are differences in the "moods" within schools that is, in some sense, differentiated from morale and disposition. Further, in a school with a negative, even paralyzing mood, improving the situation would prove to be extremely arduous without an accurate and comprehensive assessment of that mood. It was believed that a climate profile generated by the OCDQ would be helpful in efforts to improve the working environments within schools.

In the years since its inception, the OCDQ has proven to be a most useful and valued tool in the measurement of organizational climate variables, particularly in the K-12 setting. However, the instrument has been revised twice – one revision improved its ability to measure organizational climate in the elementary setting, and another revision modified the questionnaire to be more conducive to the high school setting (Lunenburg & Ornstein, 1991). Despite these results, the OCDQ has been shown not to be applicable to settings within higher education (Owens, 1991).

Another instrument that has been widely used in the measurement of organizational climate is the Organizational Climate Index (OCI; Stern, 1970). This survey was designed under the belief that any measure of organizational climate must take into account not only perceptions

of the environment, but also the attributes of the individual (Lunenburg & Ornstein, 1991). This approach was based on the work of earlier organizational theorists such as Lewin (1935), as well as Murray, Barrett, and Homburger (1938). Central to these theories is the idea that individuals needs (need) and organizational needs (press) will come into dispute; this is known as need-press theory. The OCI was, in essence, a combination of two separate instruments. The first was the Activities Index, which was intended to measure individual needs, and the other was the College Characteristics Index, which was design to measure organizational needs. There were six different facets of organizational climate that the OCI is able to appraise. A discussion of each follows.

Intellectual Climate

The dimension of intellectual climate describes one in which there is definite emphasis on academic pursuits. This can be construed to include a broad spectrum of scholarly interests. In such a school, the administration is generally very supportive of any intellectual activity that teachers may be interested in; and, in fact, teachers are often encouraged to maintain such interests. It may not be surprising that schools with high intellectual climate scores tend to also have higher levels of educational effectiveness.

Achievement Standards

The dimension of achievement standards measures the tendency of a school to maintain high criteria for students' scholarly performance. Students are held accountable for their progress, and teachers are additionally held accountable for the progress of their students. In such a setting, satisfactory task completion results in accolades, and occasionally, in certain rewards. Standards of achievement are set for both the quality and the quantity of the students' assignments.

Personal Dignity

The dimension of personal dignity is the one that addresses the professional behavior of individuals, both in how they conduct themselves and in how they treat others. A key component of personal dignity is the sense of integrity and honor with which people do their jobs. This would also encompass the level of respect people treat each other with, which in essence creates an encouraging and supportive environment.

Organizational Effectiveness

The dimension of organizational effectiveness describes an institution that is efficacious in meeting their objectives, particularly when such efficacy is at least in part due to the administrative infrastructure of the organization. In the common parlance, this would be described as a well run, shipshape organization. Administration serves as an impetus rather than an impediment to success.

Orderliness

The dimension of orderliness describes a work environment with a significant amount of regulation regarding employees' behavior. This factor measures the degree to which management (or, in an educational setting, administration) exerts control over the commonplace, day-to-day operation of the organization. Schools that score high in this dimension generally place pressure on teachers to follow the rules of the institution, which are generally more stringent than for schools scoring lower in this area.

Impulse Control

The final dimension of impulse control is an evaluation of a school's tendency to oppress any impulsive behavior on the part of employees. This suggests a relatively domineering work environment. Schools with low scores on this dimension usually lack the internal mechanism to detect potential instances of deleterious, impetuous attempts in a sufficiently timely manner to

address the offensive behavior before it becomes a source of organizational hardship.

Conversely, schools with high scores in this area are capable of identifying and contending with the capricious inclinations of its faculty and staff to the point of diverting any problematic situations.

The OCI presents a composite portrayal of organizational climate in terms of the six preceding factors. The applicability and usefulness of this instrument to educational organization has been supported by numerous studies throughout its existence (Owens, 1995).

A Postmodern Perspective on Organizational Climate

Recently, it has been argued that within postmodern community college settings, such climate assessments can be informative in acquiring knowledge of the comprehensive organizational climate of a college, but fail to produce an apposite portrayal of how various individuals interpret their organizational setting, especially within a context of administrative departmentalization and growing diversity (Ayers, 2005). Stated differently, postmodern community colleges retains a level of heterogeneity among their personnel – all of whom may view the organizational climate rather distinctively – thus, climate surveys run the risk of overlooking the perspectives of subgroups with disparate roles and observations within the institution. Clearly, postmodern theory demands a broadening of our understanding of the concept of organizational climate within the realm of higher education (Ayers, 2005).

Organizational Climate Factors in this Study

Internal Communication

Communication has been identified as an aspect of organizational climate (Deas, 1994). Effective, open lines of communication are essential within any organization; without them, it is essentially impossible for the organization to perform adequately (Gronbeck, 1992; Langley,

1994). Communication is the passage of meaning among individuals through the sharing of facts and opinions (Hanson, 1991).

Organizational Structure

One primary factor that has been shown to impact organizational climate within educational establishments is organizational structure. This term generically refers to the bureaucracy and administrative processes within an institution. Especially in the college and university setting, organizational structure varies among institutions. For instance, many community colleges adopted an organizational structure similar to those of public school systems (Deegan & Tillery, 1985). However, in recent years a number of community colleges have disavowed this approach in favor of one that is less bureaucratic and allows for greater academic freedom (Cohen & Brawer, 2002; Amey and Twombly, 1992). Conversely, some have suggested that less bureaucratic organizational structures are often ineffective in a community college setting (Tuckman & Johnson, 1987).

Political Climate

A separate, but interrelated, factor to organizational structure that affects the organizational climate of an institution is political climate (Honeyman et al., 1996). It was noted by Block (1987) that while the political machinations of an organization are frequently litigious, it is necessary to be able to operate within this framework if one wants to institute organizational change. Relationships between positions of power, communication patterns, allocation of resources and leadership styles all have an impact on political climate, and hence these factors all are components of organizational climate.

There will routinely be both beneficial and non-beneficial aspects to the political climate within any educational institution, and hence the capacity to function efficiently amidst both types of traits does become imperative (Mintzberg, 1989). Additionally, the political climate of

any institution is established by power relationships, interdependence, resources, deficiencies, communication, and realizing intended and unintended consequences (Honeyman et al., 1996).

Professional Development Opportunities

Educational institutions offer opportunities to their faculty and staff as a means of acquiring new skills, keeping individuals' knowledge bases current, and emphasizing the importance of lifelong learning. Research has shown that the importance that school districts and institutions place on professional development is strongly associated with teacher satisfaction, decreased levels of employee turnover, and increased educational effectiveness (Ewell, 1993). When schools affirm the importance of providing avenues for self-improvement that also enhance the productivity of the institution, the benefits are increased morale and faculty job satisfaction.

Evaluation

The term evaluation is used here to denote an institution's framework for assessing the performance of faculty and staff through constructive criticism provided for the purpose of promoting professional growth (Halpin, 1966). Evaluation should be an ongoing process, performed regularly and frequently, to belie an institution's commitment to academic excellence (Langley, 1994). Also, evaluation is a course of action that utilizes both positive and negative reinforcement in the feedback which it provides (Bolman and Deal, 1997).

Promotion

Promotion in higher education is a process which is inextricably linked to organizational climate. The criteria for promotion generally include productivity, service to the institution and favorable evaluations (Vaughn, 1986). The compensation includes increased rank and pay, including all the accompanying benefits. The benefits to the institution include job satisfaction

on the part of the recipients of promotion, but also an overall increased sense of morale and positive organizational climate (Lunenburg & Ornstein, 1991).

Regard for Personal Concerns

The factor of regard for personal concerns measures an institutions official response to personal issues among employees that potentially affect their well being and the performance of their job (Duncan & Harlacher, 1994). When employees perceive that their institution takes an interest in their personal concerns and individual needs, the result is generally an increased sense of dedication and commitment to that institution (Blau, 2001). In essence, institutional regard for personal concerns has an advantageous effect on both organizational climate and job satisfaction.

As previously noted, one aspect of organizational climate that renders it an extensive area of study is the definite relationship it shares with job satisfaction. While many researchers have determined this to be a significant relationship (Lunenburg & Ornstein, 1991; Hersey et al., 1996; Gruneberg, 1979; Myran & Howdysshell, 1994; Spector, 1997; Bolman & Deal, 1997), the association is indeed a complex one. To facilitate a discussion of the connections between these two variables, a review of job satisfaction among educators follows.

Job Satisfaction in Education

There are a number of different characteristics that have been shown to affect faculty perceptions of job satisfaction. Personal variables, such as ethnicity, gender and age, can play a role in job satisfaction, depending on environmental reactions and the presence or lack of support systems, whether formal or informal (Hagedorn, 2000; Paludi & DeFour, 1989; Thompson & Dey, 1998). Further, there are different disciplines can often form distinct sub-cultures within academe, which has been shown to have some effect on job satisfaction, particularly with regard to preferences concerning amount of time spent on teaching versus research (Finkelstein, 1984). Similarly, the type of institution one is at can also be a significant factor, since differing

institutional settings can have markedly different faculty expectations, educational philosophies and priorities. The alignment of the “personality” of an institution with one’s personal preferences is very often associated with job satisfaction (Blackburn & Lawrence, 1995).

It has been proposed that the types of factors influencing job satisfaction at educational institutions fall into the three categories of environmental conditions, environmental responses, and social contingencies (Blackburn & Lawrence, 1995). Environmental conditions would encompass such factors as the type of institution type or the makeup of the student body. This differs from the category of environmental responses, which includes official institutional processes, such as tenure and promotion decisions. The third and final category of social contingencies involves factors external to the institution, and of a personal nature, such as family concerns.

Much of contemporary job satisfaction theory borrows heavily from the pioneering work of Herzberg and his fellow researchers (1957). Their model of the workplace based on intrinsic factors (“motivations”) and extrinsic factors (“hygienes”) provided a theoretical basis for a recent model of faculty job satisfaction based on “mediators” and “triggers” (Hagedorn, 2000). Stated simply, mediators refer to a wide class of factors, including, in the terminology of Herzberg, motivations and hygienes, as well as other fixed conditions, such as personal variables. On the other hand, the term trigger is used to denote any change in one’s situation; this change may involve an external or internal factor. Using these theoretical models, and other similar ones, a whole host of studies examining job satisfaction have been conducted; many of these endeavors were successful in identifying some of the correlates of faculty job satisfaction.

Job Satisfaction Factors in this Study

Participation in Decision Making

One factor that has been linked to faculty job satisfaction is involvement in the decision-making process. Decision making has been referred to as the core of an institution power and educational effectiveness (Fryer & Lovas, 1990). In particular, this study is concerned with the potential that individuals have to engage mentally and emotionally in that process, as described by Daft (1983). Lunenburg and Ornstein (1991) have identified four stages of the process of effective decision making:

- Define the problem.
- Possible alternatives.
- Realize the predicted consequences.
- Staying the course regarding the alternative solution.

It has been asserted that increased involvement by affected employees enhances the decision making process, and results in more beneficial decisions being made (Peterson et al., 1997). Indeed, Honeyman and colleagues (1996) have suggested that effective decision making will result from a setting in which the decision making process is initiated at the lower levels of the hierarchal structure. Organizations with established decision-making procedures that include employees throughout different levels are more productive, effective and efficient (Bolman & Deal, 1997).

Autonomy, Power and Control

While not precisely synonymous, the terms autonomy, power and control are very closely related. All of these ideals are associated with the degree of authority and independence that employees have over the functions and conditions of their jobs. Autonomy has been described as the degree of independence that an individual or department has in the performance of their duties (Kanter, 1985), while control extends past one's own job functions to having some

authority over others' job functions (Pfeffer, 1992). Power has been defined as a feeling of self-assurance one has in exerting control over others in an organization (Glasser, 1994).

Relationships with Colleagues

The factor of relationships with colleagues is a measure of the value of one's involvement, whether friendships or simply working relationships, with coworkers. Not surprisingly, friendly working relationships have been associated with favorable levels of job satisfaction (Hutton & Jobe, 1985). At the management level, good interpersonal skills are critical for the management to stay attuned to the needs and attitudes of their employees (Fisher, 1984). The consensus of the numerous studies which have investigated this area is that collegiality within a college or university tends to support both educational effectiveness and job satisfaction.

Salary and Benefits

The relationship between the perceived fairness of employees' salary and benefits and job satisfaction is indeed an intricate one. While an unsatisfactory salary and benefits level has been shown to significantly affect job dissatisfaction; yet, a positive, even general, level of salary and benefits is not sufficient to create a strong sense of job satisfaction (Herzberg et al., 1959; McKenzie & Lee, 1998). It has been noted that corporations have attempted multiple ways of creating salary and benefit packages that will motivate workers, and that benefit packages that attempt to more closely tie rewards with productivity, including stock options and profit sharing plans, are based on Adams (1965) equity theory (Bolman & Deal, 1997).

Professional Effectiveness

Herzberg and associates (1959) were among the first to note that personal accomplishment and personal professional growth are two factors which can heavily influence job satisfaction, and further that for individuals who take ownership of their work, their vocational pursuits will be their greatest motivation. However, the concept of professional effectiveness also includes

such factors as efficiency, fiduciary effectiveness, survivability, and professional advances, which have all been shown to be components of job satisfaction (Kunda, 1992). Not surprisingly, a link has been found between the extent to which one derives satisfaction from a sense of professional accomplishment and the level within the hierarchal structure in an organization that an individual achieves.

Organizational Climate and Job Satisfaction

From the previous discussions, it becomes clear that while organizational climate and job satisfaction are separate and distinct concepts, they have an extremely strong relationship. Further, the interplay between these two variables differs greatly between corporate and academic settings (Argyris, 1957, 1964, 1973; Herzberg, 1957, 1959, 1966; Lunenburg & Ornstein, 1991; Hersey, 1996; Gruneberg, 1979; Spector, 1997; Bolman & Deal, 1997). The implication for this study is that generalizations concerning organizational climate and job satisfaction that were conducted within an industrial or corporate setting are far less relevant than those carried out in an educational venue. Accordingly, a review of some of the more germane investigations in this area follows.

Evans and Honeyman (1998) examined the relationship between organizational climate and job satisfaction in community colleges. A significant relationship was found between job satisfaction and organizational climate. In particular, the organizational climate factors of regard for personal concerns, organizational structure, opportunities for professional development, and internal communication were most strongly associated with job satisfaction.

Miller (2003) studied the relationship between organizational climate and professional burnout in the libraries and computing service centers of higher education institutions. This study found a strong relationship between positive organizational climate characteristics and low levels of professional burnout.

Sofianos (2004) examined the relationship between organizational climate and job satisfaction among executive secretaries to the presidents of community college. The results of this analysis found that job satisfaction among individuals in this position was strongly related to organizational climate; and this relationship was most significant among the organizational climate factors institutional regard for personal concern, relationship with coworkers, and salary and benefits.

There is another factor facing community colleges that needs to be mentioned, as it will undoubtedly impact both organizational climate and job satisfaction in community colleges in the immediate future. The oldest members of the generation known as “baby boomers” will be retiring in the next few years, causing an inordinately large number of job vacancies in many industries; one of the areas that will strongly be affected by this phenomenon is in the administration of community colleges (Campbell, 2006). Community colleges would be well advised to start planning now, if they have not already done so, as to how they will respond to the large number of positions within their upper administrations that need to be filled. This process will surely have an impact on the organizational climate of these institutions, and transitively, on job satisfaction. Thus, this is another area that we will be considering in this study.

Guiding Studies

This study was a modified replication of a series of studies conducted at the University of Florida, some of which have been previously cited, and all of which examined the relationship between organizational climate and job satisfaction within higher educational settings, many of which were community colleges. A brief summary of each follows.

In a study examining the relationship between organizational climate and job satisfaction as reported by community college chief instructional officers, a survey measuring organizational

climate and job satisfaction variables was sent to the chief instructional officers at all member colleges of the American Association of Community Colleges (Chappell, 1995). Roughly 51% of these surveys were returned, and an analysis of the responses led to some rather revealing conclusions. Foremost, it was determined that the organizational climate variables that significantly impacted job satisfaction were regard for personal concerns, internal communication, organizational structure and evaluation. Further, it was determined that the size of the community college had a significant impact on participation in decision making, autonomy, power, control, salary, benefits and professional effectiveness.

As study conducted simultaneously to the Chappell (1995) study investigated organizational climate and job satisfaction as reported by Florida community college health occupations program directors (Palmer, 1995). This study sought to determine which aspects of organizational climate promote and enhance job satisfaction, and to further determine the degree of job satisfaction, among health occupations program directors in Florida community colleges. Surveys measuring the variables of interest were distributed to all health occupations program directors in Florida community colleges; roughly 71% of the surveys were returned. The results indicated that the most important factor of organizational climate was internal communication, and the factor most in need of improvement was political climate. Participation in decision making and professional effectiveness were the most important factors among the position characteristics, and salary, benefits and autonomy were most in need of improvement. The respondents were generally satisfied, overall, with their positions. Interestingly, there was no significant relationship found between job satisfaction and organizational climate. The Chappell and Palmer studies caught the attention of a number of researchers, which led to a series of subsequent studies.

