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BURNOUT, AUTONOMY, AND JOB SATISFACTION IN FULL-TIME PUBLIC
COMMUNITY COLLEGE FACULTY MEMBERS: A REGIONAL
SURVEY AND ANALYSIS

by

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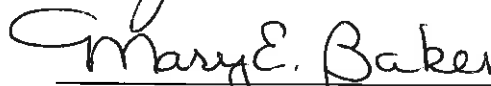
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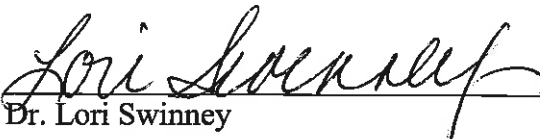
This dissertation, submitted by Justin Berry in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done, and is hereby approved.



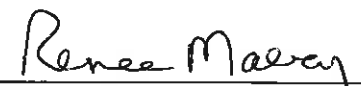
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Title Burnout, Autonomy, and Job Satisfaction in Full-Time Public Community
College Faculty Members: A Regional Survey and Analysis

Department Teaching & Learning

Degree Doctor of Philosophy

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Justin Berry
December 2016

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For Whitney, Nora, Ellen, and Jack

ABSTRACT

The purpose of this study was to determine the perceived levels of burnout, autonomy, and job satisfaction in full-time public community college faculty members; it was also of interest to determine potential relationships between burnout, autonomy, job satisfaction, and demographic factors. Participants in this study were 146 full time faculty members from twelve public community colleges within Minnesota, North Dakota, and South Dakota. Measures in this study assessed perceived levels of burnout, autonomy, and job satisfaction. Independent samples t-tests and Pearson correlations were utilized to analyze data.

Results indicated that full-time public community college faculty members have moderate levels of emotional exhaustion, low levels of depersonalization, and moderate levels of personal accomplishment. These faculty also have relatively high levels of method autonomy and high levels of scheduling autonomy (compared to criteria autonomy) and high levels of total job satisfaction and satisfaction regarding pay and fringe benefits.

Community college faculty members with higher levels of autonomy had significantly lower levels of burnout and higher levels of total job satisfaction, while higher levels of burnout were significantly correlated with lower levels of total job satisfaction. Female community college faculty members had significantly higher levels of emotional exhaustion compared to male faculty. Nursing and allied health faculty members had higher levels of autonomy related to work methods and scheduling than

general education faculty. Non-unionized faculty had significantly higher levels of total job satisfaction and job satisfaction regarding promotion than unionized faculty members. Number of credits taught each semester had a significant negative correlation with levels of emotional exhaustion.

Female community college faculty members should be aware of their higher risk of emotional exhaustion. Individual community college faculty members and their institutions should focus on improving faculty autonomy in an effort to buffer potential negative effects of a high teaching workload in order to minimize burnout development and to improve job satisfaction. Future research should include additional questions on workload, such as the amount of clinical work for health faculty and the amount of online vs. campus teaching. Additionally, questions regarding participants' perceived need for autonomy should be addressed.

CHAPTER 1

INTRODUCTION

Two-year public community colleges hold a unique mission within American higher education, concurrently providing open access transfer coursework, vocational training, and continuing education opportunities. Occupational programs such as plumbing and welding are frequently offered alongside liberal arts coursework and technical health care programs such as nursing and paramedicine. Community colleges annually enroll almost eleven million students (National Center for Education Statistics [NCES], 2012), as well as educate 37% of the nation's undergraduates ("Almanac", 2005) and 53% of the nation's public postsecondary students (NCES, 2012).

Community college faculty members, composing 43% of United States public higher education faculty ("Almanac", 2005), are diverse in their responsibilities and backgrounds. Liberal arts, sciences, and the humanities comprise the teaching fields for 47% of community college faculty members, while 48% teach within professional, occupational, or vocational areas (Levin, Kater, & Wagoner, 2006).

Regardless of their academic area, the majority of a community college faculty member's work time is spent teaching. In 2004, the average teaching load for a full-time community college faculty member was five three-credit courses (Townsend & Rosser, 2007). Full-time community college faculty members in 2003 spent 18.1 contact hours a week teaching coursework (Cataldi, Fahimi, & Bradburn, 2005), with 85% of their total

work time spent on instructional activities (Rosser & Townsend, 2006). This teaching load is considerably higher than the 8.1 hours per week faculty at public doctoral institutions spent teaching in 2003 (Cataldi, Fahimi, & Bradburn, 2003).

Besides their teaching responsibilities, community college faculty members spend an average of three hours a week on institutional service obligations. They are not however, normally required to dedicate time to research (Rosser & Townsend, 2006). A national survey revealed that only 5% of community college faculty members were found to have a research expectation for their faculty position (Huber, 1998). Because teaching has been found to be the most stressful of faculty work activities (Gmelch, 1987), the high teaching workload of community college faculty members may lead to increased work related stress and feelings of isolation (Yates, 2015).

Community college faculty members are on the verge of a perfect storm which may negatively impact themselves, their institutions and the students they serve. Partially related to the addition of 500 community colleges during 1965-1975, (Harris & Prentice, 2004), an unprecedented number of faculty members are currently at or are close to retirement (Shults, 2001; Sprouse, Ebbers, & King, 2008). An example of this wave of retirements can be seen by extrapolating data from 1998, when the largest age range for public community college faculty members was 50-54 years of age (Levin, Kater, & Wagoner, 2006). A significant percentage of those faculty members are now either at or past the age of retirement. It has also been suggested that there is not an adequate number of qualified applicants who want to teach within community colleges (Murray & Cunningham, 2004), making it difficult to replace experienced faculty who have recently retired.

Exacerbating this potential faculty shortage is a projected increase in community college student enrollment (Sprouse, Ebbers, & King, 2008), which will place additional strains on institutions and remaining faculty members. Over the past decade, states have also significantly cut funding to higher education, resulting in faculty layoffs; higher faculty workloads; more reliance on contingent faculty; larger class sizes; and a decrease in faculty salary and benefits. An example of the negative ramifications which can occur when an institutional budget is significantly decreased is provided by Capaldi (2011, p. 11), who stated “When we increase class size, rely more heavily on contingent faculty, and cut staff, we are indeed interfering with the quality of education we provide to students”.

Statement of the Problem

The potential shortage of faculty members, increased student enrollment, and decreased state funding may negatively impact the occupational wellness and overall stress levels of community college faculty members. Although close to half of public higher education faculty members within the United States teach at community colleges, this population receives minimal attention from higher education researchers (Townsend, Donaldson, & Wilson, 2005). Few studies have examined burnout or job satisfaction within community college faculty members, and no previous study has examined the global dimension of occupational autonomy within this population. Previous research on these occupational wellness constructs have primarily focused on university faculty, on faculty from just one institution, or faculty within a specific teaching discipline. Understanding how community college faculty members perceive their work and work

environment is an important factor for improving faculty retention, recruitment, and ensuring teaching effectiveness.

Statement of Purpose

The purpose of this study was to determine the perceived levels of burnout, autonomy, and job satisfaction of full-time public community college faculty members. The relationships between burnout, autonomy, job satisfaction, and the demographic factors of gender, age, teaching area, teaching workload, years as a community college faculty member, years as a faculty member at current institution, and faculty unionization status was also assessed. The goal of this research study was to contribute empirical research to the field of higher education regarding community college faculty and occupational wellness.

Rationale for Study

The three components of occupational wellness within this research study (burnout, autonomy, and job satisfaction), are all important for employers and employees. Educators have been found to be at a high risk for burnout development (Croom, 2003), with burnout associated with a decreased commitment to one's job and to the employing organization; the cause of personal conflict among coworkers; increased absenteeism; and increased employee turnover (Deckerd, 1989; Maslach, Schaufeli, & Leiter, 2001). High levels of faculty turnover may also decrease teaching quality as well as the public reputation of the institution (Dee, 2004). Besides these detrimental occupational issues, burnout may also manifest itself as psychosomatic complaints such as anxiety, migraine headaches, and depression (Patrick, 1984).

Lower levels of perceived autonomy are also associated with higher employee turnover, decreased job performance, and decreased job satisfaction (Spector & Jex, 1986; Gellatly & Irving, 2001; Langfred & Moye). Individuals with lower levels of job satisfaction have been found to have shorter job tenures (Schneider, 1987), less career success (Bertz & Judge, 1994), increased job stress (Olsen & Crawford, 1998), and are perceived by their supervisors to be performing at a lower level (Bertz & Judge, 1994). Determining the levels of these occupational wellness components, and their relationships with individual demographic characteristics, is important for improving the community college work and learning environment.

Research Questions

The research questions which guided this study were as follows:

1. What are the levels of burnout, autonomy, and job satisfaction in full-time public community college faculty members?
2. What are the relationships among burnout, autonomy, and job satisfaction in full-time public community college faculty members?
3. How do burnout, autonomy, and job satisfaction relate to differences in gender, age, teaching workload, and unionization status among full-time public community college faculty members?
4. Is there a difference in autonomy, burnout, and job satisfaction in full-time public community college faculty members who teach in different areas (General education faculty versus. nursing and allied health faculty)?

Research Hypotheses

The hypotheses for the study, based on the research questions were as follows:

Hypothesis 1: Relationship Between Burnout and Autonomy/Job Satisfaction

In full-time community college faculty members, higher levels of burnout will have a negative relationship with both autonomy and job satisfaction. The rationale for this hypothesis was related to burnout being found to be inversely correlated to job satisfaction (Federici & Skaalvik, 2012); and autonomy being found to have a direct correlation with job satisfaction (Thompson & Prottas, 2005). The relationships between burnout and autonomy, and between burnout and job satisfaction have not been previously studied in community college faculty members.

Hypothesis 2: Relationship Between Autonomy and Job Satisfaction

In full-time public community college faculty members, autonomy will have a positive relationship with job satisfaction. Because autonomy has been found to have a direct correlation with job satisfaction in other occupations (Thompson & Prottas, 2005), it is hypothesized that this correlation will also exist in the studied population.

Hypothesis 3: Differences in Emotional Exhaustion and Depersonalization by Gender

Male community college faculty members will score higher for the burnout construct of depersonalization than female community college faculty members; and female community college faculty members will score higher on the burnout construct of emotional exhaustion than male community college faculty members. The rationale for this hypothesis was that within many professions, including university faculty members (Lackritz, 2004), males have been found to have higher levels of depersonalization, while women have been found to have higher levels of emotional exhaustion (Maslach, Schaufeli, & Leiter, 2001). As these gender differences have been previously found in

many occupational groups, it was anticipated that the same would occur in the studied population.

Hypothesis 4: Differences in Emotional Exhaustion by Age

The age of public full-time community college faculty members will have a negative relationship with the emotional exhaustion construct of burnout. The rationale for this hypothesis was related to age being found to be inversely related to emotional exhaustion in university faculty (Lackritz, 2004), as well as within other occupations groups (Maslach, Schaufeli, & Leiter, 2001). It was hypothesized that these findings will be similar in the surveyed population.

Hypothesis 5: Differences in Burnout, Autonomy, and Job Satisfaction by Unionization Status

Compared to nonunionized community college faculty members, unionized community college faculty members will have lower levels of burnout, higher levels of autonomy, higher levels of total job satisfaction; and higher levels of job satisfaction regarding pay and benefits. The rationale for the hypothesized increased level of job satisfaction regarding pay and benefits was based on previous literature finding unionized faculty members at colleges and universities to have an 8.4% higher wage benefit (Ashraf, 1998) and increased job satisfaction regarding salary and benefits (Krieg, Wassell, Hedrick, & Henson, 2013) compared to non-unionized faculty members.

It is also generally assumed that unionized employees have a higher salary than non-unionized employees within the same profession (Hedrick, Henson, Kreig, & Wasell, 2011), with collective bargaining tending to raise wages within a profession 15% compared to non-unionized employees (Hirsch, 2004). It is anticipated that this higher

level of salary will translate into higher levels of related job satisfaction regarding salary and benefits. The remainder of this hypothesis was exploratory to represent new findings and was based on burnout being found to be inversely correlated to job satisfaction (Federici & Skaalvik, 2012), and autonomy being found to be directly correlated with job satisfaction among multiple professions (Thompson & Prottas, 2005).

Hypothesis 6: Differences in Burnout and Autonomy by Teaching Area

Full-time public community college faculty members in nursing and allied health programs will have higher levels of burnout and lower levels of autonomy than public community college faculty members teaching general education coursework. This hypothesis was exploratory and represents new research. The rationale for this hypothesis was related to the high demands of nursing and allied health program-specific accreditation and curricular requirements, as well as increased student outcome pressure within these disciplines which may lead to higher job stress and decreased autonomy regarding their teaching.

Operational Definitions

To ensure clarity, the following terms were operationally defined as follows:

Allied Health: Health professions which are “distinct from medicine, dentistry, and nursing” (Arena, Goldberg, Ingersoll, Larsen, & Shelledy, 2011, p. 161), including physician assistants, occupational therapists, and dental assistants.

Autonomy: “Substantial freedom to select work projects, to decide how a job gets accomplished, and to set work schedules” (Greenhaus & Callanan, 1994, p. 11).

Burnout: Physical or emotional exhaustion related to prolonged stress or frustration (Felton, 1998), with the body’s response including “overwhelming exhaustion,

feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (Maslach, Schaufeli, & Leiter, 2001, p. 399).

Depersonalization: Describes feeling indifferent and distant from one’s clients, or in the case of faculty, one’s students (Maslach & Jackson, 1981).

Emotional Exhaustion: is defined as feeling exhausted and overextended by one’s work (Maslach & Jackson, 1981).

Job satisfaction: Generally defined as the feelings one has about their job (Lu, While, & Barribal, 2005), and can be either global in nature regarding the overall perceptions of the job or focused on different features of the job, such as pay or supervision (Federici & Skaalvik, 2012).

Personal Accomplishment: Describes the feelings of competence and achievement one receives from performing their job, and which has an inverse relationship to burnout (Maslach & Jackson, 1981).

Assumptions

1. Participants responded and completed the survey in an honest manner.
2. The research instruments provided the data required to answer the research questions.

Study Delimitations

1. The study was limited to participants who are full-time public community college faculty members in Minnesota, North Dakota, and South Dakota
2. The survey was electronically distributed to participants using SurveyMonkey

3. Participant burnout, autonomy, and job satisfaction levels were assessed by the Maslach Burnout Inventory-Educator's Survey, Work Autonomy Scale, and Job Satisfaction Scale, respectively.

4. The demographic variables within this study were gender, faculty union status, teaching discipline, teaching workload, age, number of years as a community college faculty member, and number of years as a faculty member at participants' current institution.

Limitations

This cross-sectional quantitative study was conducted on eight campuses in the upper Midwest (Minnesota, North Dakota, and South Dakota). Generalizability of the findings is limited as not all public community college faculty members within these states were surveyed. Generalizability of the findings may also be limited related to potential institutional and state-specific higher education variables present within participants' colleges

CHAPTER II
LITERATURE REVIEW
Conceptual Framework

Several relative theoretical models have been developed for burnout development as well as the relationship between autonomy and burnout, or burnout-related constructs such as job strain. Maslach and Leiter (1997) developed a job-person-fit model of burnout development, which focuses on the amount of fit an individual has within six different work-environment domains. This model states that if a significant mismatch occurs between an individual and his/her job, the likelihood of burnout developing is higher. A mismatch can occur when features of a job are found to be unacceptable to an individual, or when an individual lacks specific skills or proclivity toward a certain kind of work required within that profession (Maslach, Schaufeli, & Leiter, 2001).

The six work environment domains are: (1) presence of a demanding workload, which has been found to be most related to the emotional exhaustion component of burnout; (2) a perceived lack of control over resources and authority required to perform one's work, also known as job autonomy; (3) a perceived deficiency in financial, social, and/or intrinsic rewards; (4) a perceived absence of a workplace community as well as the amount of interpersonal conflict with coworkers; (5) a lack of perceived fairness regarding job conditions, which can then lead to increased rates of cynicism and emotional exhaustion; and (6) the presence of conflicted values, when an individual feels

compelled to act in an unethical manner or against their personal values in order to complete job related requirements.

The job demand-control (JD-C) model of job strain developed by Karasek (1979) assumes two hypotheses regarding the relationship between burnout and autonomy: “1) the combination of high job demands along with low job control precipitates psychological and physical strain (‘high strain’ jobs); 2) jobs in which both demands and control are high produce well-being, learning, personal growth (‘active’ jobs).” (de Rijk, Le Blanc, & Schaufeli 1998, p. 1)”. Experimental support for the JD-C model is inconclusive (Jones & Fletcher, 1996), as the results of some studies have not displayed the hypothesized relationship between job demands and job control (Pieper, Lacroix, & Karasek, 1989; Reed, LaCroix, Karasek, Miller, & MacLean, 1989).

The Job Demands-Resources (JD-R) model of burnout (Demerouti, Bakker, Nachreiner & Schaufeli, 2001) hypothesizes that there are two distinct processes which may lead to burnout development. In the first process, job demands, which are physical, social, or organizational aspects of a job requiring a worker to sustain physical or mental effort, overwhelm an individual. The end result of these overwhelming job demands is the development of burnout.

The second process of burnout development within the JD-R model is burnout which occurs due to a worker lacking necessary job resources. Job resources within this model are defined as “those physical, psychological, social, organizational, aspects of the job that may do any of the following: a) be functional in achieving work goals; b) reduce job demands at the associated physiological and psychological costs; c) stimulate personal growth and development” (Demourti et al., 2001, p. 501).

Of these hypothesized two burnout development processes, lack of job resources is more likely to lead to an individual experiencing burnout (Demerouti et al., 2001), with autonomy considered a job resource component within this model. “When employees lack autonomy, they may not be equipped to meet the demands that are placed upon them. Furthermore, depending on an individual’s work goals, autonomy may be a necessary resource to achieve these goals” (Adebayo & Ezeanya, 2011, p. 645).

According to the JD-R model, the risk for burnout development is increased when a worker has high job demands and low job resources (Demerouti et al., 2001). A buffer hypotheses has been developed within the JD-R model, stating that a higher level of job resources, including a higher level of work related autonomy, may minimize the negative impacts of a high job demand environment and burnout development (Bakker & Demerouti, 2007). In a study of 1,012 employees at an institute of higher learning, it was found that a high level of workload and emotional demands did not result in high levels of burnout related to emotional exhaustion and depersonalization when employees had adequate job resources, including adequate levels of autonomy (Bakker, Demerouti, & Euwema, 2005)

Burnout

Use of the term “burnout” as a way to describe the occurrence of emotional exhaustion due to overwhelming workplace demands initially became prevalent during the 1970’s (Freudenberger, 1973; Maslach, Schaufeli, & Leiter, 2001). Early research on burnout primarily focused on the human service fields, and the relationship that exists between a provider and patient/client. Maslach (1976), using interviews and field observations with human service professionals, identified emotional exhaustion,

depersonalization and reduced personal accomplishment as the three components of burnout that can develop among individuals whose jobs require them to routinely work with other people.

Burnout development is nearing epidemic proportions in the United States (Leiter & Maslach, 2005), and continues to be a concern for individuals whose jobs include teaching or providing care for others (Maslach, Schaufeli, & Leiter, 2001). The annual cost of job related stress on the U.S. economy, including sick time and increased employee turnover, is estimated to be over \$300 billion (Leiter & Maslach, 2005). As a sign of the prevalence of burnout within society, it is now included within the 10th revision of the International Statistical Classification of Diseases and Related Health Problems (ICD-10) medical classification system under life management difficulties (World Health Organization, 1992).

Many studies have examined individual demographic variables in relation to burnout development. Burnout tends to be higher in younger individuals compared to their older colleagues, with age being the variable “most consistently related to burnout” (Maslach, Schaufeli, & Leiter, 2001, p. 409). Males tend to have higher levels of depersonalization, with women tending to score higher for levels of emotional exhaustion. (Maslach et al., 2001).

Community college faculty members may be at increased risk for developing burnout related to several issues consistent with the Maslach and Leiter (1997) job-person-fit model. Community college faculty members have a higher teaching workload than faculty at four-year colleges and universities, with the average teaching workload being five three-credit courses each semester (Townsend & Rosser, 2007). It should be

noted that although community college faculty members have a higher teaching workload than faculty at four-year institutions, they tend to work fewer hours. Community college faculty in 2004 worked on average approximately 49 hours a week, compared to 52 hours a week for liberal arts college faculty and 55 hours for research institution faculty (Townsend & Rosser, 2007).

Regarding the job-person-fit domain of financial rewards, community college faculty members have lower salaries than faculty at four-year colleges and universities (Clery, 2012). Community college faculty salaries tend to be established by union contracts or by placement on a qualification-specific salary scale (Twombly & Townsend, 2008), instead of being set by national market forces. Rhoades (1998), found 69% of 137 studied community colleges to utilize faculty salary schedules, often with specific rules for initial placement based on degrees and credits earned within a specific discipline. Faculty members within allied health programs also tend to receive lower salaries than they would receive in clinical practice (Association of Schools of Allied Health Professions, 2000), which may make faculty recruitment and retention within these fields more difficult.

Community college faculty members may also be more prone to burnout development due to their interactions with large numbers of students (Blix, Cruise, Mitchel, & Blix, 1994). These multiple interpersonal relationships between a faculty member and students can result in a demanding and emotionally involved work environment (Maslach, Schaufeli, & Leiter, 2001). Community colleges that have increased class size, increased faculty teaching loads, and decreased the number of

faculty positions due to budgetary concerns may be creating an environment more conducive to faculty burnout development.

Related to the community college mission of providing unrestricted access to higher education and their subsequent open enrollment practices, community college faculty members often teach students with a wide range of academic abilities, English language skills, and socioeconomic backgrounds (Twombly & Townsend, 2008). The number of community college students enrolled in remedial coursework is high, with some students lacking the required foundational skills necessary to be successful academically in college (Zambroski & Freeman, 2004). These issues may all place additional strain on community college faculty members. Schaufeli and Enzmann (1998) assessed and compared the level of burnout for several occupational groups in the United States and Holland, finding educators to have higher levels of emotional exhaustion than all other studied occupational groups, including medicine and law enforcement.

Few studies have examined burnout among higher education faculty, with the majority of related studies focused on faculty at the university level or within a specific discipline. Lackritz (2004) surveyed 265 faculty members from one university on their perceived levels of burnout and found that the percentage of faculty with the highest levels of burnout actually reported a rate that was half the rate of the general workforce. Female faculty members had significantly higher levels of emotional exhaustion than male faculty, while male faculty members had higher scores of depersonalization than female faculty. These gender differences are consistent with those generally found in other professions (Maslach, Schaufeli, & Leiter, 2001). Faculty member age was inversely related to emotional exhaustion, but years of teaching experience were not.

Lackritz (2004) suggests the increased levels of emotional exhaustion in younger faculty members may be due to early career-building pressures, limited experience in preparing new courses, and other time constraints common to this age group such as having young children in the home.