One of the more noteworthy research studies in this sequence was an analysis of the relationship between organizational climate and job satisfaction as reported by community college presidents (Evans, 1996). This study specifically sought to determine if differences existed in job satisfaction variables within the context of organizational climate. A survey measuring the variables of interest was sent to the presidents of all institutions in the American Association of Community Colleges. Thorough scrutiny of the responses showed that the organizational climate factors most closely related to job satisfaction were regard for personal concerns, internal communication, organizational structure, and professional development opportunities. Additionally, it was determined that a president's relationship with the board of trustees was the most important determinant of job satisfaction.

In an adaptation of the previously mentioned studies, Kellerman (1996) sought to explore the relationship between communication climate and job satisfaction as reported by Florida's community college department chairs. Communication climate could be considered a related, yet not identical, concept to organizational climate. Essentially, communication climate encompasses decision making, reciprocity, feedback perception, feedback responsiveness and feedback permissiveness. Similar to the methodology of the earlier studies, a survey was sent to all academic department chairs in Florida community colleges. The responses indicated that their overall level of job satisfaction was rather high, and additionally that job satisfaction was significantly related to communication climate.

A study of selected organizational climate factors and job satisfaction variables among teachers in a large suburban school district was conducted to explore these factors in a suburban Florida school district (Paulson, 1997). A distinctive aspect of this study was the inclusion of the variables of school level and union affiliation. The survey instrument in this study was

distributed to all 1685 teachers in an entire school district, including elementary, middle and high school levels. Significant differences were found in all job satisfaction and organizational climate factors with respect to school level, although the relationship between these factors and union membership was extremely minor.

Continuing in this line of studies, a further research inquiry investigated the relationship between organizational climate and job satisfaction as reported by mid-level collegiate campus recreation coordinators (DeMichele, 1998). To reveal whether organizational climate factors and job satisfaction factors enhance or detract from job satisfaction and organizational climate, a survey measuring the variables of interest was distributed to all 545 mid-level campus recreation coordinators in the directory of the National Intramural Recreational Sports Association, with an approximate response rate of 52%. The responses showed that, overall, the program directors were satisfied with their colleges and their jobs. The organizational climate factors that were shown to influence job satisfaction were evaluation, regard for personal concerns, professional development opportunities and political climate. Moreover, job satisfaction was also affected by relationship with colleagues and autonomy, power and control. Demographic variables were generally not determinants of job satisfaction.

The next study in this series of investigations was directed toward the relationship between organizational culture and job satisfaction for community college chief business officers (Zabetakis, 1999). For the purposes of the study under discussion, organizational culture is nearly synonymous with organizational climate. Surveys were distributed to the entire 277 chief business officers of community colleges belonging to the Community College Business Officers Organization, and the response rate was roughly 51%. Respondents perceived the organizational factors with the highest levels at their institutions were regard for personal concern, professional

development opportunities, internal communication and evaluation. Quite similarly, respondents were most satisfied with the organizational factors of regard for personal concerns, professional development opportunities, evaluation and internal communication. The most highly perceived job satisfaction variables were relationships with supervisor, participation in decision making, professional effectiveness, relationships with subordinates and relationships with peers.

Gratto (2001) extended this research to study the relationship between organizational climate and job satisfaction for directors of physical plant on college campuses. An electronic survey was disseminated to the college physical plant directors belonging to the Association of Higher Education Facilities Officers; the study achieved a response rate of 37%. An analysis of the responses indicated that the organizational climate factors which most significantly relate to job satisfaction were regard for personal concerns, internal communication, organizational structure and evaluation.

Continuing with this trend, a subsequent research study explored the relationship between organizational climate and job satisfaction as reported by branch campus executive officers in multi-campus community college systems (Bailey, 2002). A survey measuring the variables of interest was distributed to all campus executive officers of multi-campus community colleges listed in the *Higher Education Directory*. A total of 199 surveys were returned out of 429 that were sent out, resulting in a response rate of 46%. Results indicated that the organizational climate variables of regard for personal concerns and evaluation were the most strongly related to job satisfaction. Further, internal communication was the greatest predictor of overall satisfaction, followed by regard for personal concerns, professional development opportunities, and low levels of political climate.

Another study in this area investigated the relationship between organizational climate and job satisfaction for athletic compliance directors of NCAA Division I institutions (Lawrence, 2003). In all, 346 surveys were distributed to all NCAA Division I compliance directors, and 164 were returned. Thus, there was a 46% response rate. The respondents' overall satisfaction with their positions was reasonably high, and most strongly related to the organizational climate factors of evaluation, promotion and regard for personal concerns. The respondents' greatest levels of satisfaction with organizational climate factors occurred with regard for personal concerns, and professional development opportunities.

Subsequently, Peek (2003) studied the relationship between organizational climate and job satisfaction as reported by institutional research staff at Florida community colleges. A survey measuring the variables of interest was sent to the heads of institutional research of all 28 community colleges in Florida, as listed in the Higher Education Directory. This study enjoyed a 75% response rate. The organizational climate factors with the highest perceived levels were professional development opportunities, evaluation and internal communication. Generally, overall satisfaction with organizational climate was quite high. The highest rated factors for job satisfaction were professional effectiveness, relationship with supervisor, relationship with peers, and relationship with subordinates.

Next, policy and organizational factors and their relationship to job satisfaction of adjunct / part-time faculty in north central Florida public community college was considered (LeFevre-Stephens, 2004). A survey instrument was distributed to part-time faculty through their department chairs. Of 667 surveys distributed, 224 were completed and returned, yielding an approximate response rate of 33%. Analysis of the responses showed that respondents' overall satisfaction with the position was fairly high, and significantly associated with the organizational

climate factors of evaluation, promotion and regard for personal concerns. The respondents' highest levels of satisfaction were with regard for personal concerns and professional development opportunities. Lastly, the most important job satisfaction factors were relationships with peers, relationship with supervisor, relationship with subordinates, and professional effectiveness.

Lastly, the relationship between organizational climate and job satisfaction as reported by community college executive secretaries and / or associates to the president was researched (Sofianos, 2005). For this study, the survey was distributed to the executive secretaries of the presidents of the 342 community colleges in the Southern Association of Colleges and Schools. There were 137 surveys returned, which represents a 40% response rate. The statistical analyses of this study found very strong associations between the constructs of organizational climate and job satisfaction. Overall, satisfaction with organizational climate was above average, with the factors of evaluation, regard for personal concerns, and organizational structure receiving the highest levels of satisfaction. These factors also received the highest ratings for perceived level at the institution.

Summary

As early as the 1990's, O'Banion (1994) warned community college leaders of a changing political climate, and social trends, that clearly dictated teaching and learning needed to become the schools most important priority, because of the imminent transformation in the learning patterns of students. More recently, Morgan (2005) identified the unprecedented challenges facing community colleges, and provided a model for community colleges to emulate, by focusing on improving organizational climate and job satisfaction factors. Additionally, Bowman and Spraggs (2005) cautioned community colleges that the level of success which has sustained

them in the past will not sustain them for the future, as well as providing a new framework that will moved community colleges from success to significance.

This review of the literature has indicated a wealth of psychological theories, paradigms, and hypotheses concerning job satisfaction, organizational climate, and the interaction between them. While preliminary indications suggest a significant and definite relationship between the two variables, further research exploring this relationship across a variety of settings and over a range of academic positions is imperative. The existing research clearly suggests that there are differences in the dynamics of the relationship for different professional roles in higher education. Especially needed is research in community colleges, which have quietly and gradually become a major force in higher education over the last four decades. The present study examined this relationship with a focus on the differences between full-time and part-time faculty, which has become a significant, if not divisive, dichotomy in higher education.

CHAPTER 3 METHODOLOGY

Introduction

The purpose of this study was to investigate the relationship between assessments of organizational climate and job satisfaction as applied to full-time and part-time faculty members at a community college nationally recognized as a leader in the learning college movement. In addition, this study investigated differences in job satisfaction and the independent variables regarding the number of years in position as a full- time and part- time faculty employee at the institution, ethnicity of the instructor, discipline, age, degree level and gender.

This study was a modified replication of the work done by Chapell (1995) that tested the theoretical constructs on community college chief instructional officers. Other studies such as Palmer (1995), Evans (1996), Kellerman (1996), Paulson (1997), DeMichele (1998), Zabetakis (1999), Gratto (2001), Bailey (2002), Lawrence (2003), Peek (2003), LeFevre-Stevens (2004), and Sofianos (2005) used the same instrument for measuring those theoretical constructs while targeting other administrative positions. The instrument, which was also applied to the previous studies, utilized the following organizational climate variables integral to determining job satisfaction:

- Internal communication
- Organizational structure
- Political climate
- Professional development opportunities
- Evaluation
- Promotion
- Regard for personal concerns.

While looking at these same factors in much the same way, this author modified Chappell's original instrument in order to examine information related to full-time faculty and part-time faculty at one particular community college (see Appendix C). This examination was

designed as a survey-type study, meaning no intervention was done with or to the participants. The information was only gathered from the participants without any treatment, and then analyzed by the researcher. A nationally-recognized community college in Florida was utilized for the purpose of this study.

This research was based on the three following questions:

- **Research question 1:** How do community college full-time and part-time instructors perceive organizational climate in their respective institution, using a set of seven identified factors for climate?
- **Research question 2:** What were the determinants of job satisfaction among community college full-time and part-time instructors?
- **Research question 3:** How satisfied were the community college full-time and part-time instructors with the organizational climate of their respective institution?

Afterward, the survey results were analyzed and used to distinguish which items were relevant to the full-time and part-time faculties' understanding of the seven components of organizational climate. Attention was also given to the five grouped factors of job satisfaction and their importance, particularly with regard how these factors pertained to the full-time and part-time faculties' duties. To facilitate the analysis and development of an explanatory outline of the population, additional data was gathered to better measure organizational climate, job satisfaction, and socio-demographic status.

The Population and Sample

All full-time and part-time faculty members who were mathematics, behavioral science or English instructors at a community college we will refer to as Alpha Beta Community College were invited to participate in the research study. The full-time faculty population within the mathematics department at Alpha Beta Community College was approximately 30 according to the 2004/2005 ABCC human resource records. The full-time faculty population within the behavioral sciences department at Alpha Beta Community College was approximately 18

according to the 2004/2005 ABCC human resource records. The full-time faculty population within the English department at Alpha Beta Community College was approximately 27 according to the 2004/2005 ABCC human resource records. The part-time faculty population within the mathematics department at Alpha Beta Community College was approximately 30 according to the 2004/2005 ABCC human resource records. The part-time faculty population within the behavioral sciences department at Alpha Beta Community College was approximately 9 according to the 2004/2005 ABCC human resource records. The part-time faculty population within the English department at Alpha Beta Community College was approximately 25 according to the 2004/2005 ABCC human resource records.

Alpha Beta Community College

Alpha Beta Community College (ABCC) is a two-year public institution in the state of Florida, with approximately 30,000 students. ABCC is a nationally recognized institution that excels in a number of areas. Of 1200 community colleges nationally, ABCC ranks 54th in the number of associates degrees awarded, 35th in the number of arts and sciences degrees awarded, 13th in the number of Communication Technology, and 99th in the number of two-year certificates awarded.

Of the 28 community colleges in the State of Florida System, ABCC has the 7th highest capture rate of local high school graduates, and the associate of arts program has the 7th highest retention rate and 6th highest success rate.

Alpha Beta Community College was authorized by the 1957 Florida Legislature and became the state's first comprehensive community college. The College was divided into three divisions: college credit, adult education and the Mary Karl vocational school. Although one president administered the divisions, they essentially functioned as separate entities under the local county school system.

“Gamma” County Community College, also a separate entity under the school system, merged with Alpha Beta Junior College in 1965. The 1968 Legislature combined the divisions into a single administrative unit under a District Board of Trustees independent of the county school system. In 1971, the official name of the College was changed from Alpha Beta Junior College to Alpha Beta Community College.

Today, ABCC has evolved from a small campus into an academically superior multi-campus institution providing educational and cultural programs for the citizens of local counties. ABCC has fostered a tradition of excellence in academics and service to a growing community. The College now serves more than 30,000 students annually.

A leader in the area’s workforce and economic development initiatives, ABCC is continually developing new technological means to deliver educational services to the community. Leading the list is the new Advanced Technology Center (ATC). The Center is an innovative educational partnership among ABCC, several local county school districts and the business communities of the local counties. The ATC offers opportunities for high school students and adult community college students to pursue technology-based fields.

ABCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate of arts, associate of applied science and associate of science degrees and is approved by the state of Florida. Numerous professional and academic organizations confer special accreditation to various College programs. ABCC also is a member of the American Association of Community Colleges and an approved institution for higher education for veterans and war orphans.

Organizational Climate Issues at the Institution

There are several organizational climate variables whose presences at ABCC are such that faculty responses may offer a unique perspective from faculty at similar institutions. The first

such variable is organizational structure. There have been numerous and frequent organizational changes at this institution in recent years. The extent to which full-time and part-time faculty are involved in, or are even aware of, the status of the organizational structure are quite different. Full-time faculty members constitute a majority representation on every planning committee within the institution, while part-time faculty members have very little, if any, representation in these areas. Thus perceptions of, and consequently, satisfaction with organizational structure could differ radically between these two groups.

This difference in involvement with institutional planning will potentially affect perceptions of another organizational climate variable – political climate. Part-time faculty members at the institution may be unaware of specific issues and initiatives that the planning committees of the college are addressing, and could thus have a limited perspective of what may be deemed a political issue at the college. In addition, ABCC is entering a time of uncertainty within its upper administration as numerous individuals prepare for retirement. Full-time faculty members may be more cognizant of these upcoming changes and, accordingly, to the politics that will come with new leadership.

Lastly, the issue of professional development opportunities at the institution is indeed a complex one. Alpha Beta Community College is considered a leading institution in terms of the amount of resources that are used for the professional development of faculty members. There are numerous professional development workshops that occur on campus throughout the year, as well as opportunities to travel to both regional and national (and, on some limited occasions, international) professional organization conferences, workshops and other meetings. The on-campus opportunities are generally open to all faculty members, whether full-time or part-time; however, generally participation is much greater for full-time faculty members. There are

numerous possible reasons for this; many part-time faculty members come to campus only for their class meeting, and have other obligations, either employment or family matters, that may prevent them from coming to campus at other times, whereas full-time faculty members are ostensibly on campus during normal business hours a much greater amount of time. Then too, there is the issue that part-time faculty may be less motivated to attend these sessions, as their participation in them is completely voluntary, while there may be expectations, either explicit or implied, that full-time faculty members attend a certain number of these sessions per academic year. Further, availability of funds for faculty members to attend the regional and national meetings is almost exclusively available only to full-time faculty members, and hence there is virtually no part-time faculty involvement in these types of opportunities. All of these factors imply that there could be disparate differences in the perceptions and satisfaction with professional development opportunities between full-time and part-time faculty members.

Procedure for Data Collection

The author contacted the vice-president for academic affairs at the institution, asked for their participation and their endorsement of this project at the college. In return, they were offered a summary of the entire report and a report of the aggregate data specific to their college departments (mathematics, behavioral or English) at all the main campus, and all branch campuses, of Alpha Beta Community College. To protect the confidentiality of the faculty members, the college requested that the surveys be sent in bulk to the appropriate departments, who would in turn distribute the surveys to all their full-time and part-time faculty members. The author was put in touch with the chairpersons of the appropriate departments, who then handled distribution of the surveys. Included in the survey packets was a copy of the survey (Appendix A), a letter of invitation (Appendix B) and an informed consent form (Appendix C) and a self-addressed stamped envelope. The participants were asked to fill out the responses within a two-

week time frame; the deadline was indicated on both the cover letter and the questionnaire.

Contact addresses and phone numbers were offered to those interested in following the research results. A follow-up e-mail was used to increase the chance of an acceptable response rate one week prior to the deadline.

In total, 118 community colleges faculty members were invited to participate in the survey. Upon their return, the surveys were inspected for error, coded, and analyzed to complete the research. Based on the demographic data received by the respondent, a profile of the community college instructors was developed. The information illustrated the community college instructor's perceptions of organizational climate, their levels of satisfaction with organizational climate, and the importance of each of the job satisfaction variables related to their responsibilities.

Instrumentation

With regard to the two standardized Likert scales used in this survey (Likert, 1935), shown in Tables 3-1 and 3-2, as was used with related studies (DeMichele, 1998; Evans, 1996; Palmer, 1995), a set of seven organizational climate factors was examined in order to determine their relationship to the job satisfaction variables reported by community college full-time and part-time instructors. The seven organizational climate factors included and defined were:

- Internal communication—the college's formal and informal communication processes and style.
- Organizational structure—the college's hierarchical channels of authority and administrative operation.
- Political climate—the nature and complexity of the college's internal politics, or the degree to which employees must operate within a political framework in order to accomplish their tasks.
- Professional development opportunities—the opportunities for employees to pursue and participate in activities to enhance job performance.

- Evaluation—the college’s procedures for evaluating employees through positive feedback intended to provide professional growth for the employee.
- Promotion—the college’s commitment to internal promotion and advancement from within the organization.
- Regard for personal concern—the college’s sensitivity to, and regard for, the personal concerns and well being of the employees.

The climate factors were used in two scales: the organizational climate scale and the job satisfaction scale (Sofianos, 2005).