University faculty members also had significant positive correlations between their levels of burnout and the total number of students taught, number of classes taught, overall time spent on work-related activities, time spent on institutional service, and the number of negative student evaluations received (Lackritz, 2004). Tenured and probationary faculty members were found to experience higher levels of burnout than lecturers, and time spent on professional growth and publication activities did not have a significant correlation with burnout level. Lackritz (2004) suggested research and professional development did not affect burnout to the same degree as teaching, which is consistent with a previous finding that teaching is the most stressful aspect of a faculty member's position (Gmelch, 1987). As the faculty members within the Lackritz (2004) study were all from the same public university, it is difficult to generalize these findings to other university faculty or to community college faculty.

Hogan and McKnight (2007) assessed burnout in 76 university online instructors, finding participants to have average levels of emotional exhaustion, high levels of depersonalization and low levels of personal accomplishment. No significant differences in burnout levels were found between male and female participants, although female participants did score slightly higher than males for all three burnout constructs. The authors did not address if the high levels of depersonalization were related to the lack of in-person interaction between students and faculty.

McCann and Holt (2009) explored burnout in 65 university and college online instructors, finding no correlation between burnout levels and gender, educational level, or years of online teaching experience. The authors found low levels of emotional exhaustion and depersonalization within this population, as well as high levels of personal accomplishment. These findings are inconsistent, and in fact, the opposite of Hogan and McKnight's findings (2007) for depersonalization and personal accomplishment. The authors conclude that distance learning methods and technology may have improved in the two years between the studies, leading to a decrease in burnout levels. It should be noted that both of these studies exploring burnout in online faculty members surveyed a relatively small number of faculty, which may have lowered the statistical power of the results.

Several studies have also assessed faculty burnout within specific teaching disciplines, with the majority of studies taking place at the university level. Walter, Van Lunen, Walker, Ismaeli, and Onate (2009) surveyed 249 faculty members who held the position of undergraduate athletic training program directors on their levels of burnout. Participants had moderate levels of emotional exhaustion, low levels of burnout, and high levels of personal accomplishment. Female program directors were found to have higher levels of emotional exhaustion than males, which is consistent with findings for university faculty members across disciplines (Lackritz, 2004). No gender differences were found for the burnout constructs of depersonalization and personal accomplishment. Tenured faculty members were found to have significantly higher levels of emotional exhaustion, which is also consistent with previous burnout findings for university faculty members across disciplines (Lackritz, 2004). Significant positive correlations were found

between emotional exhaustion and age, years of program director experience, and years within current position; while a weak negative relationship was found between participant age and depersonalization.

Berry and Hosford (2014) assessed burnout in 120 physical therapist assistant (PTA) program directors, with a majority of surveyed participants employed at two year community colleges. Individuals who hold the position of PTA program director have been found to spend 71.2% of their work time teaching (CAPTE, 2012), with the remainder spent on institutional service, program administration and accreditation activities. Overall, participants within this study had moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment, which is consistent with the findings for undergraduate athletic training program directors at the university level (Walter, Van Lunen, Walker, Ismaeli & Onate, 2009). Although burnout levels were found to be low to moderate for this population, 60% of participants were within the high or moderate ranges for emotional exhaustion (Berry & Hosford, 2014). No significant relationships were found between burnout levels and departmental size, gender, or number of months working per year. Participants who had been in their current position for more than 11 years were found to have significantly lower levels of emotional exhaustion than participants with less experience. The authors concluded this finding may be due to the ten-year cycle of physical therapy education accreditation, with program directors with at least eleven years of experience having been through at least one complete accreditation cycle, making future accreditation and assessment responsibilities easier to understand and undertake. A significant negative correlation was also found between participant age and level of depersonalization, which is

consistent with the findings of Walter et al. (2009) for undergraduate athletic training program directors.

Dick (1992) surveyed 236 doctoral prepared nursing faculty members at four-year universities on their level of burnout, with 39% of participants scoring moderate to high for emotional exhaustion, depersonalization, and/or personal achievement. Burnout was negatively correlated with participant perceptions regarding the level of institutional participative management, the degree of collegial support available for faculty, time spent on research, and time spent in clinical practice. Stepwise multiple regression was also performed, showing institutional management style to be the strongest predictor of faculty burnout.

Fong (1993) assessed burnout in 84 university nursing faculty members from eight institutions, finding emotional exhaustion to have a significant positive correlation with time pressure and feelings of inadequacy. There were also significant negative correlations for emotional exhaustion, depersonalization, and a decreased sense of personal achievement with perceived social support from colleagues and from participants' departmental chairperson.

Talbot (2000) surveyed 63 community college nursing faculty members regarding their levels of burnout, finding 40% of the faculty members exhibited high to moderate levels of emotional exhaustion and 73% reported low levels of personal accomplishment. No significant correlations were found between burnout and hours worked per week, tenure status, academic rank, and educational background. This study also found a higher level of personal accomplishment in faculty members who used humor more often as a coping mechanism for stressful situations.

Because no previous study has assessed the burnout levels of community college faculty members from a variety of disciplines or explored the relationships between burnout, autonomy, and job satisfaction within this population, it is hoped that this study will help fill a significant gap within the literature.

Autonomy

Job autonomy is defined as the degree of freedom workers have in order to conduct their job (Shirom, Nirel, & Vinokur, 2006). Autonomy has been found to have a positive correlation to job satisfaction (Thompson & Prottas, 2005) and it has been postulated that higher levels of autonomy increase employee performance related to the increased level of trust, and the subsequent increase in worker effectiveness and intrinsic motivation (Saragih, 2011). Having a high level of job autonomy may also decrease the occurrence of work-related stress, as high autonomy workers have more control over their tasks and might potentially decrease their contact with stressful working conditions (Saragih, 2011). Autonomy is also one of the six work-life domains within the Maslach and Leiter (1997) job-person-fit model of burnout development.

Several studies have found relationships between occupational autonomy and burnout. A study of hospital and nursing home employees (Landsbergis, 1988) found burnout levels to be significantly higher in individuals with low job control and high job demands. In a study of nurses and nurses' aides (Jonge & Schaufeli, 1998), moderate levels of job autonomy were found to be non-linearly associated with higher levels of emotional exhaustion. A study of physicians also found a significant negative relationship between autonomy and burnout (Olanrewaju & Efenna, 2011).

Community college faculty members have frequently been perceived to have decreased autonomy over many aspects of their employment, including the courses they teach and which students they teach (Cohen & Brawer, 2003; Grubb et al., 1999). Community colleges have also been depicted as highly bureaucratic, with administrators making most of the decisions (Birnbaum, 1987). Within this bureaucratic environment, Levin, Kater, and Wagoner (2006) suggest that the open access mission of community colleges is transitioning to one more focused on institutional income, with faculty members managed by administration to ensure a high level of economic productivity. These changes may decrease autonomy for faculty members related to more curricular and institutional decisions being made by administration.

Conversely, other authors have concluded that full-time community college faculty members have a high degree of autonomy over curricular issues (Cohen & Brawer, 1987; Spear, Seymour, & McGrath, 1992). Rhoades (1998) suggested that community college faculty may have more autonomy than faculty at universities over some work dimensions, including protection of intellectual property.

Autonomy of community college faculty members may differ from their university colleagues for multiple reasons, including workload and discipline-specific accreditation standards. Besides the high teaching workload, some community college faculty members teach multiple sections of the same course, especially general education faculty. It is common practice for multiple faculty members to teach different sections of the same course, with faculty autonomy potentially constrained due to strict interinstitutional course transfer agreements and requirements. In this situation, faculty autonomy may need to be decreased by administration related to the required level of

consistency in regard to course learner outcomes, textbooks, and other resources.

Technical program accreditation standards within nursing and allied health programs may also decrease faculty autonomy regarding course design, methods of instruction, and procedures for program and student assessment to ensure programs meet accreditation evaluative criteria.

Although no previous study has assessed autonomy of higher education faculty members on a comprehensive scale, two previous studies have assessed faculty satisfaction with autonomy as a dimension of job satisfaction. Antony and Valadez (2002), using data from the 1992-1993 National Study of Postsecondary Faculty (NSOPF), assessed job satisfaction of 20,300 full and part-time higher education faculty members, including satisfaction with personal autonomy. Personal autonomy was assessed through three four-point items (1 = very dissatisfied, 4 = very satisfied) which asked participants to rate their satisfaction regarding their authority to determine course content, to make work-related decisions, and to determine which courses they would teach. Full-time faculty had significantly higher levels of satisfaction with autonomy than part-time faculty, and part-time faculty at four-year institutions had significantly higher levels of satisfaction with autonomy than part-time faculty at two-year institutions. The authors suggest the difference in autonomy between four and two-year faculty is related to a centralized hierarchical management structure being present at many community colleges.

Kim, Twombly, and Wolf-Wendel (2008), using data from the 2004 NSOPF (NSOPF: 2004), assessed 4,664 higher education faculty members on their satisfaction regarding instruction autonomy, defined as autonomy with classroom content and

methods. Instructional autonomy was assessed using one item with a four-point scale response (1= very satisfied to 4 = very satisfied). A majority of faculty members were found to be satisfied with their level of instructional autonomy, with community college faculty members being significantly less satisfied compared to faculty members in doctoral and non-doctoral four-year institutions. Although community college faculty were less satisfied with their level of instructional autonomy than faculty at four year institutions, over 90% of community college faculty stated they were either “very satisfied” or “satisfied” regarding their level of instructional autonomy.

No previous study has assessed community college faculty autonomy in a comprehensive manner. The current study assessed autonomy within this population, and explored the relationships among autonomy, burnout, job satisfaction, and demographic variables.

Job Satisfaction

Job satisfaction can be defined as how workers feel about their job and job experiences (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie et. Al., 1997), and can be described as the affective state of one’s work (Smith, Kendall, & Hulin, 1967). Job satisfaction can be conceptualized as either global in nature, regarding the overall perceptions of one’s job or focused on different job dimensions, such as pay or supervision (Federici & Skaalvik, 2012). The global dimension of job satisfaction can be used to assess an employee’s overall satisfaction or dissatisfaction with their job, while the multidimensional approach can provide information on which work-related areas an employee is satisfied or not satisfied about.

Job satisfaction has been found to be inversely correlated to burnout (Federici & Skaalvik, 2012), and may act as a buffer against the negative effects of occupational stress (Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). Maslach and Schaufeli (1993) found job satisfaction to be negatively correlated with emotional exhaustion and depersonalization, and weakly correlated with personal accomplishment. Schaufeli and Enzmann (1998), in a meta-analysis on job satisfaction and burnout, found the depersonalization construct of burnout to have the highest correlation with job satisfaction, followed by the burnout constructs of emotional exhaustion and personal accomplishment. Although job satisfaction and burnout are related, “it is not clear whether burnout causes people to be dissatisfied with their jobs, or whether job dissatisfaction causes burnout” (Rothman, 2008, p. 12).

Several studies have researched various dimensions of job satisfaction in higher education faculty members, with multiple studies focused on community college faculty. Huber (1998), analyzing data from the Carnegie Foundation’s National Survey of Faculty, found 80% of community college faculty members to be satisfied with their positions, 92% of faculty members were satisfied with the classes they teach, but only 38% of faculty members were satisfied with their institutions.

McBride, Munday, and Tunnell (1992) surveyed 465 community college faculty regarding job satisfaction and faculty member propensity to leave their current position. The researchers found propensity to leave a faculty position increased as job satisfaction regarding salary, work being performed, administration, and supervision decreased.

Hutton and Jobe (1985) assessed job satisfaction in 390 faculty members from 14 Texas community colleges. Teaching assignments, as well as relationships with

administration and colleagues, were found to be the areas of highest job satisfaction, with the lowest areas of job satisfaction related to professional development opportunities and the amount of time allocated to work related tasks. Female faculty members were found to have overall higher levels of job satisfaction than their male colleagues.

Milosheff, (1990) assessed 703 full-time community college faculty members from 35 institutions who had held their current position for at least two years. The inclusion of two years of experience was to ensure surveyed faculty had adequate experience with the institution and other faculty members. Participants, on average, were found to have high levels of job satisfaction, which is consistent with other studies regarding community college faculty job satisfaction (Hutton & Jobe, 1985; Diener, 1985). No significant differences in job satisfaction were found with regard to gender, degree type, or teaching discipline.

Hill (1983) assessed job satisfaction of 161 Pennsylvania community college faculty members from multiple institutions, and found business and nursing faculty members to be the most satisfied with their positions, while faculty members teaching physical science, education, mathematics, and social science to be the least satisfied with their positions. It is not known if different conditions, such as salary or workload, existed among the different academic departments within the studied institutions. Time spent on work related activities and the presence of a poor institutional financial situation were found to be inversely related to job satisfaction, while faculty members' perceived influence on campus and how students are perceived academically were positively correlated with job satisfaction.

Other studies have focused on job satisfaction of faculty within specific academic disciplines. Harris, Fogel, and Blacconiere (1987) assessed job satisfaction in physical therapy faculty members responsible for administering the clinical education aspect of the program's curriculum within universities and community colleges. Overall, levels of job satisfaction were relatively high among participants. Faculty in associate and bachelor degree programs had higher levels of dissatisfaction with the time available to perform work related tasks compared to faculty in graduate programs, and female faculty had higher levels of job satisfaction than their male colleagues.

Romig, O'Sullivan Maillet, and Denmark (2011) examined factors that may affect the job satisfaction of faculty members within allied health departments. Faculty within allied health programs have unique occupational stressors, which may affect job satisfaction, including: lower salary than that offered in clinical practice, comparatively low scholarly productivity, and an aging academic workforce (Association of Schools of Allied Health Professions, 2000). Health programs also have rigorous accreditation standards, which may also affect the autonomy of faculty. The authors conclude that literature on this topic is limited, and recommend that, besides job satisfaction, assessing work factors (such as burnout and workload) are important for ensuring working conditions are focused on faculty retention.

A small number of studies have examined the relationship between autonomy and job satisfaction. In a study of community college faculty members by Diener (1985), higher levels of job satisfaction were found in those community college faculty members with more perceived flexibility and autonomy over their positions. Kim, Twombly, and Wolf-Wendel (2008), using data from the 2004 National Study of Postsecondary Faculty

(NSOPF), found community college faculty members who were more satisfied with salary, benefits and teaching support to be more satisfied with their level of instructional autonomy. The strongest predictor of job satisfaction for instructional autonomy within this study was the amount of teaching support available to faculty.

Unionization and Occupational Wellness

Unionization of university and college faculty members has been a growing trend over the past half century, primarily driven by faculty member attempts to improve compensation and autonomy through collective bargaining (Wickens, 2008). Collective bargaining is the formal negotiations between an employer and a labor union on behalf of its members regarding wages, benefits, workload, and other work-related conditions (Sun & Permuth, 2007)

It is common for faculty members at public community colleges to be unionized (Kim, Twombly, & Wolf-Wendel, 2008), with faculty unions now present at one third of colleges and universities within the United States (Berry & Saverese, 2012). Faculty unionization may effect various aspects of job satisfaction as well as also provide an additional means of shared institutional governance, leading to increased faculty autonomy (Levin, Kater, & Wagoner, 2006).

Several studies have compared perceived job satisfaction between unionized and non-unionized higher education faculty members, with different dimensions of job satisfaction being shown to be significant. Lillydahl and Singell (1993) found unionized university arts and science faculty to have higher job satisfaction with regard to their salaries, benefits, and job security than non-unionized faculty members. The researchers

also found unionized faculty members to have lower levels of job satisfaction in regard to their workload, colleagues, and assistance available for performing research.

Myers (2011), utilizing NSPOF data from 8,150 university faculty and instructional staff, found unionized faculty members to have lower levels of job satisfaction for both institutional and employment issues. Myers concluded that these findings may be related to faculty members' unmet expectations following union contract negotiations, as each side normally gives something up during collective bargaining. Myers also suggested that unions primarily negotiate terms and conditions of employment, but not other issues which have been shown to be predictors of job satisfaction, such as efficiencies and managerial concerns.

Due to the shortcomings of the negotiations process, overall work environment and faculty workload may have a larger impact on job satisfaction than salary and benefits. Aronowitz (2006) also mentioned the shortcomings of collective bargaining on the work environment, and recommends faculty unions should attempt to negotiate and become more involved in other issues that may have a significant impact on job satisfaction, such as improving faculty resources and college admission standards.

In one of the largest studies on faculty job satisfaction and unionization, Krieg, Wassell, Hedrick, and Henson (2013) utilized NFOPS data for 23,320 faculty members at 1050 different colleges and universities. The authors found unionized faculty to have increased job satisfaction in regard to salary and benefits, but reduced job satisfaction in regard to workload. There was no evidence faculty unionization increased job satisfaction regarding instructional issues. The authors concluded that the differences in

job satisfaction levels might represent the tradeoff bargaining units often have with their administration, specifically trading higher salary and benefits for a higher workload.

Finley (2001) assessed job satisfaction among faculty at ten unionized and ten non-unionized public community colleges, and found no correlation between unionization status and jobs satisfaction. This study did find high levels of job satisfaction among both unionized and nonunionized faculty members, as well as a higher, but not statistically significant, level of job satisfaction regarding pay and benefits among unionized faculty members.

Summary

There are many reasons why public community college faculty members may be at increased risk for developing high levels of burnout, low levels of autonomy, and low levels of job satisfaction. These issues include high teaching workloads, decreased funding for higher education, and a potential trend toward more bureaucratic administrative practices with less faculty control. These negative aspects of occupational wellness may place students and community colleges at risk due to decreased faculty job performance and decreased faculty retention.

Research within higher education has not adequately focused on issues of occupational wellness within community college faculty members. As community college faculty members constitute over 40% of higher education faculty, identifying the relationships among burnout, autonomy, job satisfaction, as well as institutional and individual demographic factors is an important step toward developing strategies for improving the occupational wellness of this population, as well as improving faculty member recruitment and retention.

CHAPTER III

METHODS AND PROCEDURES

Introduction

While several studies have studied burnout and job satisfaction within the higher education faculty population, there is a significant gap in the literature related specifically to community college faculty. No previous study has assessed the global dimensions of autonomy of community college faculty members, and no study has explored potential relationships among burnout, autonomy, and job satisfaction within this population. To address this gap in the literature, this quantitative research study was conducted.

Purpose

The purpose of this study was to determine the perceived levels of burnout, autonomy, and job satisfaction in full-time public community college faculty members. The relationships among burnout, autonomy, job satisfaction, and the demographic factors of gender, age, teaching discipline, teaching workload, years of community college teaching experience, years teaching at the same institution, and faculty unionization status were also assessed. This study used the following research questions with respect to community college faculty member:

1. What are the levels of burnout, autonomy, and job satisfaction in full-time public community college faculty members?

2. What are the relationships among burnout, autonomy, and job satisfaction in full-time public community college faculty members?
3. How do burnout, autonomy, and job satisfaction relate to differences in gender, age, teaching workload, and unionization status among full-time public community college faculty members?
4. Is there a difference in autonomy, burnout, and job satisfaction in full-time public community college faculty members who teach in different areas (General education faculty versus nursing and allied health faculty)?

Research Design

This quantitative research study used a cross-sectional survey design to assess the level of burnout, autonomy, and job satisfaction of full-time community college faculty members. Participants' basic demographic information was also gathered on this survey.

Participants

Participants in this study consisted of full-time faculty members currently working at community colleges in Minnesota, North Dakota, and South Dakota. There were six surveyed institutions in Minnesota (where public community college faculty members are unionized), and six surveyed institutions within North Dakota/South Dakota (where public community college faculty members are not unionized). A sample of convenience was utilized to select surveyed institutions, with all surveyed institutions having easily accessible faculty directories. A link to an online survey was emailed to all faculty members, with participant email addresses collected through public faculty directories located on respective community college websites. A total of 1,348 emails were sent to potential faculty member study participants.

Instruments

The three instruments used to collect data for this study were the Maslach Burnout Inventory-Educator Survey (MBI-ES), the Work Autonomy Scale (WAS), and the Job Satisfaction Survey (JSS). Participant demographics regarding gender, workload, faculty unionization status, teaching discipline, teaching load, years of teaching experience, years teaching at current institution, and age were also collected within the survey.

Maslach Burnout Inventory

The instrument used to assess burnout was the Maslach Burnout Inventory – Educators Survey (MBI-ES). Maslach and Jackson (1981) originally developed the Maslach Burnout Inventory (MBI), which assesses burnout among three constructs: emotional exhaustion, depersonalization, and personal accomplishment.

The MBI-ES was developed from the original MBI to specifically assess educator burnout (Maslach, Jackson, & Leiter, 1996). The only difference between the MBI and the MBI-ES is that the word “student” is used within the MBI-ES in place of the word “recipient” within the MBI. The 22-item MBI-ES includes three subscales: Emotional exhaustion (nine items), depersonalization (five items), and personal accomplishment (eight items). This instrument is provided in Appendix A. Participants are asked within the MBI-ES to indicate the frequency they experience each of the 22 items by selecting a response on a seven-point Likert-type scale, ranging from never (0) to everyday (6). Higher levels of burnout are indicated by higher scores for the subscales of emotional exhaustion, while lower scores on the subscale for personal accomplishment indicate a higher level of burnout.

Burnout categories of high, medium, and low have also been established for the three MBI-ES constructs (Maslach, Jackson, & Leiter, 1996). For emotional exhaustion, a score of 0-16 corresponds with a low level of burnout, a score of 17-26 corresponds with a moderate level of burnout, and score of 27 or greater corresponds with a high level of burnout. For depersonalization, a score of 0-8 corresponds with a low level of burnout, a score of 9-13 corresponds with a moderate level of burnout, and a score of 14 or greater corresponds to a high level of burnout. For personal accomplishment, a score of 37 or greater corresponds with a low level of burnout, a score of 31-36 corresponds to a moderate level of burnout, and a score of 0-30 corresponds to a high level of burnout.

The original MBI has had its validity and reliability studied widely and was well established. Convergent validity for the MBI was initially determined by Maslach and Jackson (1981) by having an individual's burnout level assessed by a co-worker at the same time the individual completed the MBI. Individuals rated as emotionally drained due to their job by a co-worker scored higher on emotional exhaustion ($r = 0.41$, $p < 0.01$) and on depersonalization ($r = 0.57$, $p < 0.01$). Co-worker ratings on the frequently the tested individual complained about their clients was also correlated with depersonalization scores ($r = 0.33$, $p < 0.05$).

Maslach and Jackson (1981) also determined the test-retest reliability of the MBI by having participants take the test twice, with a test separation time of two to four weeks. Frequency and internal reliability scores were found to be $r = 0.82$ and $r = 0.53$ for emotional exhaustion; $r = 0.60$ and $r = 0.69$ for depersonalization; and $r = 0.80$ and $r = 0.68$ for personal achievement.

Gold (1984) demonstrated internal consistency values for the MBI-ES of $r = 0.90$ for emotional exhaustion, $r = 0.76$ for depersonalization, and $r = 0.76$ for personal accomplishment. Lackritz, (2004), in his study of 254 university faculty members, also found good internal consistency of the MBI-ES, with Cronbach alpha coefficients of .90 for emotional exhaustion, .74 for depersonalization, and .81 for personal accomplishment.