Job satisfaction variables were identified and applied to various other studies that were relevant to organizational climate and job satisfaction, and subsequently combined the following factors:

- Participation in decision-making—the college’s process for decision-making and opportunities for mental and emotional involvement by the employee to participate in that process.
- Autonomy, power, and control—the degree of discretion that an employee was able to wield while performing his or her job.
- Relationship with colleagues—the quality of the affiliation that an employee maintains with his or her peers, subordinates, and supervisor.
- Salary and benefits—the perceived equity and adequacy of the salary and benefits package received by the employee.
- Professional effectiveness—the perceived overall effectiveness of the employee in his or her position.

“According to Chappell (1995), the instrument was tested for validity, reliability, and consistency (Appendix D). The Board of Directors on the National Council of Instructional Administrators then revised her initial survey. In addition, it was field-tested to substantiate validity, reliability, and consistency. On two different instances, nine community college professionals completed Part I of the validation process. Subsequently, a range of responses was recorded to confirm the validity and reliability. Consistency was established by comparing the answers received in both the pretest and posttest from eight of the nine community college professionals who completed the field test in its entirety (Chappell, 1995)” (Sofianos, 2005, p. 63).

Procedure for Analysis

Research Questions 1 and 3

As stated earlier, the first and third research questions of this study are:

“How did community college full-time and part-time instructors perceive organizational climate in their respective institutions, using a set of seven identified factors for climate?”

and

“How satisfied were the community college full-time and part-time instructors with the organizational climate of their respective institution?”

These questions were addressed through two types of statistical analysis: paired t -tests were conducted, and the Pearson product-moment correlation coefficients, r (which will be referred to as simply the *correlation coefficient* henceforth), were calculated.

Paired t -tests are used to determine whether significant differences exist between two sets of paired data (i.e., variables that are measured on the same subject). In the present study, this test is used to examine whether significant differences exist between corresponding item assessments of organizational climate and satisfaction with organizational climate. This test requires that the paired differences be independent and identically normally distributed.

The correlation coefficient, r , is perhaps the most universally used statistical measure of correlation or association. This study uses correlation coefficients to measure the relationships between the corresponding items on the organizational climate and satisfaction with organizational climate scales. Examining the aggregate correlation coefficients for all pairs of items provides a reasonably valid indication of the strength of association between these two factors.

Research Question 2

To facilitate the answering of this issue concerning the determining factors for job satisfaction, a logistic regression was conducted to investigate the association between job satisfaction and the appropriate set of independent variables. Further, the instrument requested subjects to assess their total satisfaction with their individual position, as well as with their institution on a five-point Likert scale. This job satisfaction was coded into two categories: those who selected the highest level of job satisfaction (5 or 4 on the Likert scale), and those who selected another level (3, 2 or 1). Results of a factor analysis were calculated and used to create a mathematical model for job satisfaction, by running a logistic regression.

Logistic regression is used to predict values of a dependent variable from a list of independent variables. This is accomplished through determine the percent of the variance in the dependent variable explained by each of the independent variables, rank-ordering the relative influence of the independent variables, and measuring interaction effects. This study specifically used *binomial* logistic regression, since the dependent variable of job satisfaction was treated as a dichotomy, that is, a variable which only takes on the values of 0 or 1. In this case, a value of 1 corresponded to the highest level of satisfaction, and 0 corresponded to all other values. The factor scores for each independent variable, along with the corresponding significance levels, allow us to identify which can be considered determinants of job satisfaction.

Summary

The study of this research regarding job satisfaction and organizational climate is an attempt to continue to understand the development of community college full-time and part-time faculty members. Their recorded perceptions of their institution's organizational climate and their list of importance job satisfaction criteria's can be used to alter a negative climate and/or

continue a positive one at their institution. Analytical and statistical findings of this research are presented in Chapter 4.

Table 3-1. Organizational climate scale

| Response item | Highly satisfied | Satisfied | Neutral | Dis-satisfied | Highly dis-satisfied |
|--|------------------|-----------|---------|---------------|----------------------|
| Instructions: Please rate the level or degree to which the following qualities listed below <u>you perceive to be present</u> at your community college, with five (5) indicating the highest level of presence and one (1) indicating the lowest level of presence | | | | | |
| Internal communication: the college's formal and informal communication process and style | 5 | 4 | 3 | 2 | 1 |
| Organizational structure: the college's organizational structure and administrative operation | 5 | 4 | 3 | 2 | 1 |
| Political climate: the nature and complexity of the college's internal politics | 5 | 4 | 3 | 2 | 1 |
| Professional development opportunities: the opportunity for the college's instructors to pursue and participate in professional development activities | 5 | 4 | 3 | 2 | 1 |
| Evaluation: the college's procedures for evaluating the instructors | 5 | 4 | 3 | 2 | 1 |
| Promotion: the college's commitment to internal promotion and advancement from within the organization | 5 | 4 | 3 | 2 | 1 |
| Regard for personal concerns: the college's sensitivity to and regard for the personal concerns of the instructors | 5 | 4 | 3 | 2 | 1 |

Table 3-2. Job satisfaction factors

| Response item | Most important | Important | Neutral | Not important | Least important |
|---|----------------|-----------|---------|---------------|-----------------|
| Instructions: Please rate how important each of the following factors is to you in your position as an instructor, with five (5) indicating the highest level of importance and one (1) indicating the lowest level of importance. | | | | | |
| Participating in decision-making: the college's process for decision-making and opportunities for involvement by the instructor | 5 | 4 | 3 | 2 | 1 |
| Autonomy, power, and control: the degree of autonomy, power, and control held by the instructor | 5 | 4 | 3 | 2 | 1 |
| Relationship with peers: the quality of the instructors relationships with peers | 5 | 4 | 3 | 2 | 1 |
| Relationship with subordinates: the quality of the instructors' relationships with subordinates | 5 | 4 | 3 | 2 | 1 |
| Relationship with supervisors: the quality of the instructor's relationships with supervisor | 5 | 4 | 3 | 2 | 1 |
| Salary: the salary of the instructor | 5 | 4 | 3 | 2 | 1 |
| Benefits: the benefits of the instructor | 5 | 4 | 3 | 2 | 1 |
| Professional effectiveness: the perceived overall effectiveness of the instructor in her/his position | 5 | 4 | 3 | 2 | 1 |

CHAPTER 4 RESULTS

Opening Remarks

To test the relationship between perceptions of organizational climate and job satisfaction among full-time and part-time community college faculty, this chapter will analyze the data from the survey instrument discussed in Chapter 3. In particular, the analysis will seek to answer the following three research questions.

- **Research Question 1:** How did community college full-time and part-time instructors perceive organizational climate in their respective institutions, using a set of seven identified factors for climate?
- **Research Question 2:** What were the determinants of job satisfaction among community college full-time and part-time instructors?
- **Research Question 3:** How satisfied were the community college full-time and part-time instructors with the organizational climate of their respective institution?

Survey Responses

All full-time and part-time faculty members in the departments of Behavioral Sciences, English and Mathematics at a community college within the State of Florida Community College System were invited to participate. These participants received a survey (Appendix A), invitation letter (Appendix B), letter of informed consent (Appendix C), and an addressed, stamped envelope to return the survey. The surveys were sent in bulk to the participating departments, and the individual surveys were distributed by departmental staff to faculty in those departments. This was done both to protect individual confidentiality and to ensure that no faculty member was excluded from the sample. Participants were asked to complete and return the survey within two weeks of receipt. In total, 118 individuals received surveys, and 65 completed surveys were returned. Thus, there was a 55.1% response rate for this survey.

Frequencies

Job Status

There were 64 responses to the question regarding job status (Table 4-1). Of these respondents, 38 (59.4%) were full-time, while 26 respondents (40.6%) were part-time instructors.

Number of Years with Institution

All 65 subjects answered the question concerning the number of years that they have been at the community college (Table 4-2). Eight individuals (12.3%) had been at the school for less than 1 year, 25 individuals (38.5%) had been at the school between 1 and 5 years, 14 individuals (21.5%) had been at the school between 6 and 10 years, 9 individuals (13.8%) had been at the school between 11 and 14 years, and 9 individuals (13.8%) had been at the school 15 or more years.

Number of Years in Community College System

There were 64 responses to the question concerning the number of years working in the community college system (Table 4-3). Four respondents (6.3%) had been in the system for less than 1 year, 20 respondents (31.3%) had been in the system between 1 and 5 years, 18 respondents (28.1%) had been in the system between 6 and 10 years, 11 respondents (17.2%) had been in the system between 11 and 14 years, and 11 respondents (17.2%) had been in the system 15 or more years.

Ethnicity

There were 61 responses to the ethnicity question (Table 4-4). No respondents selected Asian American, 30 respondents (49.2%) selected Black / African American, 5 respondents (8.2%) selected Hispanic, 22 respondents (36.1%) selected White / Caucasian, 3 respondents (4.9%) selected Native American, and 1 respondent (1.6%) selected 'other' for ethnicity.

Gender

There were 61 respondents who answered the question about their gender (Table 4-5). Twenty-five individuals (41.0%) were male, and 36 (59.0%) were female.

Validity and Reliability

Factor analysis is a decompositional process that analyzes a set of data containing multiple variables, with a goal of identifying a minimal set of factors that can adequately explain, and even represent, all of the variables. A principal components analysis is one form of a factor analysis which identifies factors by considering, and analyzing, all of the total variance in the original data as a means of identifying factors. This form of factor analysis, which is used in this study, is the appropriate form to use when one does not have any expectation of the amount of variance which we would expect particular variables to explain. Principal components analyses are generally followed by a subsequent analysis called factor rotation, which attempts to re-orient the results so as to better associate each variable with the appropriate factor or factors. Varimax rotation is used in this study, since this is an orthogonal rotation and is the most commonly used with principal factor analysis. Other types of rotation can be used with a principal components analysis, but are generally used only in highly specialized circumstances.

A principal component factor analysis was run on the survey responses to verify the dimensionality, and hence the validity of score-based inferences, of the instrument. The results of this analysis are presented in Table 4-6. The analysis identified four components. Items are considered to be loaded onto a component when their factor loading for that component exceeds 0.40, and factor loadings for all other components are less than 0.40.

The following five items loaded onto Component 1: “participation in decision making” (factor loading of 0.708), “autonomy, power and control” (factor loading of 0.712), “importance of salary” (factor loading of 0.791), “importance of benefits” (factor loading of 0.740), and

“importance of professional effectiveness” (factor loading of 0.662). Consequently, this component has been referred to as “Benefits of Position”.

The following three items loaded onto Component 3: “relationship with peers” (factor loading of 0.728), “relationship with subordinates” (factor loading of 0.792), and “relationship with supervisor” (factor loading of 0.781). Accordingly, this component has been labeled “Coworker Relationships”.

It was expected that the remaining elements would load onto a single component, which would have been called “Organizational Climate”. However, two distinct components were actually identified from these items. Component 2, which we call “Organizational Climate A”, was composed of the items “political climate” (factor loading of 0.587), “professional development opportunities” (factor loading of 0.78), “evaluation” (factor loading of 0.7945) and “promotion” (factor loading of 0.879). The remaining two items, “internal communication” and “organizational structure”, loaded onto Component 4 (with factor loadings of 0.856 and 0.897, respectively), which we call “Organizational Climate B”. One item, regard for personal concerns, was discarded because it has a high factor loading for both components (factor loading of 0.497 for Organizational Climate A; factor loading of 0.430 for Organizational Climate B)..

Reliability analyses were run for each of the four components. Component 1 (Benefits of Position) had a reliability coefficient of $\alpha = 0.8014$. Component 2 (Organizational Climate A) had a reliability coefficient of $\alpha = 0.8211$. Component 3 (Coworker Relationships) had a reliability coefficient of $\alpha = 0.8058$. Component 4 (Organizational Climate B) had a reliability coefficient of $\alpha = 0.8385$. This information is summarized in Table 7. For the purposes of this study, components were considered reliable if alpha exceeded 0.70, hence all four reliabilities were within acceptable limits, and accordingly, all four components are considered reliable.

Research Question 1

The first research question of this study sought to determine how full-time and part-time faculty members perceived organizational climate at their institution. Organizational climate was defined in terms of the following factors:

- Internal communication
- Organizational structure
- Political climate
- Professional development opportunities
- Evaluation
- Promotion
- Regard for personal concerns

Each item was measured via a 5-point Likert scale, with 5 corresponding to a very high level of the factor under discussion, 4 corresponding to a high level, 3 corresponding to a moderate level, 2 corresponding to a low level, and 1 corresponding to a very low level. In descending order, the mean responses for the seven items are: organizational structure 4.07, regard for personal concerns 3.79, professional development opportunities 3.77, internal communication 3.72, evaluation 3.64, promotion 3.38, and political climate 3.34. Notice that all factors had a mean greater than 3, which was the neutral value. Consequently, each factor was perceived to have an above average level. Additionally, the 95% confidence interval for each item contained a lower bound greater than 3, indicating that this finding is statistically significant. The mean, standard deviation, and 95% confidence interval for each item is found in Table 4-8. A description of the results of each item follows, with a breakdown of how job status (full-time versus part-time) affected the perceptions of faculty members.

Internal Communication

There were 64 responses for the level of perceived internal communication at the institution (Table 4-9). There were 15 faculty members (23.4%) who rated internal

communication as very high at the institution, 26 faculty members (40.6%) who gave a rating of high, 16 faculty members (25.0%) who gave a rating of moderate, 6 faculty members (9.4%) who gave a rating of low, and 1 faculty member (1.6%) who gave a rating of very low. Overall, a majority (64.0%) of faculty members responding to this question perceived internal communication to be either high or very high, while most (89.0%) respondents perceived internal communication to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of internal communication between full-time and part-time faculty members. The mean rating for full-time faculty was 3.68, while the mean rating for part-time faculty was 3.81. This difference was not statistically significant ($t = -0.528$, $p = 0.599$).

Organizational Structure

There were 64 responses for the level of perceived organizational structure at the institution (Table 4-10). There were 23 faculty members (35.9%) who rated organizational structure as very high at the institution, 27 faculty members (42.2%) who gave a rating of high, 11 faculty members (17.2%) who gave a rating of moderate, and 3 faculty members (4.7%) who gave a rating of low. Overall, a majority (78.1%) of faculty members responding to this question perceived organizational structure to be either high or very high, while most (95.3%) respondents perceived organizational structure to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of organizational structure between full-time and part-time faculty members. The mean rating for full-time faculty was 4.19, while the mean rating for part-time faculty was 3.92. This difference was not statistically significant ($t = 1.231$, $p = 0.223$).

Political Climate

There were 63 responses for the level of perceived internal communication at the institution (Table 4-11). There were 10 faculty members (15.9%) who rated political climate as very high at the institution, 22 faculty members (34.9%) who gave a rating of high, 16 faculty members (25.4%) who gave a rating of moderate, 9 faculty members (14.3%) who gave a rating of low, and 6 faculty members (9.5%) who gave a rating of very low. Overall, a slight majority (50.8%) of faculty members responding to this question perceived political climate to be either high or very high, while most (76.2%) respondents perceived political climate to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of political climate between full-time and part-time faculty members. The mean rating for full-time faculty members was 3.61, while the mean rating for part-time faculty members was 2.88. The difference was statistically significant ($t = 2.430$, $p = 0.018$). Full-time faculty members perceived a higher level of political climate than did their part-time counterparts.

Professional Development Opportunities

There were 65 responses for the level of perceived professional development opportunities at the institution (Table 4-12). There were 25 faculty members (38.5%) who rated professional development opportunities very high at the institution, 17 faculty members (26.2%) who gave a rating of high, 11 faculty members (16.9%) who gave a rating of moderate, 7 faculty members (10.8%) who gave a rating of low, and 5 faculty members (7.7%) who gave a rating of very low. Overall, a majority (64.7%) of faculty members responding to this question perceived professional development opportunities to be either high or very high, while most (81.6%) respondents perceived professional development opportunities to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of professional development opportunities between full-time and part-time faculty members. The mean rating for full-time faculty members was 4.13, while the mean rating for part-time faculty members was 3.19. The difference was statistically significant ($t = 3.057$, $p = 0.003$). Full-time faculty members perceived a higher level of professional development opportunities than did their part-time counterparts.

Evaluation

There were 65 responses for the level of perceived evaluation at the institution (Table 4-13) summarizes the responses to this item. There were 15 faculty members (23.1%) who rated evaluation as very high at the institution, 23 faculty members (35.4%) who gave a rating of high, 20 faculty members (30.8%) who gave a rating of moderate, 4 faculty members (6.2%) who gave a rating of low, and 3 faculty members (4.6%) who gave a rating of very low. Overall, a majority (58.5%) of faculty members responding to this question perceived evaluation to be either high or very high, while most (89.3%) respondents perceived evaluation to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of evaluation between full-time and part-time faculty members. The mean rating for full-time faculty was 3.50, while the mean rating for part-time faculty was 3.88. This difference was not statistically significant ($t = -1.441$, $p = 0.155$).

Promotion

There were 63 responses for the level of perceived promotion at the institution (Table 4-14) summarizes the responses to this item. There were 14 faculty members (22.2%) who rated promotion as very high at the institution, 17 faculty members (27.0%) who gave a rating of high,

17 faculty members (27.0%) who gave a rating of moderate, 8 faculty members (12.7%) who gave a rating of low, and 7 faculty members (11.1%) who gave a rating of very low. Overall, a slight minority (49.2%) of faculty members responding to this question perceived promotion to be either high or very high, while most (76.2%) respondents perceived internal communication to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of promotion between full-time and part-time faculty members. The mean rating for full-time faculty was 3.58, while the mean rating for part-time faculty members was 2.96. This difference was not statistically significant ($t = 1.920$, $p = 0.060$).