Work Autonomy Scale

The instrument used to assess autonomy was the Work Autonomy Scale (WAS), which assesses three constructs of work autonomy: work method autonomy, or the degree of choice individuals have regarding how they go about their work; work scheduling autonomy, or the degree of control individuals have over scheduling and sequencing their work tasks; and work criteria autonomy, or the degree of control individuals have over determining how their work performance is evaluated (Breugh, 1985; Breugh, 1989).

Each of the three WAS subscales is composed of three questions, with nine questions in total for the instrument. Participants respond to each question on a 7 point Likert-type scale (1 = Strongly Disagree; 2 = Disagree; 3 = Disagree Slightly; 4 = Neither Agree nor Disagree; 5 = Slightly Agree; 6 = Agree; 7 = Strongly Agree), stating their level of agreement for each question. The WAS is provided in Appendix B.

Using confirmation analysis, Breugh and Becker (1989) demonstrated excellent goodness of fit measures while examining the factor structure of the instrument's subscale items. In a sample of 129 individuals, Breugh (1999) determined the internal consistency of the WAS through Cronbach alpha coefficients of .93 for method autonomy, .88 for scheduling autonomy, and .85 for criteria autonomy. Breugh (1999)

was also able to support the validity of the WAS by correlating the results of the WAS to the autonomy-related ratings of the individual's job, the perceptions of the individual's supervisor and/or co-worker regarding the amount of autonomy the individual has on their job, and their results on the Job Diagnostic Survey, a common instrument for measuring work autonomy which has established validity.

Job Satisfaction Survey

The instrument used to assess job satisfaction was the Job Satisfaction Survey (JSS), which was specifically designed for human service and public sector employees (Spector, 1985). The JSS is based on nine subscales of job satisfaction: pay; opportunity and fairness of promotions; perceived competence and fairness of one's supervisor; employment benefits; contingent rewards (e.g. sense of recognition and appreciation for job performance); operating conditions, including policies and procedures; perceived competence of co-workers; enjoyment of work; and communication within the work organization. The JSS includes four questions for each of the nine job facets, for a total of 36 questions. Participants completed the JSS by answering each question using a 6-point Likert-type scale (1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = agree very much). The JSS is provided in Appendix C.

Norms for the JSS have been calculated with 3,148 respondents from multiple occupations within health and human service; nonprofit organizations; and public organizations in the southeastern United States (Spector, 1985). From this sample, mean total job satisfaction was 133.1, with subscale scores ranging from 10.5 to 19.9.

Reliability and construct validity of the JSS was initially determined by Spector (1985) in a sample of 2,780 participants. For internal consistency, the Cronbach alpha coefficients for the nine JSS subscales ranged from 0.62 to 0.82, with the overall scale having a coefficient of 0.91. Test-retest reliability, with an 18-month period between tests for 43 participants, ranged from .37 to .74 for the subscales, and .71 for the entire instrument. Convergent validity was initially determined by having participants complete the Job Descriptive Index (JDI) at the same time as the JSS.

Demographic Variables

Gender was operationalized by having participants choose the independent variables of male or female. Faculty union status was operationalized by having participants choose the independent variable of the state in which they are employed as a public community college faculty member (Public community college faculty members in Minnesota are unionized, while they are not unionized in North Dakota and South Dakota). Age was operationalized by having participants choose the independent variable of their current age at the time of survey completion.

Years of experience teaching was operationalized by having participants choose the independent variable of their number of years of full-time teaching experience at a community college at the time of survey completion. Years of experience at current institution was operationalized by having participants choose the independent variable of their number of years of experience as a full-time faculty member at the public community college in which they are currently employed.

Teaching workload was operationalized by having participants choose the independent variable of the number of course credits per semester they currently teach.

Teaching discipline was operationalized by having participants chose the independent variable of their teaching area (nursing, allied health, trades, or general education).

Data Collection

An invitation to participate in the online survey was emailed to full-time faculty at the study institutions (six institutions in Minnesota, four institutions each North Dakota, and two institutions within South Dakota) in February 2016. Faculty members were informed that there was no financial compensation for the participation in the study nor any penalties for not participating in the study. Faculty members were also be informed that all responses would be anonymous, and that they could end their participation at any time without any penalty. The study invitation contained the purpose of the study, an electronic consent form, and instructions. The online survey (SurveyMonkey.com) consisted of demographic questions, the MBI-ES, the WAS, and the JAS. Two weeks after the initial email invitation was sent, a follow-up email reminder was sent to all potential participants. This study was approved by the Institutional Review Board of the University of North Dakota, located in Grand Forks, ND.

Data Analysis

Data were analyzed using IBM SPSS Statistics for Windows, Version 20.0 (IBM Corp., 2011). Descriptive statistics were used to calculate means, standard deviations, and frequencies for all survey questions. Independent t-tests with a Type I error rate of 0.05 were conducted to determine differences in demographic factors in terms of the sub-scores on the MBI-ES, WAS, and JSS. Pearson correlations using a Type I error rate of 0.05 were performed to assess relationships between age, years of experience, years of experience at current institution, number of credits taught per semester, and sub-scale

scores on the MBI-ES, WAS, and JSS; as well as to assess any relationships between MBI-ES, WAS, and JAS scores for participants.

The dependent variables tested for comparisons were the scores from the averaged questions for each instrument subscale. For the comparison of gender, the independent groupings were male and female. For the comparison of teaching area, the independent groupings were nursing, allied health, general education (liberal arts and sciences), and trades. For the comparison of unionization, the independent groupings were Minnesota (unionized), North Dakota (non-unionized), or South Dakota (non-unionized).

CHAPTER IV

RESULTS

Participant Demographics

Participants in this study consisted of full-time faculty members at public community colleges in Minnesota, North Dakota, and South Dakota. A total of 1,348 surveys were distributed with 146 surveys returned, representing a response rate of 10.8%. The response rates for faculty in surveyed states were 10.8% for Minnesota, and 8.8% for North Dakota/South Dakota. A majority of the participants (65.8%) in this study were female. The percentage of female participants within this study was higher than the 49% national average found by Cataldi, Fahami, and Bradburn (2005), and the 51.4% national average found by Rosser and Townsend (2006). A summary of the frequencies and percentages of participant gender is presented in Table 1.

Table 1. Frequencies and Percentages of Participant Gender.

Gender	<i>f</i>	%
Female	96	65.8
Male	50	34.2
Total	146	100

A majority of study participants (72.6%) were community college faculty members employed at a public institution within a state having faculty unionization. The

percentage of faculty covered by collective bargaining agreements within this study was similar to the 71.2% national average found by Rosser and Townsend (2006), and significantly higher than the 42% national average for public community colleges faculty members found by Berry and Savarese (2012). The current study did have a larger number of potential participants in the unionized state of Minnesota (983 potential participants) compared to potential non-unionized participants in the states of North Dakota and South Dakota (348 potential participants). A summary of the frequencies and percentages of the unionization status of all participants is presented in Table 2.

Table 2. Frequencies and Percentages of Participant Unionization Status.

Unionization Status	<i>f</i>	%
Unionized	106	72.6
Non-unionized	40	27.4
Total	146	100

Participants were asked to signify their primary teaching area, with a majority of participants (58.9%) teaching coursework within general education disciplines such as math, English, humanities, and science courses. Nursing and allied health faculty members accounted for 24% of participants, with occupational trade faculty members comprising 13% of the participants. Additionally, participants were provided the option of choosing “other” for primary teaching area, which was chosen by 4.1% of participants. Participants who chose “other” were given the opportunity to state their teaching area, with the following teaching areas provided by participants: information technology, early childhood education, accounting, and business.

The percent of participants teaching general education coursework was similar to the findings of Levin, Kater, and Wagoner (2006), who found 47% of community college faculty taught within the liberal arts, 40% taught within professional areas (defined in his survey as allied health, nursing, and business), and 8% taught within occupational trade programs. A summary of the frequencies and percentages of participant teach area is presented in Table 3.

Table 3. Frequencies and Percentages of Participant Teaching Area.

Teaching Area	<i>f</i>	%
General Education	86	58.9
Nursing & Allied Health	35	24
Occupational Trades	19	13
Other	6	4.1
Total	146	100

Participants were asked to provide the number of course credits they teach each semester. The average teaching workload for participants was 15.4 course credits (SD ± 4.7) per semester, which is similar to the national average of 15 teaching credits per semester for community college faculty found by Townsend and Rosser (2007). The two highest responses for teaching workload in the present study were 15 credits a semester (30.1% of participants), and 16 credits a semester (17.1% of participants). These modes reflect the official level of workload for unionized faculty at Minnesota public community colleges, which is 15 credits a semester for general education faculty

members, and 16 credits a semester for technical faculty members, which includes faculty within nursing and allied health programs (“Master Agreement”, 2015).

The current study did not ask participants any questions regarding teaching release time/credits they may receive from other work duties, such as being a program director or department chair. Although participants provided the actual number of course credits they teach each semester, the results have been summarized in five-credit ranges, along with the related percentages, in Table 4.

Table 4. Frequencies and Percentages of Course Credits Taught Each Semester.

Credits Taught Each Semester	<i>f</i>	%
0-5	8	5.5
6-10	11	7.5
11-15	53	36.3
16-20	61	41.8
21-25	9	6.2
26-30	4	2.7
Total	146	100

The average age of participants was 49.4 years of age (SD ± 9.9), with a range from 25 to 77 years of age. This is similar to the national average for community college faculty members of 50 years of age found by Rosser and Townsend (2006). Although participants provided their specific age on the survey, the results have been summarized in categories, along with the related percentages, in Table 5.

Table 5. Frequencies and Percentages of Participant Age.

Participant Age, in Years	<i>f</i>	%
25-35	16	10.9
36-45	28	19.2
46-55	57	39.0
56-65	38	26.0
66-75	4	3.5
76 +	1	.7
Total	145	100

Participants were asked their length of experience, in years, as a full-time community college faculty member. The average number of years of experience in for participants in the current study was 12.4 years ($SD \pm 9.1$). A majority of respondents (52.7%) had ten or less years of experience as a community college faculty member. Although participants provided their specific number of years of experience on the survey, the results have been summarized in categories, along with the related percentages, in Table 6.

Participants were also asked their years of experience as a full-time faculty member at the public community college where they were currently employed at the time of the survey. The average number of years teaching at their current institution was 11.9 years ($SD \pm 8.8$). This is slightly higher than the national average for community college faculty members found by Rosser and Townsend (2006), which was 9.01 years ($SD \pm 8.4$) in their current position. Although participants provided the specific years of

Table 6. Frequencies and Percentages for Years as a Full-Time Community College Faculty Member.

Years as a Community College Faculty Member	<i>f</i>	%
Less than 1	5	3.4
1-5	29	19.9
6-10	43	29.5
11-15	28	19.2
16-20	14	9.6
21-25	13	8.9
26-30	7	4.8
31-35	4	2.7
36-40	1	.7
41-45	1	.7
46-50	1	.7
Total	146	100

teaching experience at their current institution on the survey, the results have been summarized in categories, along with the related percentages, in Table 7.

A summary of the measures of central tendency for participant age, credits taught per semester, years of experience teaching at a community college, and years teaching at participants' current institution is presented in Table 8.

Instrument Internal Reliability

The MBI-ES demonstrated good internal consistency with Cronbach Alpha coefficients for the three instrument constructs ranging from .83 to .94. Cronbach Alpha levels of at least .7 are considered adequate for internal validity (Bland, 1997).

Table 7. Years as a Full-Time Faculty Member at Current Institution.