Regard for Personal Concerns

There were 65 responses for the level of perceived regard for personal concerns at the institution. Table 4-15 summarizes the responses to this item. There were 22 faculty members (33.8%) who rated regard for personal concerns as very high at the institution, 19 faculty members (29.2%) who gave a rating of high, 14 faculty members (21.5%) who gave a rating of moderate, 7 faculty members (10.8%) who gave a rating of low, and 3 faculty members (4.6%) who gave a rating of very low. Overall, a majority (63.0%) of faculty members responding to this question perceived internal communication to be either high or very high, while most (84.5%) of respondents perceived internal communication to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in perceptions of regards for personal concerns between full-time and part-time faculty members. The mean rating for full-time faculty was 3.66, while the mean rating for part-time faculty was 3.88. This difference was not statistically significant ($t = -0.760$, $p = 0.450$).

Summary of Research Question 1 Results

Of the seven factors this study uses to define organizational climate, organizational structure was the most highly perceived at the institution, with 78.1% of respondents rating the level as “high” or “very high”. Table 4-16 summarizes the percent of respondents selecting a “high” or “very high” rating for all factors.

The ratings for all seven factors were analyzed to determine if statistically significant differences existed in the perceptions of these factors. Of the seven factors, only political climate and professional development opportunities showed significant differences with regard to job status; for both factors, full-time faculty perceived higher levels than part-time faculty.

Research Question 2

To identify the determinants of job satisfaction for our data, a binomial logistic regression was performed. This form of logistic regression, which is also called binary logistic regression, can be used with independent variables of any data type. This method was appropriate for this study, since the factors we are considering include interval/ratio, ordinal and nominal data. Table 4-17 presents the results of this analysis. Job satisfaction, the dependent variable in this analysis, was recoded into a dichotomous (binary) variable. Responses of 4 (high job satisfaction) and 5 (very high job satisfaction) were coded to 1's. All other responses were coded to 0's. The logistic regression included the following variables: all four components identified by the factor analysis (benefits of position, organizational climate A, coworker relationships, and organizational climate B) as well as job status, number of years at the institution, ethnic group and gender.

The likelihood ratio test indicated that the model was statistically significant ($p = 0.03$). However, the only variable in the model which was statistically significant was Organizational Climate A (which consisted of political climate, professional development opportunities, evaluation and promotion). This item had a log odds ratio of 8.450, meaning the average

prediction for an individual to be highly satisfied or very highly satisfied with their position will be 8.450 times as great for every 1 unit increase in their Organizational Climate a factor score.

Research Question 3

The third research question addresses how *satisfied* faculty members are with the components of organizational climate at the institution. The same seven factors are used to represent organizational climate as in research question 1, and the same 5-point Likert scales are used. The results of research question 1 indicated the levels of organizational climate variables (i.e., evaluation) which faculty perceived to be present. A rating of 5 for evaluation would indicate a very high perceived level of evaluation for faculty at the institution. The same individual *might* rate satisfaction with evaluation at the institution with a 2, implying that while a very high level of evaluation was perceived, the quality of that evaluation was in fact dissatisfying.

In descending order, the mean responses for the seven items are: regard for personal concerns 3.80, professional development opportunities 3.69, organizational structure 3.66, evaluation 3.60, internal communication 3.54, promotion 3.37, and political climate 3.36. Notice that all factors had a mean greater than 3, which was the neutral value. Consequently, each factor was perceived to have an above average level. Additionally, the 95% confidence interval for each item contained a lower bound greater than 3, indicating that this finding is statistically significant. The mean, standard deviation, and 95% confidence interval for each item is found in Table 4-18. A description of the results of each item follows, with a breakdown of how job status (full-time versus part-time) affected the satisfaction of faculty members.

Internal Communication

There were 65 responses for the level of satisfaction with internal communication at the institution (Table 4-19). There were 10 faculty members (15.4%) who rated their satisfaction

with internal communication as very high at the institution, 26 faculty members (40.0%) who gave a rating of high, 21 faculty members (32.3%) who gave a rating of moderate, 5 faculty members (7.7%) who gave a rating of low, and 3 faculty members (4.6%) who gave a rating of very low. Overall, 55.4% of faculty members responding to this question rated satisfaction with internal communication to be either high or very high, while 87.7% of respondents rated satisfaction with internal communication to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in satisfaction with internal communication between full-time and part-time faculty members. The mean rating from full-time faculty was 3.42, versus a mean rating from part-time faculty of 3.65. This difference was not statistically significant ($t = -0.921$, $p = 0.361$).

Organizational Structure

There were 65 responses for the level of satisfaction with organizational structure at the institution (Table 4-20). There were 12 faculty members (18.5%) who rated their satisfaction with organizational structure as very high at the institution, 25 faculty members (38.5%) who gave a rating of high, 24 faculty members (36.9%) who gave a rating of moderate, 2 faculty members (3.1%) who gave a rating of low, and 2 faculty members (3.1%) who gave a rating of very low. Overall, 57.0% of faculty members responding to this question rated their satisfaction with organizational structure to be either high or very high, while 93.9% of respondents rated their satisfaction with organizational structure to be moderate, high or very high. It is quite interesting, and rather atypical, that the most neutral category, moderate, should have such a high percentage of responses in this instance – 36.9%. Some possible reasons for this phenomenon, and some potential implications, are discussed in Chapter 5.

A *t*-test was run to determine if a significant difference existed in satisfaction with organizational structure between full-time and part-time faculty members. The mean rating from full-time faculty was 3.53, and the mean rating from part-time faculty was 3.81. This difference was not statistically significant ($t = -1.213$, $p = 0.230$).

Political Climate

There were 64 responses for the level of satisfaction with political climate at the institution (Table 4-21) summarizes the responses to this item. There were 13 faculty members (20.0%) who rated satisfaction with political climate as very high at the institution, 17 faculty members (26.2%) who gave a rating of high, 19 faculty members (29.2%) who gave a rating of moderate, 10 faculty members (15.4%) who gave a rating of low, and 5 faculty members (7.7%) who gave a rating of very low. Overall, 46.2 of faculty members responding to this question rated their satisfaction with political climate to be either high or very high, while 75.4% of respondents perceived political climate to be moderate, high or very high. These satisfaction percentages are much higher than comparable studies have found. This aberration will be discussed further in Chapter 5.

A *t*-test was run to determine if a significant difference existed in satisfaction with political climate between full-time and part-time faculty members. The mean response for full-time faculty members was 3.18 and the mean response for part-time faculty members was 3.56. This difference is not statistically significant ($t = -1.230$, $p = 0.223$).

Professional Development Opportunities

There were 65 responses for the level of satisfaction with professional development opportunities at the institution (Table 4-22). There were 19 faculty members (29.2%) who rated satisfaction with professional development opportunities very high at the institution, 23 faculty

members (35.4%) who gave a rating of high, 11 faculty members (16.9%) who gave a rating of moderate, 8 faculty members (12.3%) who gave a rating of low, and 4 faculty members (6.2%) who gave a rating of very low. Overall, 64.6% of faculty members responding to this question rated their satisfaction with professional development opportunities as either high or very high, while 81.5% of respondents rated their satisfaction with professional development opportunities as moderate, high or very high. These percentages are interesting, in that the institution under discussion is one which places a very high priority, and a great deal of its resources, toward professional development. It would have to be reasonable to expect much greater percentages of respondents selecting “high” and “very high”, and fewer selecting “low” and “very low”. This will be discussed more in Chapter 5.

A *t*-test was run to determine if a significant difference existed in satisfaction with professional development opportunities between full-time and part-time faculty members. The mean response for full-time faculty members was 3.87 and the mean response for part-time faculty members was 3.38. The difference is not statistically significant ($t = 1.609$, $p = 0.113$).

Evaluation

There were 65 responses for the level of satisfaction with evaluation at the institution (Table 4-23). There were 13 faculty members (20.0%) who rated evaluation as very high at the institution, 25 faculty members (38.5%) who gave a rating of high, 18 faculty members (27.7%) who gave a rating of moderate, 6 faculty members (9.2%) who gave a rating of low, and 3 faculty members (4.6%) who gave a rating of very low. Overall, 58.5% of faculty members responding to this question rated their satisfaction with evaluation to be either high or very high, while 86.2% of respondents perceived evaluation to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in satisfaction with evaluation between full-time and part-time faculty members. The mean response for full-time faculty members was 3.50 and the mean response for part-time faculty members was 3.73. The difference is not statistically significant ($t = -0.850$, $p = 0.399$).

Promotion

There were 65 responses for the level of satisfaction with promotion at the institution (Table 4-24). There were 17 faculty members (26.2%) who rated satisfaction with promotion as very high at the institution, 12 faculty members (18.5%) who gave a rating of high, 20 faculty members (30.8%) who gave a rating of moderate, 10 faculty members (15.4%) who gave a rating of low, and six faculty members (9.2%) who gave a rating of very low. Overall, 44.7% of faculty members responding to this question perceived promotion to be either high or very high, while 75.5% of respondents perceived internal communication to be moderate, high or very high. In Chapter 5 we will discuss this issue further; in particular, we will examine what would be considered a good versus a poor timeline for promotion.

A *t*-test was run to determine if a significant difference existed in satisfaction with promotion between full-time and part-time faculty members. The mean response for full-time faculty members was 3.47 and the mean response for part-time faculty members was 3.15. The difference is not statistically significant ($t = 0.985$, $p = 0.328$).

Regard for Personal Concerns

There were 65 responses for the level of perceived regard for personal concerns at the institution (Table 4-25). There were 24 faculty members (36.9%) who rated regard for personal concerns as very high at the institution, 15 faculty members (23.1%) who gave a rating of high, 18 faculty members (27.7%) who gave a rating of moderate, 5 faculty members (7.7%) who gave

a rating of low, and 3 faculty members (4.6%) who gave a rating of very low. Overall, 60.0% of faculty members responding to this question rated their satisfaction with regard for personal concerns to be either high or very high, while 87.7% of respondents rated their satisfaction with regard for personal concerns to be moderate, high or very high.

A *t*-test was run to determine if a significant difference existed in satisfaction with regard for personal concerns between full-time and part-time faculty members. The mean rating for full-time faculty was 3.76, while the mean rating for part-time faculty was 3.81. This difference is not statistically significant ($t = -0.150$, $p = 0.882$).

Summary of Research Question 3 Results

Of the seven factors this study uses to define organizational climate, professional development opportunities had the highest satisfaction at the institution, with 64.6% of respondents rating the level as “high” or “very high”. Table 4-26 summarizes the percent of respondents selecting a “high” or “very high” rating for all factors.

The ratings for all seven factors were analyzed to determine if statistically significant differences existed in the perceptions of these factors. None of the seven factors showed significant differences with regard to job status.

Summary of Perceptions of Organizational Climate and Satisfaction with Organizational Climate

Table 4-27 reports means and standard deviations associated with the perceptions of, and satisfaction with, each of the seven organizational climate factors. Correlations between perceptions and satisfactions on like items are also reported.

The correlation coefficients calculated for the perception measure and satisfaction measure of the factors of organizational climate were statistically significant, with the exception of political climate, which had a correlation close to zero ($r = 0.019$). The correlation between

perceptions of, and satisfaction with, organizational structure, though statistically significant, was fairly weak ($r = 0.342$). All other correlations from the table are rather strong, ranging from $r = 0.610$ (for internal communication) to $r = 0.828$ (for regard for personal concerns).

Summary

A survey instruments measuring variables related to organizational climate and job satisfaction was distributed to all full-time and part-time faculty in the departments of Behavioral Science, English and Mathematics at an institution in the State of Florida community college system. Sixty five completed surveys were returned, out of 118 surveys that were distributed, yielding a 55.1% response rate.

The validity of the survey instrument was ascertained via principal component factor analysis, which identified four distinct components of the variables in the survey. The Component 1, labeled “Benefits of Position”, contained the variables “participation in decision making”, “autonomy, power and control”, “importance of salary”, “importance of benefits”, and “importance of professional effectiveness”. Component 2, labeled “Organizational Climate A”, contained the variables “political climate”, “professional development opportunities”, “evaluation” and “promotion”. Component 3, labeled “Coworker Relationships”, contained the variables “relationship with peers”, “relationship with subordinates”, and “relationship with supervisor”. Component 4, labeled “Organizational Climate B”, contained the variables “internal communication” and “organizational structure”. Reliability coefficients were computed for all four components, and each was greater than 0.80, indicating strong reliability.

In examining which factors received the highest ratings, it was noted that both the subjects’ perception and satisfaction of organizational climate were rated the highest in organizational structure, professional development opportunities and regard for personal concerns. With the sole exception of political climate, there were highly significant correlations between the

perception and satisfaction scales of all seven variables constituting organizational climate. Significant differences in perception of organizational climate between full-time and part-time faculty members existed only for the variables of political climate and professional development opportunities. Additionally, there were no significant differences in satisfaction with organizational climate between full-time and part-time faculty members.

A logistic regression was run to identify the determinants of job satisfaction, using the four components identified by the factor analysis, as well as the variables of job status, number of years at the institution, ethnic group and gender. Only the component “Organizational Climate A” was found to be a statistically significant determinant of job satisfaction, with a logs odd ratio of 8.450. Recall that this component included variables “political climate”, “professional development opportunities”, “evaluation” and “promotion”. The consequences of these findings, and their implications for community college administrations, will be discussed in Chapter 5.

Table 4-1. Job status

| Status | <i>n</i> | Percentage |
|-----------|----------|------------|
| Full-Time | 38 | 59.4 |
| Part-Time | 26 | 40.6 |
| Total | 64 | 100.0 |

Table 4-2. Number of years at the institution

| Number of years | <i>n</i> | Percentage |
|--------------------|----------|------------|
| less than one | 8 | 12.3 |
| one to five | 25 | 38.5 |
| six to ten | 14 | 21.5 |
| Eleven to fourteen | 9 | 13.8 |
| Fifteen or more | 9 | 13.8 |
| Total | 65 | 100.0 |

Table 4-3. Number of years in the community college system

| Number of years | <i>n</i> | Percentage |
|--------------------|----------|------------|
| less than one | 4 | 6.3 |
| one to five | 20 | 31.3 |
| six to ten | 18 | 28.1 |
| Eleven to fourteen | 11 | 17.2 |
| Fifteen or more | 11 | 17.2 |
| Total | 64 | 100.0 |

Table 4-4. Ethnicity

| Ethnic Group | <i>n</i> | Percentage |
|--------------------------|----------|------------|
| Asian American | 0 | 0.0 |
| Black / African American | 30 | 49.2 |
| Hispanic | 5 | 8.2 |
| White / Caucasian | 22 | 36.1 |
| Native American | 3 | 4.9 |
| Other | 1 | 1.6 |
| Total | 61 | 100.0 |

Table 4-5. Gender

| Gender | <i>n</i> | Percentage |
|--------|----------|------------|
| Male | 25 | 41.0 |
| Female | 36 | 59.0 |
| Total | 61 | 100.0 |

Table 4-6. Rotated component matrix from factor analysis

| Item | Component | | | | h^2 |
|--|-----------|--------|--------|--------|-------|
| | 1 | 2 | 3 | 4 | |
| Internal Communication | 0.064 | 0.188 | 0.099 | 0.856 | 0.782 |
| Organizational Structure | 0.052 | 0.194 | 0.080 | 0.897 | 0.851 |
| Political Climate | 0.243 | 0.587 | -0.162 | 0.354 | 0.555 |
| Professional Development Opportunities | -0.116 | 0.718 | 0.111 | 0.104 | 0.553 |
| Evaluation | 0.120 | 0.795 | 0.128 | 0.275 | 0.738 |
| Promotion | 0.011 | 0.879 | 0.126 | 0.053 | 0.789 |
| Regard for Personal Concerns | 0.267 | 0.497 | 0.081 | 0.430 | 0.509 |
| Participation in Decision Making | 0.708 | 0.232 | 0.127 | 0.086 | 0.580 |
| Autonomy, Power and Control | 0.712 | 0.204 | -0.166 | 0.260 | 0.643 |
| Relationship with Peers | 0.359 | 0.355 | 0.728 | 0.039 | 0.786 |
| Relationship with Subordinates | 0.218 | 0.316 | 0.792 | -0.051 | 0.776 |
| Relationship with Supervisor | 0.183 | -0.163 | 0.781 | 0.265 | 0.740 |
| Salary Importance | 0.791 | -0.060 | 0.240 | 0.025 | 0.688 |
| Benefits Importance | 0.740 | -0.158 | 0.335 | 0.076 | 0.690 |
| Professional Effectiveness Importance | 0.662 | 0.038 | 0.307 | -0.053 | 0.536 |

Table 4-7. Reliability data from factor analysis

| Component | Cronbach Alpha |
|-----------------------------|----------------|
| 1. Benefits of Position | 0.8014 |
| 2. Organizational Climate A | 0.8211 |
| 3. Coworker Relationships | 0.8058 |
| 4. Organizational Climate B | 0.8385 |