Years at Current Institution	<i>f</i>	%
Less than 1	6	4.1
1-5	30	20.6
6-10	43	29.4
11-15	28	19.2
16-20	15	10.3
21-25	10	6.8
26-30	8	5.5
31-35	4	2.7
36-40	1	.7
41-45	1	.7
Total	146	100

Table 8. Measures of Central Tendency for Participant Demographics.

<i>n = 146</i>	<i>M (SD)</i>	<i>Median</i>	<i>Mode(s)</i>
Age	49.4 (9.9)	50	47, 57
Credits Taught/semester	15.4 (4.7)	16	15
Years of Experience	12.4 (9.1)	10	8
Years at Current Institution	11.9 (8.8)	10	8

Coefficients for the present study are presented in Table 9. These findings are higher than levels calculated in a study of university faculty members (Lackritz, 2004),

which were .90 for emotional exhaustion, .74 for depersonalization, and .81 for personal accomplishment.

Table 9. Cronbach Alpha Levels of the MBI-ES for the Present Study.

Burnout Construct	MBI-ES Questions	Cronbach Alpha Level
Emotional Exhaustion	1-9	.94
Depersonalization	10-14	.83
Personal Accomplishment	15-22	.83

The WAS demonstrated good internal consistency with Cronbach Alpha coefficients for the three instrument constructs ranging from .84 to .92. Coefficients for the current study are presented in Table 10. These findings are similar to the levels found by Breugh (1999), who obtained Cronbach Alpha coefficients of .93 for method autonomy, .88 for scheduling autonomy, and .85 for criteria autonomy.

Table 10. Cronbach Alpha levels of the WAS for the Present Study.

Autonomy Construct	WAS Questions	Cronbach Alpha Level
Method Autonomy	1-3	.92
Scheduling Autonomy	4-6	.84
Criteria Autonomy	7-9	.88

The Job Satisfaction Survey demonstrated good internal consistency for the majority of constructs, with Cronbach Alpha levels ranging from .65-.91. JSS Cronbach Alpha levels for the present study are presented in Table 11. These findings are similar

to the JSS Cronbach Alpha levels determined by Spector (1985), which ranged from .60-.91 in a sample of 2,870 subjects.

The construct of operating conditions, with a Cronbach Alpha level of .65, had the lowest level of internal consistency in the present study. This finding is similar to the Cronbach Alpha level of .62 for operating conditions obtained by Spector (1985). The lower level for operating conditions compared to the other JSS constructs in the present study may be due to issues mentioned by van Saane, Sluiter, Verbeek, and Frings-Dresen (2003), that some of the construct items, such as “I have too much paperwork” and “I have too much to do at work”, may refer more to workload, which does not have its own construct within the JSS.

Table 11. Cronbach Alpha levels of the JSS for the Present Study.

Autonomy Construct	WAS Questions	Cronbach Alpha Level
Pay	1,10,19,28	.87
Promotion	2,11,20,33	.75
Supervision	3,12,21,30	.91
Fringe	4,13,22,29	.72
Contingent Rewards	5,14,23,32	.81
Operating Conditions	6,15,24,31	.65
Coworkers	7,16,25,34	.81
Nature of work	8,17,27,35	.78
Communication	9,18,26,36	.72

Participant Levels of Burnout, Autonomy, and Job Satisfaction

Participants on average showed moderate levels of emotion exhaustion (20.8, ± 11.97), low levels of depersonalization (5.5, ± 4.8), and moderate levels of personal

accomplishment (36.1, ± 6.9). For the burnout construct of emotional exhaustion, 50 participants (34.2%) scored in the low burnout category, 51 participants (34.9%) scored in the moderate burnout category, and 45 participants (30.8%) scored in the high burnout category. For the burnout construct of depersonalization 121 participants (82.9%) scored in the low burnout category, 14 participants (9.6%) scored in the moderate burnout category, and 11 participants (7.5%) scored in the high burnout category. For the burnout construct of personal accomplishment, 70 participants (47.9%) scored in the low burnout category, 40 participants (27.4%) scored in the moderate burnout category, and 27 participants (18.5%) scored in the high burnout category. Sixty-four participants (43.8%) scored in the high burnout category for at least one burnout construct.

Mean participant autonomy construct scores were 18.5 (± 3.0) for method autonomy, 16.4 (± 3.6) for schedule autonomy; and 12.9 (± 4.9) for criteria autonomy. Ranges for different levels of autonomy have not been established for the WAS. The means, standard deviations, and percentages of some form of agreement (Strongly Agree, Agree, or Slightly Agree) for all WAS items are presented in Table 12.

For total job satisfaction, mean participant scores were 146 (± 26.9). Mean participant job satisfaction subscale scores were 14.3 (± 5.2) for satisfaction regarding pay; 11.9 (± 4.1) for satisfaction regarding promotion opportunities; 19.0 (± 5.0) with satisfaction regarding supervision; 17.4 (± 3.9) for satisfaction regarding fringe benefits; 14.5 (± 4.7) for satisfaction regarding contingent rewards; 13.0 (± 4.1) for satisfaction regarding operating conditions; 18.3 (\pm) for satisfaction regarding coworkers; 20.4 (± 3.2) for satisfaction regarding nature of work; and 15.8 (± 3.2) for satisfaction regarding communication.

Table 12. Work Method Autonomy, Work Scheduling Autonomy, and Criteria Autonomy Scores, Mean, and Standard Deviation. (strongly disagree=1, strongly agree=7)

Work Autonomy Scale Items	% Some Form of Agreement	<i>M</i>	<i>SD</i>
<u>Work Method Autonomy</u>			
I am allowed to decide how to go about getting my job done (the methods I use)	96.6%	6.3	1.0
I am able to choose the way to go about my job (the procedures to utilize)	92.5%	6.1	1.1
I am free to choose the method(s) to use in carrying out my work	92.5%	6.1	1.1
<u>Work Scheduling Autonomy</u>			
I have control over the scheduling of my work	72.6%	4.9	1.6
I have some control over the sequencing of my work activities (when I do what)	91.8%	5.9	1.1
My job is such that I can decide when to do particular work activities	84.2%	5.6	1.4
<u>Work Criteria Autonomy</u>			
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others	45.9%	4.1	1.8
I am able to modify what my job objectives are	52.1%	4.2	1.9
I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives)	63.0%	4.6	1.8

Ranges for different levels of job satisfaction have not been established for the JSS constructs. Norms were established by Spector (1985) from 3,147 surveyed participants employed in health and human service; nonprofit; and public organizations. A comparison of the current study's JSS results with the JSS norms established by Spector (1985) is included in Table 13.

Table 13. Job Satisfaction Scores for Present Study Compared to Norms

Measure	Present Study <i>M</i> (SD)	(Spector, 1985) <i>M</i> (SD)
Total Job Satisfaction	146 (±26.9)	133.1 (±27.9)
Pay	14.3 (±5.2)	10.5 (5.1±)
Promotion	11.9 (±4.1)	11.5 (5.1±)
Supervision	19.0 (±5.0)	19.9 (±4.6)
Fringe Benefits	17.4 (±3.9)	13.1 (5.0)
Contingent Rewards	14.5 (±4.7)	13.4 (±5.1)
Operating Conditions	13.0 (±4.1)	12.5 (±4.6)
Coworkers	18.3 (±4.5)	18.8 (±3.7)
Nature of Work	20.4 (±3.2)	19.2 (±4.4)
Communication	15.8 (±3.2)	14.0 (±5.0)

Analysis of Hypotheses

Hypothesis 1

Hypothesis one predicted that in full-time community college faculty members, the burnout constructs of emotional exhaustion and depersonalization would have a negative relationship with both autonomy and job satisfaction, while the burnout construct of personal accomplishment would have a positive relationship with autonomy

and job satisfaction. Pearson correlations were used to determine the relationships between burnout and autonomy, and between burnout and job satisfaction ($n=146$).

The burnout construct of emotional exhaustion had statistically significant negative correlations at the .05 level with the autonomy constructs of method autonomy ($p=.000$), scheduling autonomy ($p =.000$), and criteria autonomy ($p=.000$). The burnout construct of depersonalization had statistically significant negative correlations at the .05 level with the autonomy constructs of method autonomy ($p =.024$), scheduling autonomy ($p = .002$), and criteria autonomy ($p = .005$). The burnout construct of personal accomplishment had a statistically significant positive correlations at the .05 level with method autonomy ($p=.000$), scheduling autonomy ($p =.002$), and criteria autonomy (.001).

The burnout constructs of emotional exhaustion and depersonalization had statistically significant negative correlations at the .05 level with overall job satisfaction ($p = .000$), while the burnout construct of personal accomplishment had a statistically significant positive correlation with overall job satisfaction ($p = .000$). Beyond the hypothesized relationship between burnout and overall job satisfaction, the relationships between burnout and the specific job satisfaction constructs from the JSS were also analyzed. The burnout construct of emotional exhaustion had statistically significant negative correlations at the .05 level with the job satisfaction constructs of pay ($p = .000$), promotion ($p = .000$), supervision ($p = .000$), fringe benefits ($p = .000$), contingent rewards ($p = .000$), operating conditions ($p = .000$), coworkers ($p = .000$), nature of work ($p = .000$), and communication ($p = .000$).

The burnout construct of depersonalization had statistically significant negative correlations at the .05 level with all JSS job satisfaction constructs. Specifically, these significant negative correlations between depersonalization and job satisfaction constructs were: pay ($p = .000$), promotion ($p = .001$), supervision ($p = .003$), fringe benefits ($p = .010$), contingent rewards ($p = .000$), operating conditions ($p = .000$), coworkers ($p = .009$), nature of work ($p = .000$), and communication ($p = .000$).

The burnout construct of personal accomplishment (higher levels of personal accomplishment lead to lower levels of burnout) had statistically significant positive correlations at the .05 level with all JSS job satisfaction construct, except for the job satisfaction constructs of supervision and operating conditions. Specifically, these significant negative correlations between personal accomplishment and job satisfaction constructs were: pay ($p = .016$), promotion ($p = .025$), fringe benefits ($p = .039$), contingent rewards ($p = .002$), operating conditions ($p = .019$), coworkers ($p = .047$), and nature of work ($p = .000$); and non-statistically significant positive relationships with the job satisfaction constructs of supervision ($p = .225$) and communication ($p = .066$).

Table 14 contains correlation data between burnout, autonomy, and overall job satisfaction, and Table 15 contains correlation data between burnout and job satisfaction constructs.

Hypothesis 2

Hypothesis number two predicted that in full-time community college faculty members, the autonomy constructs of method autonomy, scheduling autonomy, and criteria autonomy would all have a positive relationship with overall job satisfaction. Pearson correlations were used to determine the relationships between autonomy and job

Table 14. Correlation of Burnout, Autonomy, and Overall Job Satisfaction.

Measure	1	2	3	4	5	6
1. Emotional Exhaustion						
2. Depersonalization	.49*					
3. Personal Accomplishment	-.28*	-.24*				
4. Method Autonomy	-.34*	-.19*	.30*			
5. Scheduling Autonomy	-.38*	-.26*	.25*	.52*		
6. Criteria Autonomy	-.43*	-.23*	.26*	.43*	.62*	
7. Overall Job Satisfaction	-.56*	-.42*	.30*	.37*	.34*	.37*

* $p < .05$

Table 15. Correlation of Burnout and Job Satisfaction Constructs.

Measure	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Pay	-.38*	-.32*	.20*
Promotion	-.32*	-.27*	.19*
Supervision	-.31*	-.25*	.10
Fringe Benefits	-.29*	-.21*	.17*
Contingent Rewards	-.39*	-.31*	.25*
Operating Conditions	-.56*	-.30*	.20
Coworkers	-.38*	-.22*	.17*
Nature of Work	-.53*	-.48*	.57*
Communication	-.35*	-.30*	.15

* $p < .05$

satisfaction ($n=146$). The autonomy construct of method autonomy had a statistically significant positive correlation with overall job satisfaction ($p = .000$), the construct of scheduling autonomy had a statistically significant positive correlation with overall job satisfaction ($p = .000$), and the construct of criteria autonomy had a statistically significant positive correlation with overall job satisfaction ($p=.000$).

Besides the hypothesized relationship between autonomy and overall job satisfaction, relationships between autonomy and the specific job satisfaction constructs of the JSS were also analyzed. Method autonomy had statistically significant positive correlations at the .05 level with the job satisfaction constructs of promotion ($p = .01$), supervision ($.000$), contingent rewards ($p = .000$), operating conditions ($p = .001$), coworkers ($p = .000$), nature of work ($p = .000$), and communication ($p = .006$); as well as having a positive, but not statistically significant relationships with the job satisfaction constructs of pay ($p = .65$) and fringe benefits ($p = .308$).

Scheduling autonomy had statistically significant positive relationships at the .05 level with the job satisfaction constructs of pay ($p = .000$), promotion ($p = .000$), supervision ($p = .012$), fringe benefits ($p = .003$); contingent rewards ($.004$), operating conditions ($p = .001$), coworkers ($p = .014$), nature of work ($p = .01$), and communication ($p = .036$).

Criteria autonomy had statistically significant positive relationships at the .05 level with the job satisfaction constructs of pay ($p = .003$), promotion ($p = .000$), supervision ($p = .000$), contingent rewards ($p = .001$), operating conditions ($p = .000$), coworkers ($.001$), nature of work ($p = .004$), communication ($p = .012$); and had a positive, but non-statistically significant relationship with the job satisfaction construct of

fringe benefits ($p = .109$). Table 16 contains correlation data between autonomy and job satisfaction constructs.

Table 16. Correlation of Autonomy and Job Satisfaction Constructs.

Measure	Method Autonomy	Scheduling Autonomy	Criteria Autonomy
Pay	.15	.29*	.24*
Promotion	.21*	.30*	.32*
Supervision	.32*	.21*	.29*
Fringe Benefits	.09	.24*	.13
Contingent Rewards	.32*	.24*	.27*
Operating Conditions	.27*	.27*	.32*
Coworkers	.34*	.20*	.27*
Nature of Work	.40*	.21*	.23*
Communication	.23*	.17*	.21*

* $p < .05$

Hypothesis 3

Hypothesis three predicted that male public community college faculty members would score higher for the burnout construct of depersonalization than female public community college faculty member, and that female public community college faculty members would score higher on the burnout construct of emotional exhaustion than male public community college faculty members ($n=146$). Independent sample t-tests were calculated to determine the relationship between emotional exhaustion, depersonalization, and participant gender.

The mean score for the burnout construct of emotional exhaustion for female community college faculty members ($n=96$) was 22.4, while the mean score for male community college faculty members ($n=50$) was 17.8. Female public community college faculty members had a statistically significantly higher level of emotional exhaustion at the .05 level than male community college faculty members ($p = .03$; $t = 2.20$, $df 144$).

The mean score for the burnout construct of depersonalization for female community college faculty members ($n=96$) was 6.1, while the mean score for male community college faculty members ($n=50$) was 4.5, with the difference not being significant at the .05 level. Besides these hypothesis results, the difference between male and female faculty members for the MBI-ES construct of personal accomplishment was also analyzed, with no significant difference found. Table 17 contains information on gender differences for the three MBI-ES constructs.

Table 17. Comparison Between Males and Female Participants on MBI-ES Subscales.

Subscale Constructs	Male <i>M</i>	Female <i>M</i>	<i>p</i>	<i>d</i>
Emotional Exhaustion	17.8	22.4	.03*	.386
Depersonalization	4.5	6.1	.054	.337
Personal Accomplishment	36.1	36.0	.95	-.011

* $p < .05$

Hypothesis 4

Hypothesis four predicted that the age of full-time public community college faculty members would have a negative relationship with the emotional exhaustion

construct of burnout. Pearson correlation was calculated to determine the relationship between emotional exhaustion and age ($n=146$), with participant age having a non-statistically significant negative correlation with emotional exhaustion ($p = .22$). Table 18 contains data on the correlations between the three MBI-ES burnout constructs and age, credits taught each semester, years of teaching experience, and years teaching at current institution.

Table 18. Correlations Between MBI-ES Constructs With Age, Workload, and Teaching Experience.

Measure	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Age	-.10	-.06	.08
Credits/Semester	-.20*	.02	.05
Years of Experience	-.12	-.11	.07
Years at Institution	-.10	-.09	.04

* $p < .05$

Hypothesis 5

Hypothesis five predicted that nonunionized community college faculty members would have lower levels of the burnout constructs of emotional exhaustion and depersonalization; higher levels of the burnout construct of personal accomplishment; higher levels of autonomy; higher levels of overall job satisfaction; and higher levels of the job satisfaction constructs regarding pay and benefits. Emotional exhaustion, depersonalization, and personal accomplishment were all slightly lower, but not

statistically significant at the .05 level, in unionized faculty members compared to nonunionized faculty members.

For autonomy, unionized faculty members did not have any significant differences in WAS construct scores compared to non-unionized faculty at the .05 level. Table 19 contains burnout and autonomy construct differences by faculty unionization status.

Table 19. Comparison Between Unionized and Nonunionized Faculty for Burnout and Autonomy.

Subscale Constructs	Unionized <i>M</i>	Non-Unionized <i>M</i>	<i>p</i>	<i>d</i>
Emotional Exhaustion	20.4	21.8	.54	-.11
Depersonalization	5.1	6.6	.11	-.29
Personal Accomplishment	35.9	36.6	.57	-.11
Method Autonomy	18.6	18.1	.41	.14
Schedule Autonomy	16.3	16.6	.64	-.08
Criteria Autonomy	13.0	12.5	.56	.11

* $p < .05$

Regarding job satisfaction, non-unionized faculty members were found to have a statistically significant higher level of total job satisfaction ($p = .047$) than unionized faculty members. Non-unionized faculty members also had a higher, but statistically non-significant level of job satisfaction regarding pay and benefits compared to unionized faculty members.

Besides these hypothesis results, differences in perceived job satisfaction between unionized and non-unionized faculty members were analyzed for all JSS job satisfaction

constructs. Non-unionized faculty members were found to have a statistically significant higher level of job satisfaction regarding promotion than unionized faculty members ($p = .01$). No other statistically significant differences in JSS job satisfaction constructs were found between unionized and non-unionized faculty members. The differences in total job satisfaction and all JSS job satisfaction constructs between unionized and non-unionized faculty members can be found in Table 20.

Table 20. Comparison Between Unionized and Nonunionized Faculty for Job Satisfaction.

Job Satisfaction Measure	Unionized <i>M</i>	Non-Unionized <i>M</i>	<i>p</i>	<i>d</i>
Total Job Satisfaction	141.7	151.7	.047*	.13
Pay	14.1	14.7	.46	.50
Promotion	11.4	13.3	.01**	-.09
Supervision	18.6	19.9	.18	-.05
Fringe Benefits	17.0	18.4	.058	-.00
Contingent Rewards	14.1	15.5	.09	.02
Operating Conditions	12.7	13.7	.15	-.07
Coworkers	17.9	19.2	.11	-.07
Nature of Work	20.4	20.3	.85	-.02
Communication	15.5	16.5	.23	.38

* $p \leq .05$ ** $p \leq .01$

Hypotheses 6

Hypothesis six predicted that full-time community college faculty members in nursing and allied health programs will have higher levels of burnout and lower levels of autonomy than community college faculty members teaching general education

coursework ($n = 146$). Independent sample t-tests were calculated to determine the relationship between burnout, autonomy and participant teaching area. General education faculty had higher, but not significantly significant, levels of emotional exhaustion and depersonalization compared to allied health faculty. General education faculty also had lower, but not statistically significant levels of personal accomplishment compared to allied health faculty.

Regarding autonomy, nursing and allied health faculty members had statistically significant higher levels of method autonomy ($p = .004$) and schedule autonomy ($p = .02$) compared to general education faculty members. Nursing and allied health faculty members also had a non-statistically significant higher level of criteria autonomy compared to general education faculty. Differences in burnout and autonomy constructs between nursing/allied health, and general education faculty members can be found in Table 21.

Table 21. Comparison Between Faculty Teaching Area for Burnout and Autonomy.

Subscale Constructs	Nursing & Allied Health <i>M</i>	General Education <i>M</i>	<i>p</i>	<i>d</i>
Emotional Exhaustion	19.8	24.1	.07	-.34
Depersonalization	5.3	6.5	.22	-.23
Personal Accomplishment	36.1	34.6	.25	.21
Method Autonomy	19.1	17.6	.004*	.53
Schedule Autonomy	18.9	14.9	.02*	.51
Criteria Autonomy	13.0	11.8	.23	.22

* $p < .05$

Discussion regarding the results of the current study will be included in the following chapter. This discussion will include a summary of the findings; connections to relevant literature; implications for both public community colleges as well as faculty members; and recommendations for future study.

CHAPTER V

DISCUSSION

Introduction

The purpose of this study was to determine the perceived levels of burnout, autonomy, and job satisfaction in full-time public community college faculty members. The relationships among burnout, autonomy, job satisfaction, and the demographic factors of gender, age, teaching discipline, teaching workload, years as a community college faculty member, years as a faculty member at current institution, and faculty unionization status were also assessed. This study was conducted by surveying full-time public community college faculty members in Minnesota, North Dakota, and South Dakota regarding their perceived levels of burnout, autonomy, and job satisfaction.

Summary of Findings

Participant Levels of Burnout, Autonomy, and Job Satisfaction

Surveyed public community college faculty members showed, on average, moderate levels of emotional exhaustion; low levels of depersonalization; and moderate levels of personal accomplishment. The percentage of participants scoring in either the moderate or high levels for burnout were 65.7% for emotional exhaustion; 17.1% of depersonalization; and 45.9% for personal accomplishment. The large level of participants scoring high for emotional exhaustion is consistent with the findings of Schaufeli and Enzmann (1998), who found individuals within the teaching profession to

have higher levels of emotional exhaustion compared to individuals employed within social services, medicine, mental health, and law enforcement. The percentage of participants who scored within a high level for at least one burnout category, 43.8%, was similar to levels previously found for public and private sector employees.

Regarding perceived work autonomy, participants had higher levels of work method and work scheduling autonomy compared to work criteria autonomy. These results show that surveyed public community college faculty members had higher levels of autonomy over how they can perform and schedule their job duties; and relatively lower levels of autonomy regarding how they were evaluated on job performance. Of these three autonomy constructs, participants on average scored highest for work method autonomy.

Regarding perceived job satisfaction, participants scored higher for total job satisfaction and for the job satisfaction constructs regarding pay, opportunities for promotion, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication than established job satisfaction norms across multiple occupations. Participants scored lower than established norms for job satisfaction regarding supervision. The areas of greatest participant job satisfaction, compared to national norms, were satisfaction regarding pay and fringe benefits.

Relationships Among Burnout, Autonomy, and Job Satisfaction

Analysis indicated statistically significant negative correlations between the burnout constructs of emotional exhaustion and depersonalization with all three autonomy constructs (work method autonomy, work scheduling autonomy, and work criteria autonomy). Emotional exhaustion and depersonalization also had statistically

significant negative correlations with total job satisfaction. For study participants, the lower the levels of perceived emotional exhaustion and depersonalization, the higher the levels of perceived work autonomy and overall job satisfaction.