Table 4-8. Descriptive statistics for perceptions of organizational variables

| Variable | Mean | Standard Deviation | 95% confidence interval | |
|--|------|--------------------|-------------------------|-------------|
| | | | Lower bound | Upper bound |
| Internal communication | 3.72 | 0.985 | 3.47 | 3.97 |
| Organizational structure | 4.07 | 0.854 | 3.85 | 4.28 |
| Political climate | 3.34 | 1.153 | 3.05 | 3.64 |
| Professional development opportunities | 3.77 | 1.309 | 3.44 | 4.11 |
| Evaluation | 3.64 | 1.033 | 3.37 | 3.90 |
| Promotion | 3.38 | 1.293 | 3.05 | 3.71 |
| Regard for personal concerns | 3.79 | 1.142 | 3.49 | 4.08 |

Table 4-9. Perceptions of internal communication

| Rating | <i>n</i> | Valid Percentage |
|----------------------|----------|------------------|
| Very High Perception | 15 | 23.4 |
| High Perception | 26 | 40.6 |
| Moderate Perception | 16 | 25.0 |
| Low Perception | 6 | 9.4 |
| Very Low Perception | 1 | 1.6 |
| Total | 64 | 100.0 |

Table 4-10. Percentages of organizational structure

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 23 | 35.9 |
| High Perception | 27 | 42.2 |
| Moderate Perception | 11 | 17.2 |
| Low Perception | 3 | 4.7 |
| Very Low Perception | 0 | 0.0 |
| Total | 65 | 100.0 |

Table 4-11. Perceptions of political climate

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 10 | 15.9 |
| High Perception | 22 | 34.9 |
| Moderate Perception | 16 | 25.4 |
| Low Perception | 9 | 14.3 |
| Very Low Perception | 6 | 9.5 |
| Total | 64 | 100.0 |

Table 4-12. Perceptions of professional development opportunities

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 25 | 38.5 |
| High Perception | 17 | 26.2 |
| Moderate Perception | 11 | 16.9 |
| Low Perception | 7 | 10.8 |
| Very Low Perception | 5 | 7.7 |
| Total | 65 | 100.0 |

Table 4-13. Perceptions of evaluation

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 15 | 23.1 |
| High Perception | 23 | 35.4 |
| Moderate Perception | 20 | 30.8 |
| Low Perception | 4 | 6.2 |
| Very Low Perception | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-14. Perceptions of promotion

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 14 | 22.2 |
| High Perception | 17 | 27.0 |
| Moderate Perception | 17 | 27.0 |
| Low Perception | 8 | 12.7 |
| Very Low Perception | 7 | 11.1 |
| Total | 63 | 100.0 |

Table 4-15. Perceptions of regard for personal concerns

| Rating | <i>n</i> | Percentage |
|----------------------|----------|------------|
| Very High Perception | 22 | 33.8 |
| High Perception | 19 | 29.2 |
| Moderate Perception | 14 | 21.5 |
| Low Perception | 7 | 10.8 |
| Very Low Perception | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-16. Percentages of respondents selecting a rating of “High” of “Very High” for each factor

| Factor | Percent rating as high or very high |
|------------------------------|-------------------------------------|
| Organizational Structure | 78.1 |
| Professional Development | 64.7 |
| Internal Communication | 64.0 |
| Regard for Personal Concerns | 63.0 |
| Evaluation | 58.5 |
| Political Climate | 50.8 |
| Promotion | 49.2 |

Table 4-17. Binomial logistic regression of job satisfaction model

| Variable | Parameter Estimate | Standard Error | Significance | Log Odds Ratio |
|--------------------------|--------------------|----------------|--------------|----------------|
| Constant | -1.504 | 3.343 | 0.653 | 0.202 |
| Benefits of Position | 0.514 | 0.358 | 0.152 | 2.056 |
| Organizational Climate A | 1.491 | 0.513 | 0.004 | 8.450 |
| Coworker Relationships | 0.196 | 0.396 | 0.620 | 0.247 |
| Organizational Climate B | -0.032 | 0.448 | 0.944 | 0.005 |
| Job Status | 0.845 | 0.991 | 0.394 | 0.728 |
| Years at Institution | 0.169 | 0.435 | 0.698 | 0.151 |
| Ethnic Group | 0.344 | 0.453 | 0.448 | 0.576 |
| Gender | 0.276 | 0.871 | 0.752 | 0.100 |

Table 4-18. Descriptive statistics for satisfaction with organizational variables

| Variable | Mean | Standard Deviation | 95% confidence interval | |
|--|------|--------------------|-------------------------|-------------|
| | | | Lower bound | Upper bound |
| Internal communication | 3.54 | 1.001 | 3.27 | 3.76 |
| Organizational structure | 3.66 | 0.923 | 3.41 | 3.87 |
| Political climate | 3.36 | 1.200 | 3.06 | 3.66 |
| Professional development opportunities | 3.69 | 1.198 | 3.42 | 4.02 |
| Evaluation | 3.60 | 1.058 | 3.33 | 3.86 |
| Promotion | 3.37 | 1.282 | 3.05 | 3.70 |
| Regard for personal concerns | 3.80 | 1.162 | 3.50 | 4.09 |

Table 4-19. Satisfactions with internal communication

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 10 | 15.4 |
| High Satisfaction | 26 | 40.0 |
| Moderate Satisfaction | 21 | 32.3 |
| Low Satisfaction | 5 | 7.7 |
| Very Low Satisfaction | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-20. Satisfaction with organizational structure

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 10 | 15.4 |
| High Satisfaction | 26 | 40.0 |
| Moderate Satisfaction | 21 | 32.3 |
| Low Satisfaction | 5 | 7.7 |
| Very Low Satisfaction | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-21. Satisfaction with political climate

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 13 | 20.0 |
| High Satisfaction | 17 | 26.2 |
| Moderate Satisfaction | 19 | 29.2 |
| Low Satisfaction | 10 | 15.4 |
| Very Low Satisfaction | 5 | 7.7 |
| Total | 64 | 100.0 |

Table 4-22. Satisfaction with professional development opportunities

| Rating | <i>n</i> | Percentage |
|--------------------------------|----------|------------|
| Very High Satisfaction | 19 | 29.2 |
| High Professional Satisfaction | 23 | 35.4 |
| Moderate Satisfaction | 11 | 16.9 |
| Low Satisfaction | 8 | 12.3 |
| Very Low Satisfaction | 4 | 6.2 |
| Total | 65 | 100.0 |

Table 4-23. Satisfaction with evaluation

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 13 | 20.0 |
| High Satisfaction | 25 | 38.5 |
| Moderate Satisfaction | 18 | 27.7 |
| Low Satisfaction | 6 | 9.2 |
| Very Low Satisfaction | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-24. Satisfaction with promotion

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 17 | 26.2 |
| High Satisfaction | 12 | 18.5 |
| Moderate Satisfaction | 20 | 30.8 |
| Low Satisfaction | 10 | 15.4 |
| Very Low Satisfaction | 6 | 9.2 |
| Total | 65 | 100.0 |

Table 4-25. Satisfaction with regard for personal concerns

| Rating | <i>n</i> | Percentage |
|------------------------|----------|------------|
| Very High Satisfaction | 24 | 36.9 |
| High Satisfaction | 15 | 23.1 |
| Moderate Satisfaction | 18 | 27.7 |
| Low Satisfaction | 5 | 7.7 |
| Very Low Satisfaction | 3 | 4.6 |
| Total | 65 | 100.0 |

Table 4-26. Percentages of respondents selecting a rating of “High” or “Very High” for each factor

| Factor | Percent rating as high or very high |
|------------------------------|-------------------------------------|
| Professional Development | 64.6 |
| Regard for Personal Concerns | 60.0 |
| Evaluation | 58.5 |
| Organizational Structure | 57.0 |
| Internal Communication | 55.4 |
| Promotion | 47.7 |
| Political Climate | 46.2 |

Table 4-27. Means and standard deviations of organizational climate scales

| Items | Perception of Organizational Climate | | Satisfaction with Organizational Climate | | Correlation |
|--|--------------------------------------|--------------------|--|--------------------|-------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | |
| Internal Communication | 3.75 | 0.976 | 3.54 | 1.001 | 0.610* |
| Organizational Structure | 4.09 | 0.849 | 3.66 | 0.923 | 0.342* |
| Political Climate | 3.33 | 1.191 | 3.36 | 1.200 | 0.019 |
| Professional Development Opportunities | 3.77 | 1.284 | 3.69 | 1.198 | 0.806* |
| Evaluation | 3.66 | 1.050 | 3.60 | 1.058 | 0.749* |
| Promotion | 3.37 | 1.274 | 3.37 | 1.282 | 0.747* |
| Regard for Personal Concerns | 3.77 | 1.170 | 3.80 | 1.162 | 0.828* |

* significant at the 0.05 level

CHAPTER 5 DISCUSSION

Opening Remarks

The relationship between organizational climate and job satisfaction within the realm higher education, as in other areas of business and industry, is a complex one, yet one which has overwhelming implications for the efficient function of any institution, or organization. In this study, we sought to learn more about this relationship among community college faculty. This broad goal of understanding this complex relationship required the combination several distinct tasks: to measure faculty members' perceptions of organizational climate, to measure faculty members' level of job satisfaction (particularly in the context of organizational climate), to use this data on organizational climate and job satisfaction (along with some demographic data) to identify the determinants of job satisfaction, and finally to isolate the effects on job states (i.e., full-time versus part-time) on each of the above factors.

To help in the answering these question, three research questions were posed to guide the study. These questions are listed below.

Research Question 1

How did community college full-time and part-time instructors perceive organizational climate in their respective institutions, using a set of seven identified factors for climate?

Research Question 2

What were the determinants of job satisfaction among community college full-time and part-time instructors?

Research Question 3

How satisfied were the community college full-time and part-time instructors with the organizational climate of their respective institution?

Design of the Study

A survey instrument was used to gather the data needed to address the research questions. This survey (Appendix A) is a modified replica of instruments used in previous studies on this topic (Chappell, 1995; Palmer, 1995; Evans, 1996; Kellerman, 1996; Paulson, 1997; DeMichele, 1998; Zabetakis, 1999; Gratto, 2001; Bailey, 2002; Lawrence, 2003; Peek, 2003; LeFevre-Stevens, 2004; Sofianos, 2005). A purposive sample was used for this study; the survey instrument was distributed to all faculty (full-time and part-time) in the departments of behavioral science, mathematics and English at Alpha Beta Community College (ABCC), located in Florida. This was a voluntary response sample. The administration of ABCC encouraged all faculty members in these departments to complete the survey, and all responses were completely anonymous. Sixty-five completed surveys were returned, out of 118 that were distributed. The responses found on these surveys were then statistically analyzed to answer our three research questions.

Conclusions

Faculty Perception of Organizational Climate

Based on the findings of this study, community college faculty perceive organizational climate to be neither extremely high, nor extremely low. Five-point Likert scales were used to measure faculty members' perceptions of each of the seven factors which make up organizational climate, with 5 representing a very high level and 1 representing a very low level. The mean response for each factor was significantly greater than 3, which represented a level of 'moderate', and hence faculty members perceived organizational structure at the institution to be greater than what would be a neutral level. A discussion of faculty perceptions of each of the factors follows.

Internal communication

The mean response overall for perceptions of the level of internal communication was 3.72 with a standard deviation of 0.985, and a 95% confidence interval for this value is 3.47 to 3.97. Additionally, 64.0% of those responding to this item perceived the level of internal communication at the institution to be either high or very high. There was no significant difference in perceived levels of internal communication between full-time and part-time faculty.

Recall that internal communication may be defined as an institution's communication procedures and techniques, whether official or unofficial. In an examination of the relationships of community college administrations and boards of trustees, Deas (1994) determined that communication was indeed a component of the organizational climate of an institution. Interviews with numerous administrators and trustees overwhelmingly indicated that communication was a quite critical component of climate. Indeed, there was a general consensus that the manner in which top-level decisions were communicated down the chain of command could have a greater impact on reaction to that decision than the nature of the decision itself.

Given the obvious importance of a strong internal communication system, the high perception that the faculty has of internal communication at the institution is an advantage to the organizational climate. Further, the absence of a significant difference with regards to job status in this area is an indication that the internal communication procedures of the institution do not discriminate against the part-time instructor, which is not only an indication of appropriate communication channels, but will contribute positively to the divide between community full-time faculty and adjuncts, through consistent and equitable treatment.

Organizational structure

The mean response overall for perceptions of the level of organizational structure was 4.07 with a standard deviation of 0.854, and a 95% confidence interval for this value of 3.85 to 4.28.

Additionally, 78.1% of those responding to this item perceived the level of organizational structure at the institution to be either high or very high. There was no significant difference in perceived levels of organizational structure between full-time and part-time faculty.

Recall that organizational structure may be defined as an institution's hierarchal means of governance and executive configuration. Within the community college setting, organizational structures have advanced numerous and varied ways, covering the spectrum from structures with strong roots in the heavily structured public school system model (Deegan & Tillery, 1985) to independent entities governed by more localized bodies, such as boards of trustees (Cohen & Brawer, 2002). As early as the late 1970s, Katz and Kahn (1978) observed a commonality between all community colleges and similar two-year institutions was that they promoted open systems due to the inherent stream of events that behave as periodic ebb and flow within the institutions. The common bond that all organizations shared was that they advanced open systems due to the natural current of activity that acted as a consistent ebb and flow continuum in an organization. Since that time, there is evidence that community college administrators and boards of trustees are considering a much broader range of bureaucratic methodologies and developing the necessary techniques to create more efficient and favorable systems (Amey & Twombly, 1992).

With an understanding of the importance of maintaining organizational structures systems that adhere to current models within a community college setting; it is indeed gratifying to observe the positive response to this item that this study found. That better than three out of every four faculty members in the sample considered the college organizational structure to be either high or very high indicates an efficiently run institution.

A phenomenon that is of some interest with regard to perceptions of organizational structure in this particular study is the absence of any significant difference in the perceived level of organizational structure between full-time and part-time faculty members, given the very disparate perspectives that these two groups would likely have about the organizational structure of the institution. Alpha Beta Community College has undergone numerous and frequent organizational changes in recent years. This is an aspect of the administration of the institution in which full-time faculty members have had a great deal more involvement, and accordingly probably have a more intimate knowledge of, than part-time faculty members have had. Thus, it would be reasonable to believe differences in the perceptions of organizational structure would exist relative to job status; however, this was not the case.

Political climate

The mean response overall for perceptions of the level of political climate was 3.34 with a standard deviation of 1.153, and a 95% confidence interval for this value of 3.05 to 3.64. Additionally, 50.8% of those responding to this item perceived the level of political climate to be either high or very high. There was a significant difference in perceived levels of political climate between full-time and part-time faculty, with full-time faculty perceiving the higher levels.

Recall that political climate may be defined as the character and intricacy of an institution's internal politics, or the extent to which employees must function within a political structure in order to achieve completion of their assigned duties. Political climate is a separate and distinct, yet interrelated concept to organizational structure that can have a considerable impact on organizational climate (Honeyman et al., 1996). While the political machinations of an institution are often controversial and potentially volatile, it is necessary to be able to function within this framework if one wants to effect institutional change (Block, 1987). Associations

between positions of authority, communication archetypes, the distribution of resources and leadership techniques all have a bearing on political climate, and thus these aspects all are components of organizational climate.

The observed significant difference in perceptions of political climate between full-time and part-time faculty members is understandable, given the aforementioned disparity in the levels of involvement that these two groups have in the administrative structure of the institution, particularly through the heavy representation which full-time faculty has on the various planning committees of the college. Thus full-time faculty members are much more likely to have a more accurate, and current, understanding of what the major political issues within the college are; part-time faculty will surely have much more limited, and perhaps dated, views on what the relevant political concerns are.

Another issue which could potentially impact perceptions of the political climate of the school is the number of individuals within the institution's upper administration that are preparing to retire in the next few years, which will leave a large number of vacancies to be filled. This is not an issue which is unique to this institution; indeed, it is a nationwide phenomenon, not only among community colleges, but among all organizations, due to the "baby boomer" generation approaching its retirement age. Campbell (2006) has documented the breadth of this problem and its consequences for the nation's community colleges, as well as outlining some measures that these institutions should start taking to prepare for this situation.

The full-time faculty members at Alpha Beta are quite aware of this impending "changing of the guard", and undoubtedly have begun to anticipate what types of changes will be occurring within the upper echelon of the administration, which will in turn have trickle-down effects on all levels of college leadership. Thus it is both sensible and rational to postulate that full-time

faculty members are more sensitive to the changes in political climate that will be forthcoming, and will have a very different outlook on this situation than the part-time faculty members who have less vested in this situation.

Professional development opportunities

The mean response overall for perceptions of the level of professional development opportunities was 3.77 with a standard deviation of 1.309, and a 95% confidence interval of 3.44 to 4.11. Additionally, 64.7% of those responding to this item perceived the level of professional development opportunities to be either high or very high. There was a significant difference in perceived levels of professional development opportunities between full-time and part-time faculty, with full-time faculty perceiving the higher levels.

Recall that professional development opportunities may be defined as the opportunities for faculty and staff to engage in activities to improve and augment their occupational capabilities and job performance. Professional development opportunities are very often vital motivators and sources of growth and encouragement for the faculty of an institution. It has long been recognized that growth is a fundamental element of professional development, and accordingly acts as a conduit to job satisfaction; moreover, the primary rationale for institutional administration to institute professional development activities is to promote their faculty members growth as professional educators (Herzberg et al., 1959). Further, Ewell (1993) determined through a thorough review and examination of existing evidence that organizations (including, but not limited to educational institutions) which have made a priority of devoting time and other resources to the ongoing preparation and professional development of their staff inevitably achieve improved retention rates, which ultimately results in enhanced cost-benefit ratios. Ultimately, when administrations fully comprehend and appreciate the virtues of providing and encouraging their faculty to be trained in new pedagogical innovations and

educational techniques, which will in turn enrich the value of their work, and their worth to the institution, morale and job satisfaction will incidentally be improved (Kouzes & Posner, 2002; Vaughan, 1986).

A study which interviewed faculty at a Midwestern community college concerning professional development activities revealed that these faculty chose to teach in a community college because of the increased emphasis on teaching in these settings, and that they preferred having professional development opportunities, since these activities have a major impact on the quality of their teaching, and hence on their careers (Fugate & Amey, 2000). Unfortunately, many institutions fail to adequately integrate adjunct faculty into these professional development activities; indeed, only 31% of community colleges offer any type of formal orientation activity to their part-time faculty (McGuire, 1993). Community colleges need to expand their reactions to the concerns of part-time faculty, which includes, but is by no means limited to, increased inclusion in professional development activities. See Perrin (2000) for a thorough review of the ways in which community college professional development programs disenfranchise adjunct faculty, as well as other sub-populations of the faculty at large.

Perceptions of the level of professional development opportunities were unusually high in this study, compared to comparable studies, which could be attributed to the inordinately high amount of resources that this particular institution devotes to professional development. However, the significantly higher perception of professional development opportunities with regard to job status was in fact to be expected. There are many professional development experiences that take place at the institution every semester, as well as occasions for faculty to attend regional and national conferences and meetings. The on-campus opportunities are generally open to both full-time and part-time faculty members. Availability of funds for faculty

members to attend the regional and national meetings is almost exclusively available to full-time faculty members, and hence there is virtually no part-time faculty involvement in these types of opportunities. This situation is likely a factor in the perceived differences in professional development opportunities.

Evaluation

The mean response overall for perceptions of evaluation was 3.64 with a standard deviation of 1.033, and a 95% confidence interval of 3.37 to 3.90. Additionally, 58.5% of those responding to this item perceived the level of evaluation to be either high or very high. There was no significant difference in perceived levels of evaluation between full-time and part-time faculty.

Recall that evaluation may be defined as an institution's practices and processes for assessing the performances of faculty and staff, and through providing positive feedback intended to result in professional growth for those being evaluated. The value of well-timed and frequent evaluation cannot be overstated, for it conveys the institution's philosophy and emphasis on quality and efficiency (Langley, 1994). Some positive aspects of a continual evaluation system include a formal analysis of the results, perpetual improvements in performance, the ability to formulate fair and effectual personnel decisions, and an overall sense of confidence in the administrative value of the evaluative process, and the knowledge of when it becomes necessary to implement the alternative procedures if little or no results are rendered (Gappa & Leslie, 1993; Hersey et al., 1996). Evaluation is the mechanism which guarantees that both positive and negative reinforcements are used to reinforce and sustain desired behaviors (Epstein, 1982). Finally, evaluation is a means to influence operations through both positive and negative reinforcement (Bolman and Deal, 1997).

Perceptions of evaluation were found to be somewhat low compared to other organizational climate variables. The percentage of faculty members selecting a response of either “high” or “very high” for their perceived level of evaluation at the institution was 58.5%. While this is clearly a majority of respondents, that percentage is lower than the corresponding figure for other organizational climate variables. Additionally, 30.8% of respondents selected a response of “moderate”, which is the neutral response. That nearly a third of faculty would be neutral about such an important topic as evaluation is academically interesting, yet a major concern from a practical standpoint for the institution. This is an area that institutions would do well to give additional attention.

Promotion

The mean response overall for perceptions of promotion was 3.38 with a standard deviation of 1.1293, and a 95% confidence interval of 3.05 to 3.71. Additionally, 49.2% of those responding to this item perceived the level of promotion to be either high or very high. There was no significant difference in perceived levels of promotion between full-time and part-time faculty.

Recall that promotion may be defined as an institution’s propensity toward internal promotion and progression of the positions of individuals within the institution. Promotion generally entails increased influence and status, as well as greater benefits, salary, or both. Promotion is generally based on the quality of evaluations, dedication to the institution, and work ethic (Vaughn, 1986). Successful organizations commonly promote internally rather than filling openings externally (Nanus, 1992; Collins and Porras, 1994). Typical reasons for promoting from within include the benefits of dealing with a known individual (unknown quantities can offer a certain level of risk), the occurrence of increased morale, initiative and dedication among promoted employees, and the ability to avoid the heavy costs associated with recruiting of new

personnel (Lunenburg & Ornstein, 1991). Promotion is not often regarded as an emotionally fulfilling and, accordingly, has a positive influence on organizational climate.

Regard for personal concerns

The mean response overall for perceptions of regard for personal concerns was 3.79 with a standard deviation of 1.142, and a 95% confidence interval of 3.49 to 4.08. Additionally, 63.0% of those responding to this item perceived the level of regard for personal concerns to be either high or very high. There was no significant difference in perceived levels of regard for personal concerns between full-time and part-time faculty.

Recall that regard for personal concerns may be defined as an institution's sensitivity to, and regard for, the personal concerns and well-being of the faculty and staff (Duncan & Harlacher, 1994; Vroom, 1964). Regard for personal concerns can be viewed as a high relationship leadership approach, since the needs, desires, and concerns of employees are indeed both salient and critical (Hersey et al., 1996). Blau (2001) found that employees who had a sense that their organization had sincere concern for their welfare and were sensitive to their needs and concerns are have greater loyalty to the organization, and are much more likely to stay. From an interpersonal perspective, trust is deemed to be the basis of regard for personal concerns (Covey, 1991). Not surprisingly, regard for personal concerns is a primary contributor to job satisfaction, and will ultimately enhance organizational climate (Lunenburg & Ornstein, 1991).

Faculty Satisfaction with Organizational Climate

Overall, the data indicated that faculty members were generally satisfied with organizational climate variables at the institution. Five-point Likert scales were used to measure faculty members' satisfaction with each of the seven factors which make up organizational climate, with 5 representing a very high level of satisfaction and 1 representing a very low level. The mean response for each factor was significantly greater than 3, which represented a level of

‘moderate’, and hence faculty members were more satisfied than dissatisfied with organizational climate at the institution. A discussion of faculty satisfaction with each of the factors follows.

Internal communication

The mean response overall for satisfaction with internal communication was 3.52 with a standard deviation of 0.992, and a 95% confidence interval for this value is 3.27 to 3.76.

Additionally, 55.4% of those responding to this item rated their satisfaction with internal communication at the institution to be either high or very high. There was no significant difference in satisfaction with internal communication between full-time and part-time faculty.

Organizational structure

The mean response overall for satisfaction with organizational structure was 3.64 with a standard deviation of 0.915, and a 95% confidence interval for this value is 3.41 to 3.87.

Additionally, 57.0% of those responding to this item rated their satisfaction with organizational structure at the institution to be either high or very high. There was no significant difference in satisfaction with organizational structure between full-time and part-time faculty.

Political climate

The mean response overall for satisfaction with political climate was 3.36 with a standard deviation of 1.200, and a 95% confidence interval for this value is 3.06 to 3.66. Additionally, 46.2% of those responding to this item rated their satisfaction with political climate to be either high or very high. There was no significant difference in satisfaction with political climate between full-time and part-time faculty.

Professional development opportunities

The mean response overall for satisfaction with professional development opportunities was 3.72 with a standard deviation of 1.188, and a 95% confidence interval is 3.42 to 4.02.

Additionally, 64.6% of those responding to this item rated their satisfaction with professional

development opportunities to be either high or very high. There was no significant difference in satisfaction with professional development opportunities between full-time and part-time faculty.

Evaluation

The mean response overall for satisfaction with evaluation was 3.59 with a standard deviation of 1.065, and a 95% confidence interval is 3.33 to 3.86. Additionally, 58.5% of those responding to this item rated their satisfaction with evaluation to be either high or very high. There was no significant difference in satisfaction with evaluation between full-time and part-time faculty.

Promotion

The mean response overall for satisfaction with promotion was 3.38 with a standard deviation of 1.291, and a 95% confidence interval is 3.05 to 3.70. Additionally, 44.7% of those responding to this item rated their satisfaction with promotion to be either high or very high. There was no significant difference in satisfaction with promotion between full-time and part-time faculty.

Regard for personal concerns

The mean response overall for satisfaction with regard for personal concerns was 3.80 with a standard deviation of 1.171, and a 95% confidence interval is 3.50 to 4.09. Additionally, 60.0% of those responding to this item rated their satisfaction with regard for personal concerns to be either high or very high. There was no significant difference in satisfaction with regard for personal concerns between full-time and part-time faculty.

The Relationship between Organizational Climate and Job Satisfaction

This relationship between organizational climate and job satisfaction has been continually investigated in a series of studies conducted at the University of Florida, some of which have been previously cited, and all of which examined the relationship between organizational climate

and job satisfaction within higher educational settings, many of which were community colleges. A brief summary of each follows.

In a study examining the relationship between organizational climate and job satisfaction as reported by community college chief instructional officers, a survey measuring organizational climate and job satisfaction variables was sent to the chief instructional officers at all member colleges of the American Association of Community Colleges (Chappell, 1995). Roughly 51% of these surveys were returned, and an analysis of the responses led to some rather revealing conclusions. Foremost, it was determined that the organizational climate variables that significantly impacted job satisfaction were regard for personal concerns, internal communication, organizational structure and evaluation. Further, it was determined that the size of the community college had a significant impact on participation in decision making, autonomy, power, control, salary, benefits and professional effectiveness.

As study conducted simultaneously to the Chappell (1995) study investigated organizational climate and job satisfaction as reported by Florida community college health occupations program directors (Palmer, 1995). This study sought to determine which aspects of organizational climate promote and enhance job satisfaction, and to further determine the degree of job satisfaction, among health occupations program directors in Florida community colleges. Surveys measuring the variables of interest were distributed to all health occupations program directors in Florida community colleges; roughly 71% of the surveys were returned. The results indicated that the most important factor of organizational climate was internal communication, and the factor most in need of improvement was political climate. Participation in decision making and professional effectiveness were the most important factors among the position characteristics, and salary, benefits and autonomy were most in need of improvement. The

respondents were generally satisfied, overall, with their positions. Interestingly, there was no significant relationship found between job satisfaction and organizational climate. The Chappell and Palmer studies caught the attention of a number of researchers, which led to a series of subsequent studies.

One of the more noteworthy research studies in this sequence was an analysis of the relationship between organizational climate and job satisfaction as reported by community college presidents (Evans, 1996). This study specifically sought to determine if differences existed in job satisfaction variables within the context of organizational climate. A survey measuring the variables of interest was sent to the presidents of all institutions in the American Association of Community Colleges. Thorough scrutiny of the responses showed that the organizational climate factors most closely related to job satisfaction were regard for personal concerns, internal communication, organizational structure, and professional development opportunities. Additional, it was determined that a president's relationship with the board of trustees was the most important determinant of job satisfaction.

In an adaptation of the previously mentioned studies, Kellerman (1996) sought to explore the relationship between communication climate and job satisfaction as reported by Florida's community college department chairs. Communication climate could be considered a related, yet not identical, concept to organizational climate. Essentially, communication climate encompasses decision making, reciprocity, feedback perception, feedback responsiveness and feedback permissiveness. Similar to the methodology of the earlier studies, a survey was sent to all academic department chairs in Florida community colleges. The responses indicated that their overall level of job satisfaction was rather high, and additionally that job satisfaction was significantly related to communication climate.

A study of selected organizational climate factors and job satisfaction variables among teachers in a large suburban school district was conducted to explore these factors in a suburban Florida school district (Paulson, 1997). A distinctive aspect of this study was the inclusion of the variables of school level and union affiliation. The survey instrument in this study was distributed to all 1685 teachers in an entire school district, including elementary, middle and high school levels. Significant differences were found in all job satisfaction and organizational climate factors with respect to school level, although the relationship between these factors and union membership was extremely minor.

Continuing in this line of studies, a further research inquiry investigated the relationship between organizational climate and job satisfaction as reported by mid-level collegiate campus recreation coordinators (DeMichele, 1998). To reveal whether organizational climate factors and job satisfaction factors enhance or detract from job satisfaction and organizational climate, a survey measuring the variables of interest was distributed to all 545 mid-level campus recreation coordinators in the directory of the National Intramural Recreational Sports Association, with an approximate response rate of 52%. The responses showed that, overall, the program directors were satisfied with their colleges and their jobs. The organizational climate factors that were shown to influence job satisfaction were evaluation, regard for personal concerns, professional development opportunities and political climate. Moreover, job satisfaction was also affected by relationship with colleagues and autonomy, power and control. Demographic variables were generally not determinants of job satisfaction.

The next study in this series of investigations was directed toward the relationship between organizational culture and job satisfaction for community college chief business officers (Zabetakis, 1999). For the purposes of the study under discussion, organizational culture is

nearly synonymous with organizational climate. Surveys were distributed to the entire 277 chief business officers of community colleges belonging to the Community College Business Officers Organization, and the response rate was roughly 51%. Respondents perceived the organizational factors with the highest levels at their institutions were regard for personal concern, professional development opportunities, internal communication and evaluation. Quite similarly, respondents were most satisfied with the organizational factors of regard for personal concerns, professional development opportunities, evaluation and internal communication. The most highly perceived job satisfaction variables were relationships with supervisor, participation in decision making, professional effectiveness, relationships with subordinates and relationships with peers.

Gratto (2001) extended this research to study the relationship between organizational climate and job satisfaction for directors of physical plant on college campuses. An electronic survey was disseminated to the college physical plant directors belonging to the Association of Higher Education Facilities Officers; the study achieved a response rate of 37%. An analysis of the responses indicated that the organizational climate factors which most significantly relate to job satisfaction were regard for personal concerns, internal communication, organizational structure and evaluation.

Continuing with this trend, a subsequent research study explored the relationship between organizational climate and job satisfaction as reported by branch campus executive officers in multi-campus community college systems (Bailey, 2002). A survey measuring the variables of interest was distributed to all campus executive officers of multi-campus community colleges listed in the *Higher Education Directory*. A total of 199 surveys were returned out of 429 that were sent out, resulting in a response rate of 46%. Results indicated that the organizational climate variables of regard for personal concerns and evaluation were the most strongly related

to job satisfaction. Further, internal communication was the greatest predictor of overall satisfaction, followed by regard for personal concerns, professional development opportunities, and low levels of political climate.

Another study in this area investigated the relationship between organizational climate and job satisfaction for athletic compliance directors of NCAA Division I institutions (Lawrence, 2003). In all, 346 surveys were distributed to all NCAA Division I compliance directors, and 164 were returned. Thus, there was a 46% response rate. The respondents' overall satisfaction with their positions was reasonably high, and most strongly related to the organizational climate factors of evaluation, promotion and regard for personal concerns. The respondents' greatest levels of satisfaction with organizational climate factors occurred with regard for personal concerns, and professional development opportunities.

Subsequently, Peek (2003) studied the relationship between organizational climate and job satisfaction as reported by institutional research staff at Florida community colleges. A survey measuring the variables of interest was sent to the heads of institutional research of all 28 community colleges in Florida, as listed in the Higher Education Directory. This study enjoyed a 75% response rate. The organizational climate factors with the highest perceived levels were professional development opportunities, evaluation and internal communication. Generally, overall satisfaction with organizational climate was quite high. The highest rated factors for job satisfaction were professional effectiveness, relationship with supervisor, relationship with peers, and relationship with subordinates.

Next, policy and organizational factors and their relationship to job satisfaction of adjunct / part-time faculty in north central Florida public community college was considered (LeFevre-Stephens, 2004). A survey instrument was distributed to part-time faculty through their

department chairs. Of 667 surveys distributed, 224 were completed and returned, yielding an approximate response rate of 33%. Analysis of the responses showed that respondents' overall satisfaction with the position was fairly high, and significantly associated with the organizational climate factors of evaluation, promotion and regard for personal concerns. The respondents' highest levels of satisfaction were with regard for personal concerns and professional development opportunities. Lastly, the most important job satisfaction factors were relationships with peers, relationship with supervisor, relationship with subordinates, and professional effectiveness.

Lastly, the relationship between organizational climate and job satisfaction as reported by community college executive secretaries and / or associates to the president was researched (Sofianos, 2005). For this study, the survey was distributed to the executive secretaries of the presidents of the 342 community colleges in the Southern Association of Colleges and Schools. There were 137 surveys returned, which represents a 40% response rate. The statistical analyses of this study found very strong associations between the constructs of organizational climate and job satisfaction. Overall, satisfaction with organizational climate was above average, with the factors of evaluation, regard for personal concerns, and organizational structure receiving the highest levels of satisfaction. These factors also received the highest ratings for perceived level at the institution.

Existing research has shown, through a compositional analysis of the organizational climate-performance relation, that there is no evidence to support any mediating effects of job satisfaction on relations of organizational climate to organizational performance and to employee turnover (Griffith, 2006). These findings are consistent with the more general organizational

literature. The importance of orderly work environments, collegial relations and supportive leadership is not to be denied.

With the sole exception of the political climate factor, the faculty perceptions of organizational climate variables and their satisfaction with those variables had highly statistically significant correlations. A reasonable conclusion would be that there is a strong relationship between perceptions of organizational climate and job satisfaction. Recall that a factor analysis revealed four distinct dimensions measured by our instrument: Benefits of Position, Coworker Relationships, Organizational Climate A and Organizational Climate B. The Benefits of Position dimension included the items participation in decision making, 'autonomy, power and control', importance of salary, importance of benefits, and importance of personal effectiveness. The Coworker Relationships dimension included the items relationship with peers, relationship with subordinates, and relationship with supervisor. The Organizational Climate A dimension included the items political climate, professional development opportunities, evaluation and promotion. The Organizational Climate B dimension included the items internal communication and organizational structure. It had been expected that these latter two dimensions would have been a single dimension, which would have been called Organizational Climate.

Faculty Belief of Importance of Job Satisfaction

Let us turn now to the effects on importance variables (autonomy, power, and control, importance of salary, participation in decision-making, and importance of benefits) on job satisfaction. The dimension of Benefits of Position (which these importance variables) was not statistically significant in the binary logistic regression, suggesting that, contrary to the conventional wisdom, these items are not significant determinants of job satisfaction.

The preceding comments notwithstanding, there have been far too few organized studies of job satisfaction of community college adjunct faculty (Valadez & Anthony, 2001). While

many adjunct faculty members have chronically unhappy about their working conditions, and many quite vocally so, there is no clear indication that issues of salary result in job turnover among adjunct faculty (Goodall & Moore, 2006). Similarly, while there is ample evidence that the working conditions of many faculty members have declined in recent years, data do not support a phenomenon of academics leaving the higher education industry (Bellamy et al., 2003). This is supported the fact that turnover intention has been found to be negatively influenced by organizational climate and job satisfaction (Egan et al., 2004). However, the tendency of community college chairpersons to leave their jobs is indeed dependent on role conflict, unhappiness with policy, administration and salary (Murray & Murray, 1998).

Implications

There are several important critical and self-evident implications of our conclusions for community college administrators. Every educational institution should be constantly aware of the state of their organizational climate; further, institutions which determine that they have a need to improve the quality and perceptions of their organizational climate would do well acquaint themselves with the results of studies such as this one. The role of faculty in the shaping of curriculum and policy is substantial, and certainly their attitudes toward organizational climate and job satisfaction will affect the quality and caliber of their performance with respect to this duty.

After examining survey responses, it became clear that the institutions which are concerned with forming a productive organizational climate and enhancing job satisfaction should take heed of the issues and concerns indicated by the responses. The statistically significant correlations between perceived levels of and satisfaction with, each of the components of organizational climate (with the exception of political climate) are very telling.

Further, there is great value to the observation that the concept of congruence (i.e., “fit”) is a necessary component of job satisfaction. As early as the beginning of the 1970s behavioral theorists began to investigate how congruence between people and their environment could be qualified (Stern 1970). A sense of “fit” is an ideal that should be readily apparent to both the individual and those persons within that individual’s environment. Numerous research studies have revealed that fit between an employee and their company results in increased productivity, attitudes toward tasks, and job satisfaction (Downey, Hellriegel, Phelps, & Slocum, 1975). This theory was supported by the faculty members’ responses to where they saw themselves professionally in five years. Of those responding, nearly all replied that they would either still be teaching at their current position, or that they would be promoted within the institution. Many of the part-time faculty members saw themselves as full-time faculty members in five years. The full-time faculty members who responded indicated that they would still be teaching in the current capacity, that they would be promoted to an administrative position at the institution, or that they would be retired. The phenomenon of an institution and an individual faculty member achieving harmony, solidarity, and unity almost unerringly results in more efficient performance and increased achievement (Agyris, 1964; Blau, 1987; Cohen and Brawer, 2002).

Shaping organizational climate is thought to be within the purview of those in authority (Likert, 1967). For instance, research has identified robust relationships between organizational climate and management’s tendency to stimulate enthusiasm by addressing individuals’ needs for attainment, association, and control (Litwin, & Stringer, 1968; Stringer, 2002). Thus, it is imperative that institutional administrations take responsibility for the organizational climate of their institution; for if they choose not to address problems within the climate no one else has the means to do so effectively.

However, lack of faculty involvement in change efforts can also have negative consequences (Van Ast, 2006). This is in part necessitated by the often clashing views of students, faculty, and administration on a number of salient issues. Thus, students, faculty and administrators should collaborate on seeking the most effective and efficient ways of addressing these issues. This is consistent with findings that faculty workloads increased expectation for a number of concerns, including societal and student needs (Houston et al., 2006).

Recommendations for Further Research

It is recommended that further study be conducted to verify these results. These conclusions are based on a voluntary response survey distributed to three departments at a single institution. A similar study concerning all faculty members within all departments would be more valuable to an institution. Likewise, a cross-institutional study would offer results that could more appropriately be generalized for the educational research community.

It is recommended that additional research be conducted with the State of Florida community college system to verify whether faculty perceptions of the organizational climate within their institution are consistent with the college's organizational priorities.

It is recommended that additional research be conducted within the State of Florida community college system to ascertain whether perceptions of organizational climate are significantly different for full-time versus part-time faculty members. Based on this study's findings, particular attention should be given to the factors of political climate and professional development opportunities.

It is recommended that additional research be conducted with the State of Florida community college system to verify whether faculty satisfaction with the organizational climate within their institution is consistent with the college's organizational priorities.

It is recommended that additional research be conducted within the State of Florida community college system to ascertain whether satisfaction with organizational climate is significantly different for full-time versus part-time faculty members.

It is recommended that additional research be conducted within the State of Florida community college system to identify the determinants of job satisfaction. Such studies would do well to consider organizational climate as a major factor, as well as importance variables such as those included in this study.

It is recommended that further research be conducted within the State of Florida community college system to explore the potential for a collaborative approach to improving organizational structure, involving students, faculty and administration.

It is recommended that psychometric research be conducted to develop instruments with improved reliability and validity to measure organizational climate (both perceptions of and satisfaction with) and job satisfaction. The use of such instruments would greatly enhance the effectiveness of future studies with similar goals to this one.

It is recommended that additional research be conducted within the State of Florida community college system to measure organizational perceptions and satisfaction among other personnel than simply faculty, such as administrators, administrative staff, and support staff. Ayers (2005) has pointed out the need for institutions to take care to differentiate between the perspectives of organizational climate among the different subgroups within an institution.

Summary

As the number of community colleges, and community college students, grows in this country, issues of job satisfaction for institutional faculty and staff are becoming more critical. The perceptions of faculty and staff regarding organizational climate and job satisfaction are deserving of extensive study and scrutiny, for their impact on the atmospheres of these

institutions is both immense and undeniable. Consequently, this study determined to investigate the characteristics of the relationship between the job satisfaction and the perceptions of organizational climate among community college faculty. A complementary aim of this research was to describe and summarize the perceptions of organizational climate (as determined by a set of seven fundamental factors) of the community college faculty members in our sample, to assess the faculty members satisfaction with these indicators of organizational climate, to ascertain whether significant differences existed in these perceptions and satisfactions with respect to job status (i.e., full-time versus part-time), and to identify the determinants of job satisfaction.

APPENDIX A
SURVEY INSTRUMENT

Part I: Organization and Position Ratings

Instructions: Considering your own experience in your present position, please circle the number of the rating that best represents your opinion or perception of your community college climate. Verbal descriptions of the extremes on the continuum have been provided to assist you in choosing your answers.

Section A.

Please rate the level or degree to which the following qualities listed below you perceive to be present at your community college, with five (5) indicating the highest level of presence and one (1) indicating the lowest level of presence.

1. Internal communication—the college’s formal and informal communication process and style (Ex.: articulation of mission, purpose, values, policies and procedures).

Highly present 5 4 3 2 1 Not usually present

2. Organizational structure—the college’s organizational structure and administrative operation (Ex.: the hierarchical lines of authority and requirements for operating within that hierarchy).

Highly present 5 4 3 2 1 Not usually present

3. Political climate—the nature and complexity of the college’s internal politics (Ex.: the degree to which the instructor must operate within a political framework in order to accomplish his or her job).

Highly present 5 4 3 2 1 Not usually present

4. Professional development opportunities—the opportunity for the instructor to pursue and participate in professional development activities (Ex.: encouragement to learn, develop, and/or share innovative practices).

Highly present 5 4 3 2 1 Not usually present

5. Evaluation—the college’s procedures for evaluating the instructor (Ex.: fair and supportive procedures that focus on improvement rather than faultfinding).

Highly present 5 4 3 2 1 Not usually present

6. Promotion—the college’s commitment to internal promotion and advancement from within the organization (Ex.: career ladders, internship opportunities, etc.).

Highly present 5 4 3 2 1 Not usually present

7. Regard for personal concerns—the college’s sensitivity to and regard for the personal concerns of the instructor (Ex.: college is supportive and flexible during times of personal emergencies).

Highly present 5 4 3 2 1 Not usually present

Section B.

Please rate your level of satisfaction with each of the community college qualities listed below, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

8. Internal communication—the college’s formal and informal communication processes and style (Ex.: articulation of mission, purpose, values, policies, and procedures).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

9. Organizational Structure—the college’s organizational structure and administrative operation (Ex.: the hierarchical lines of authority and requirements for operating within that hierarchy).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

10. Political climate—the nature and complexity of the college’s internal politics (Ex.: the degree to which the instructor must operate within a political framework in order to accomplish his or her job).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

11. Professional development opportunities—the opportunity for the instructor to pursue and participate in professional development activities (Ex.: encouragement to learn, develop, and/or share innovative practices).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

12. Evaluation—the college’s procedures for evaluating the instructor (Ex.: fair and supportive procedures that focus on improvement rather than faultfinding).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

13. Promotion—the college’s commitment to internal promotion and advancement from within the organization (Ex.: career ladders, internship opportunities, etc.).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

14. Regard to personal concern—the college’s sensitivity to and regard for personal concerns of the instructor (Ex.: college is supportive and flexible during times of personal emergencies).

Highly satisfied 5 4 3 2 1 Highly dissatisfied

Section C.

Please rate how important each of the following factors is to you in your position as instructor, with five (5) indicating the highest level of importance and one (1) indicating the lowest level of importance.

15. Participation in decision-making—the college’s process for decision-making and opportunities for involvement by the instructor (Ex.: level of input requested for administrative decisions that involve an instructor authorization and endorsement).

Most important 5 4 3 2 1 Least important

16. Autonomy, power, and control—the degree of autonomy, power, and control held by the instructor (Ex.: decisions made by an instructor are subject to reversal by their superior).

Most important 5 4 3 2 1 Least important

17. Relationships with colleagues—the quality of the relationships with peers, subordinates, and supervisor (Ex.: atmosphere of mutual collegial respect exists).

a. with peers:

Most important 5 4 3 2 1 Least important

b. with subordinates:

Most important 5 4 3 2 1 Least important

c. with supervisor:

Most important 5 4 3 2 1 Least important

18. Salary and benefits—the salary and benefits of the instructor (Ex.: salary and benefits package are equitable and comparable with colleagues in similar situations).

a. salary

Most important 5 4 3 2 1 Least important

b. benefits

Most important 5 4 3 2 1 Least important

19. Professional effectiveness—the perceived overall effectiveness of the instructor in her/his position (Ex.: “Am I successful in accomplishing the objectives of my job?”).

Most important 5 4 3 2 1 Least important

Section D.

Please circle the level of your overall satisfaction with your position, with five (5) indicating the highest level of satisfaction and one (1) indication the lowest level of satisfaction.

Highly satisfied 5 4 3 2 1 Highly dissatisfied

APPENDIX B
LETTER OF INVITATION

To Full and Part Time Faculty: An Informed Consent/Invitation for Participation in Research

June 5, 2006

Dear Colleague:

On behalf of the Institute of Higher Education at the University of Florida, this letter is to request your participation in a research study on job satisfaction and organizational climate between full and part time faculty members at the community college level. All Daytona Beach Community College full and part time faculty members in the Math and Communication departments are being invited to participate by completing the enclosed questionnaire. Please complete and return it to us by Friday, June 23, 2006. A self-addressed stamped envelope is included for your convenience.

Results of the research should supply valuable information in extending the body of research perception of job satisfaction and organizational climate dynamics for full and part time faculty members. The responses you mark are not intended to measure in any way the performance of your administration and all responses will be kept strictly confidential.

If you would like a copy of the results of this study, please submit a request to our office under separate cover. The data results will be used in partial compliance with the requirements for obtaining an E.D. in Higher Education Administration. Your supervisor(s) will not have access to answers though they could be subpoenaed by a court of law under exceptional circumstances. Any questions or concerns about the participant's rights should be directed to the UFIRB office, PO Box 112250, University of Florida, Gainesville, FL 32611-2250, tel. 352.392.0433. Thank you in advance for your participation and timely response regarding this research.

Cordially,

Cynthia A. Reynolds
Principal Investigator

Dr. Dale F. Campbell, Supervisor/Committee Chair
229 Norman Hall, Gainesville, FL 32611 Tel. 352.392.0745 ext. 281

APPENDIX C
LETTER OF INFORMED CONSENT

Informed Consent

Protocol Title: THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION BETWEEN FULL AND PART-TIME FACULTY AT THE COMMUNITY COLLEGE LEVEL.

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study: To gather perceptions about the community college climate from full and part time faculty members at a community college.

What you will be asked to do in the study: To please complete all sections/parts, including Parts I and II and Sections A-E.

Time required: Approximately 10-15 minutes.

Risks and Benefits: No more than minimal risk. There is no direct benefit to the participant in this research. However, it will aid in gathering perceptions about the community college climate from full and part time faculty member who are working at the community college level.

Compensation: There is no compensation for participating in this study.

Confidentiality: Your identity will be kept confidential to the extent provided by law. The final results will be statistically tabulated and categorized in order to gain insight as to how this specific population answers the survey questions; subsequently, determinations will ensue during the final phase of the study and be made available to you if you so desire.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from the study at anytime without consequence. You do not have to answer any questions you do not want to answer.

Whom to contact if you have any questions about the study:

Cynthia A. Reynolds, University of Florida Doctoral Candidate. P.O. Box 222 Galva, KS 67443.
Tel. 654.654.4144 Email: reynolds@hometelco.net

Whom to contact about your rights as a research participant in the study:

UFIRB Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; tel.352.392.0433

Disclosure: I have read the procedure outlined above. I voluntarily agree to participate in this study and have received a copy of this description. (You may keep this document. No signature necessary).

APPENDIX D
DIFFERENCES IN PERCEPTIONS OF AND SATISFACTION WITH ORGANIZATIONAL
CLIMATE FACTORS WITH REGARD TO JOB STATUS

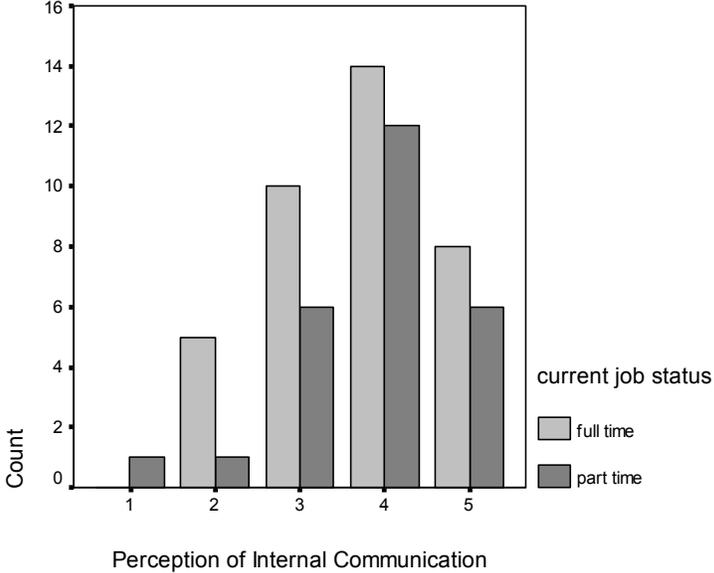


Figure D-1. Perceived Internal Communication versus Job Status

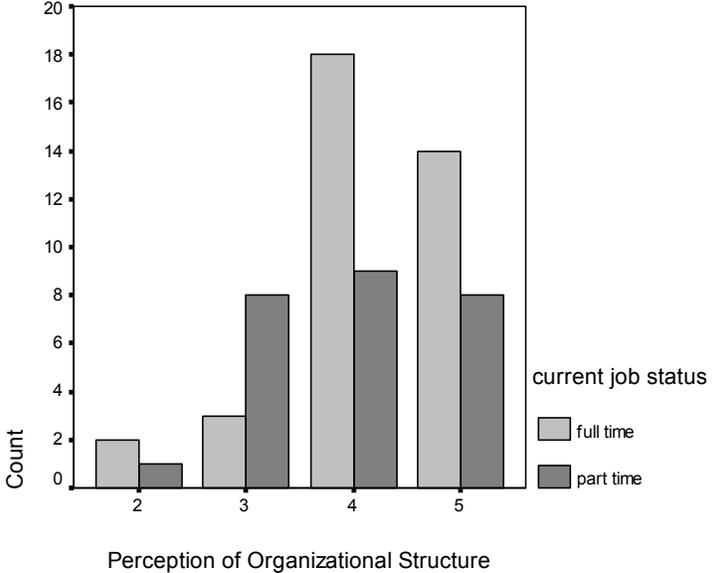


Figure D-2. Perceived Organizational Structure versus Job Status

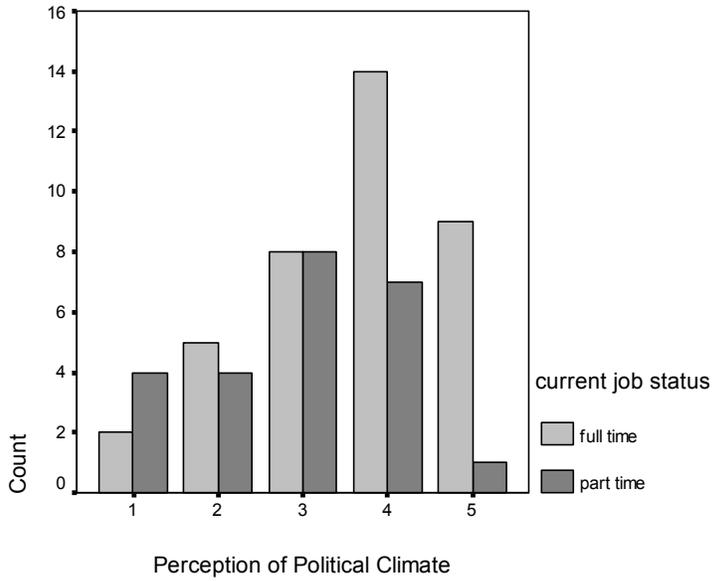


Figure D-3. Perceived Political Climate versus Job Status

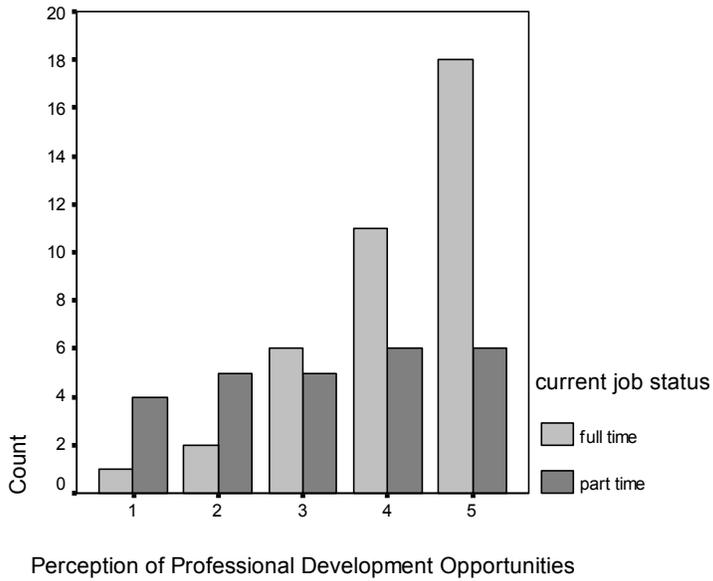


Figure D-4. Perceived Professional Development Opportunities versus Job Status

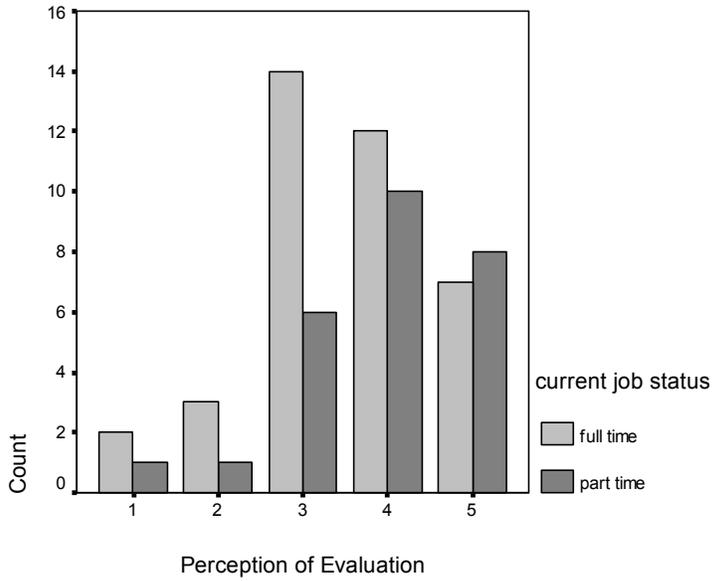


Figure D-5. Perceived Evaluation versus Job Status

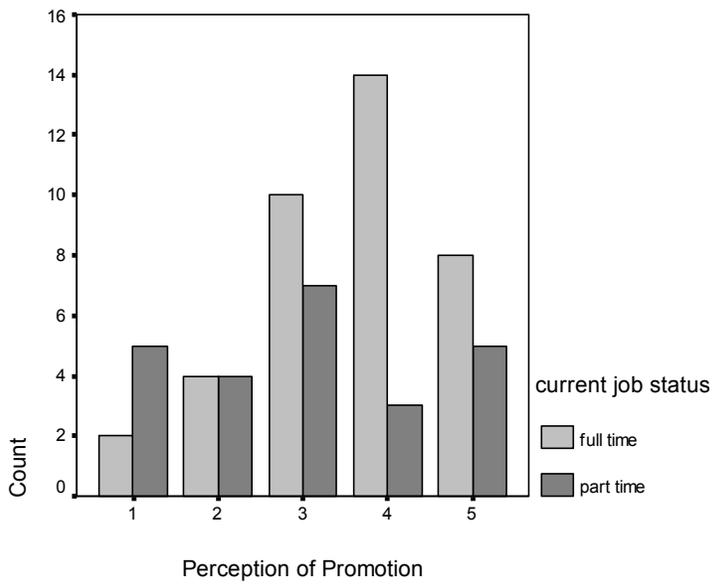


Figure D-6. Perceived Promotion versus Job Status

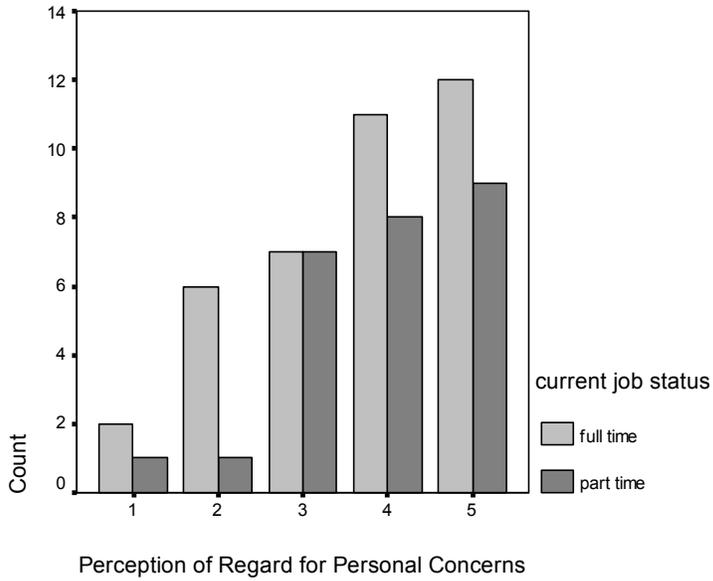


Figure D-7. Perceived Regard for Personal Concerns versus Job Status

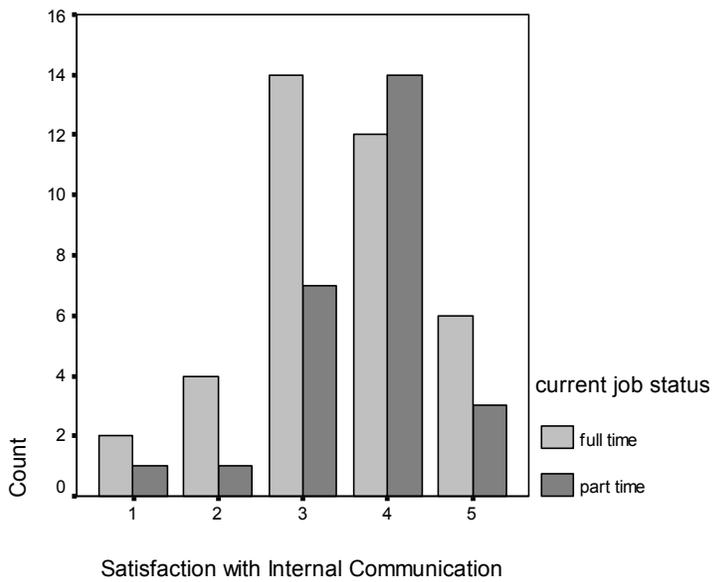


Figure D-8. Satisfaction with Internal Communication versus Job Status

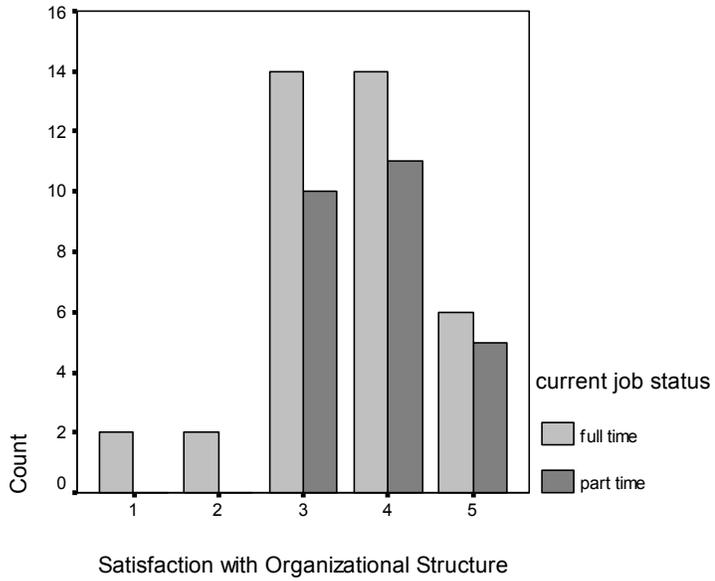


Figure D-9. Satisfaction with Organizational Structure versus Job Status

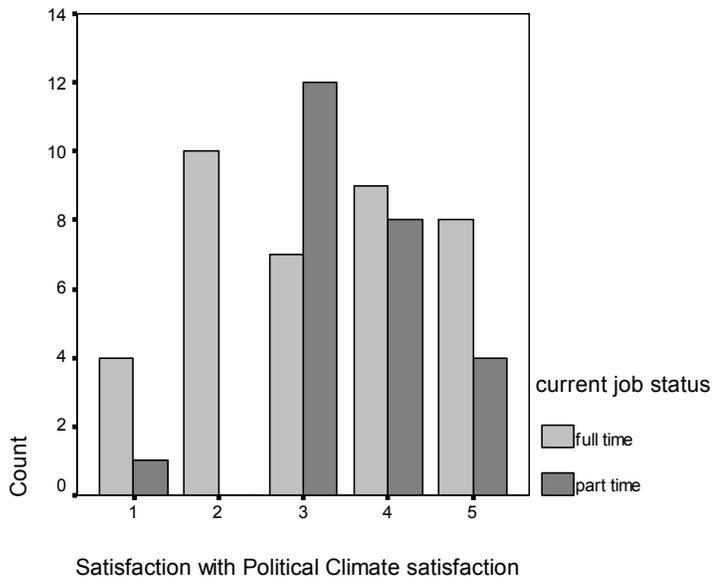


Figure D-10. Satisfaction with Political Climate versus Job Status

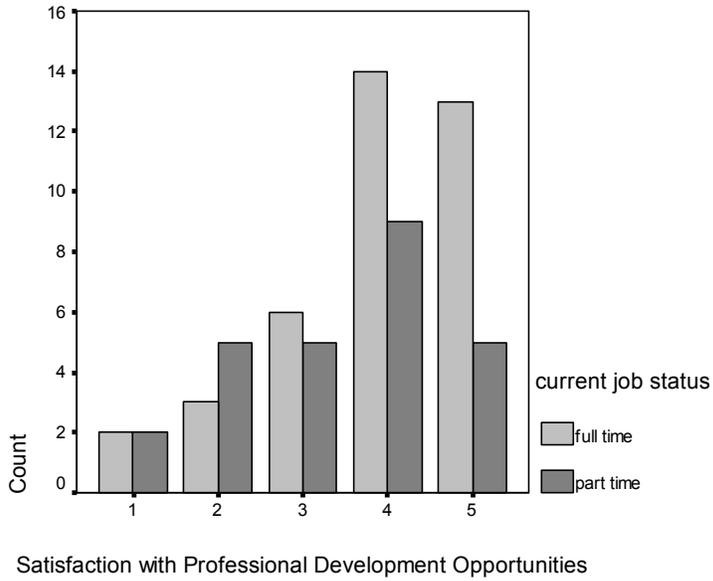


Figure D-11. Satisfaction with Professional Development Opportunities versus Job Status

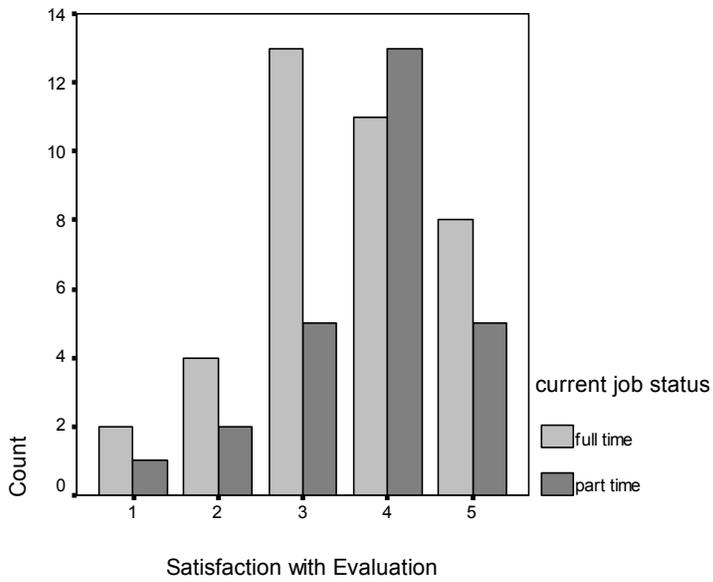


Figure D-12. Satisfaction with Evaluation versus Job Status

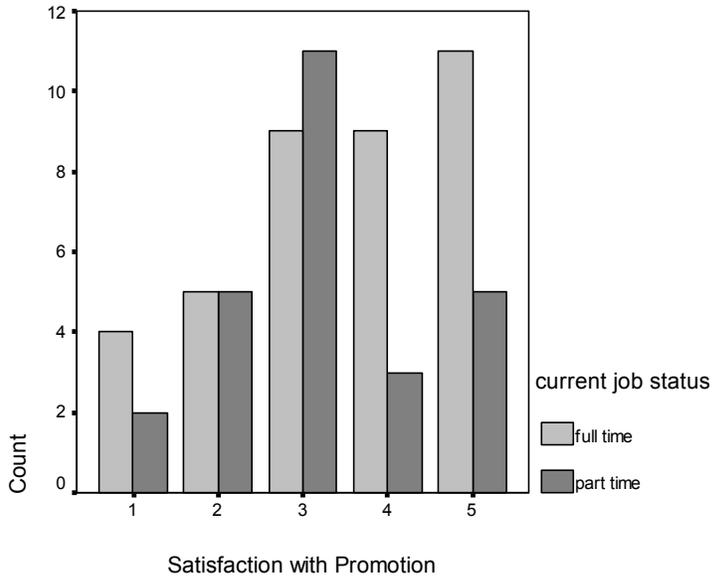


Figure D-13. Perceived Promotion versus Job Status

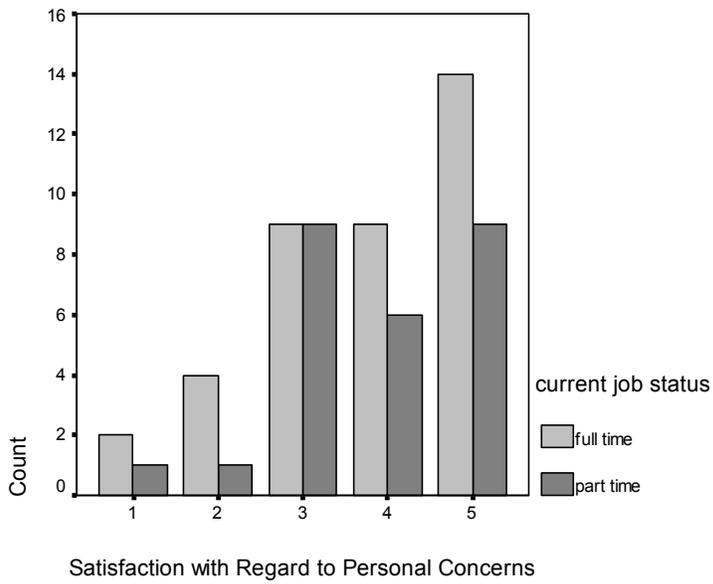


Figure D-14. Satisfaction with Regard for Personal Concerns versus Job Status

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