Analysis indicated statistically significant positive correlations between the burnout construct of personal accomplishment with all three work autonomy constructs as well as with total job satisfaction. For study participants, the higher the levels of personal accomplishment, the higher the levels of perceived work autonomy and total job satisfaction. Analysis also indicated statistically significant positive correlations between job satisfaction with all three work autonomy constructs. For study participants, the higher the level of work method autonomy, work scheduling autonomy and work criteria autonomy, the higher the level of total job satisfaction.

Differences in Burnout by Gender, Age, Workload, and Teaching Experience

The results of this analysis revealed female community college faculty members to have a statistically significantly higher level of emotional exhaustion than male community college faculty members; and male community college faculty members to have a higher, but not statistically significant level of depersonalization compared to female community college faculty members. There was no statistically significant differences in personal accomplishment between male and female community college faculty members.

The number of credits taught by participants each semester had a statistically significant negative correlation with the burnout construct of emotional exhaustion, but not with the burnout constructs of depersonalization or personal accomplishment. The more credits a participant taught each semester, the lower their levels of perceived

emotional exhaustion. No statistically significant differences were found between participant levels of emotional exhaustion, depersonalization, and personal accomplishment with participant age, years of community college teaching experience, or years of experience teaching at current institution.

Differences Among Burnout, Autonomy, and Job Satisfaction by Participant Unionization Status

Results of this analysis indicated no statistically significant differences between unionized and non-unionized faculty members for any of the MBI-ES burnout constructs or for any of the WAS autonomy constructs. Non-unionized faculty members had a statistically significant higher level of total job satisfaction and job satisfaction regarding opportunities for job promotion than unionized faculty members. There were no statistically significant differences between unionized and nonunionized faculty members for any other JAS job satisfaction constructs, including satisfaction regarding pay and benefits.

Differences in Burnout and Autonomy by Faculty Teaching Area

Results of this analysis indicated community college faculty members within nursing and allied health programs had statistically significantly higher levels of perceived method autonomy and schedule autonomy than faculty members who teach general education coursework. No differences were found between these two faculty groups for levels of criteria autonomy or the burnout constructs of emotional exhaustion, depersonalization, or personal accomplishment.

Discussion

Participant Levels of Burnout, Autonomy and Job Satisfaction

The average levels of burnout for surveyed public community college faculty members were similar to those previously found by Lackritz (2004) for university faculty members. Average perceived levels of burnout in the present study were 20.8 for emotional exhaustion, 5.5 for depersonalization, and 36.1 for personal accomplishment. Previous research for university faculty demonstrated average burnout scores of 19.4 for emotional exhaustion, 6.1 for depersonalization, and 36.9 for personal accomplishment (Lackritz, 2004). The percentage of surveyed community college faculty members scoring in a high burnout category was 30.8% for emotional exhaustion, 7.5% for depersonalization, and 18.5% for personal accomplishment. These results are also similar to previous research for university faculty, in which 27.3% scored high for emotional exhaustion, 9.8% scored high for depersonalization, and 18.6% scored high for personal accomplishment (Lackritz, 2004).

Participants scored high in at least one burnout category (43.8%), which is similar to the 44.1% previously found for public sector employees and the 40.9% estimated for private sector employees (Golembiewski, Boudreau, Sun, & Lou, 1998).

Although the percentage of participants in the current study scoring in the high categories for each burnout constructs were similar to those found in university faculty members, the percentage of participants scoring high in at least one burnout category was more than double the 19.7% previously found for university faculty members (Lackritz, 2004).

This inconsistency of high burnout levels between community college faculty members and university faculty members may be related to the methodology of the

Lackritz (2004) study, as participants were only chosen from one university, which may have had specific institutional factors resulting in a lower number of faculty scoring high in at least one burnout category. As teaching has been found to be the most stressful activity for faculty members (Gmelch, 1987), this variance may also be due to differences in the job demands of community college and university faculty members (specifically more student contact and teaching workload for community college faculty).

Regarding work autonomy, participants had higher perceived levels of work method autonomy and work scheduling autonomy than work criteria autonomy. Mean scores for the three method autonomy construct items ranged from 6.1 to 6.3 (On the WAS, 1 = Strongly Disagree and 7 = Strongly Agree), with the percentage of some form of agreement among construct items ranging from 92.5% to 96.6%. These results indicate that surveyed public community college faculty members have a high degree of autonomy regarding the methods and procedures utilized to perform their jobs. These findings are in alignment with previous literature, stating that community college faculty members have a high level of autonomy regarding their curriculum (Cohen & Brawer, 1987; Spear, Seymour, & McGrath, 1992).

This high level of work method autonomy among participants is also in alignment with previous research showing over 90% of community college faculty members are satisfied with their level of instructional autonomy (Kim, Towmbly, and Wolf-Wendel (2008). Concerns about community colleges becoming more bureaucratic with regard to college administration controlling curricular and classroom decisions, based on participant's high level of work method autonomy, have either not occurred or have not significantly affected faculty member autonomy within the surveyed institutions.

For work scheduling autonomy, participants had mean scores ranging from 4.9 to 5.9, with percentages of agreement for construct items of 72.6% for the item “I have control over the scheduling of my work”; 84.2% for the item “My job is such that I can decide when to do particular work activities”; and 91.8% for the item “I have control over the sequencing of my work activities”. These results demonstrate that public community college faculty members have a high degree of control over when to perform their work related activities. This level of higher scheduling autonomy is consistent with previous research by Townsend (1998), in which a majority of female full-time faculty members stated they would prefer to teach at a community college compared to a university, due to a higher level of perceived work-family life balance within a community college setting.

Participants scored lower for work criteria autonomy than the other two WAS autonomy constructs. For work criteria autonomy, participants had mean scores ranging from 4.1 to 4.6, with percentages of some form of agreement for construct items of 45.9% for the item “My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others”; 52.1% for the item “I am able to modify what my job objectives are (what I am supposed to accomplish)”; and 63% for the item “I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives”.

The lower level of perceived work criteria autonomy compared to work method and scheduling autonomy may be related to the nature of the community college faculty member position. Community colleges tend to evaluate faculty members through consistently applied institutional practices, utilizing student course evaluations, teaching observations, and other assessment tools. Within this standardized assessment system,

faculty members may have minimal individual control over how they are evaluated by administration. Since 85% of the community college faculty member position involves instructional activities (Rosser & Townsend, 2006), it may also be difficult for faculty members to modify their primary job objectives. As community college faculty members are generally hired to teach, their work objectives and administration expectations may tend to remain constant over time.

Regarding job satisfaction, participants scored higher for perceived total job satisfaction and for all JSS job satisfaction constructs, except for job satisfaction with supervision, compared to established norms drawn from multiple occupations (Spector, 1985). The level of total job satisfaction by participants is consistent with previous research, showing a high overall degree of job satisfaction among community college faculty members (Hutton & Jobe, 1985; Diener, 1985; Milosheff, 1990; & Huber, 1998).

The highest levels of job satisfaction for participants compared to established norms were job satisfaction regarding pay and fringe benefits. The higher level of job satisfaction regarding employment benefits is not surprising, as public employees generally have more generous employment benefit packages compared to individuals working in the private sector. Participant satisfaction with pay and benefits, as well as a higher level of method autonomy regarding control over how to perform their jobs, is also consistent with the findings by Kim, Twombly, and Wolf-Wendel (2008), who found community college faculty members more satisfied with their salary and benefits to also be more satisfied with their level of instructional autonomy.

The similar, but lower level of perceived job satisfaction regarding supervision compared to established JSS norms is inconsistent with previous findings by Hutton and

Jobe (1985), who found Texas community college faculty members to have high levels of satisfaction regarding their relationships with administration. The finding is consistent with previous research for unionized university faculty members, who have been found to have lower levels of job satisfaction regarding institutional issues (Myers, 2011). As a majority of study participants were unionized faculty members employed at community colleges within one statewide system (Minnesota State Colleges and Universities), this finding may also be related to statewide issues or history between system administration and faculty members regarding collective bargaining negotiations and agreements.

The lower level of job satisfaction regarding supervision may also be related to a lower level of work criteria autonomy, as analysis found a statistically significant positive correlation between these variables. If community college faculty members do not feel they have much control over supervisor delegation of work objectives, or control over how they are evaluated by their supervisors, then job satisfaction regarding supervision may decrease.

Relationships Among Burnout, Autonomy, and Job Satisfaction

Statistically significant correlations were found between the burnout constructs of emotional exhaustion (negative correlation), depersonalization (negative correlation), and personal accomplishment (positive correlation) with all three WAS autonomy constructs (method autonomy, schedule autonomy, and criteria autonomy), and with total job satisfaction. As higher levels of personal accomplishment on the MBI-ES correspond to lower levels of related burnout, there was a statistically significant inverse correlation between participant burnout levels for all three MBI-ES constructs with all three WAS autonomy constructs. A statistically significant inverse correlation was also found

between participant burnout levels for all three MBI-ES constructs with total job satisfaction. These results support hypothesis one, as higher levels of burnout correlated significantly with lower levels of work autonomy and lower levels of total job satisfaction in surveyed public community college faculty members.

These findings are consistent with previous literature demonstrating inverse relationships between burnout and autonomy (Landsbergis, 1998; Jonge & Schaufeli, 1998; & Olanrewaju & Efenna, 2011); and between burnout and job satisfaction (Maslach & Schaufeli, 1993; Schaufeli & Enzmann, 1998; Federici & Skaalvik, 2012). As work autonomy is one of the six work-life domains within the Maslach and Leiter (1997) job-person-fit model of burnout development as well as a “job resource” within the JD-R model of burnout (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), a higher level of autonomy in public community college faculty members may decrease the risk of burnout development by providing an additional resource to counteract job stressors.

Statistically significant positive correlations were also found between all three work autonomy constructs and total job satisfaction. These findings support hypothesis two, as higher levels of autonomy correlated with a higher level of total job satisfaction for surveyed public community college faculty members. This finding is consistent with previous research finding autonomy to have a positive correlation with job satisfaction (Thompson & Prottas, 2005), including previous research on community college faculty members (Kim, Twombly, and Wolf-Wendel, 2008).

Higher levels of autonomy have been postulated to decrease work-related stress (Saragih, 2011), and the relatively high levels of work method and work scheduling autonomy in participants may allow public community college faculty members to better

control their work environment and modulate stressful workplace conditions or situations. Although a relatively high percentage of participants in the current study scored high in at least one burnout category, participants still demonstrated a higher level of total job satisfaction than established JSS norms. Levels of participant autonomy may act as a buffer to increased job stress, allowing high levels of job satisfaction in spite of relatively high levels of burnout.

Differences in Burnout by Gender, Age, Workload, and Teaching Experience

Regarding gender differences for burnout, female participants had a statistically significant higher level of emotional exhaustion, and a non-statistically significant higher level of depersonalization than male participants. The significant increase in emotional exhaustion for female community college faculty members is consistent with previous research assessing burnout among multiple professions (Maslach, Schaufeli, & Leiter, 2001), and among university faculty members (Lackritz, 2004). These results are inconsistent regarding emotional exhaustion, but consistent regarding depersonalization with previous findings for online university instructors (Hogan & McKnight, 2007), in which female instructors scored slightly higher, but not at a statistically significant level, than male instructors for both emotional exhaustion and depersonalization.

The findings of the current study regarding burnout differences by gender support one aspect of hypothesis three, as female participants had a significantly higher level of emotional exhaustion than male participants. The second aspect of this hypothesis, that male faculty community college faculty members would have a higher level of depersonalization than female faculty members, is not supported by the results of the current study. As both male and female participants scored in the low burnout response

category for depersonalization, and due to the finding that 82.9% of participants scored in the low burnout category for this burnout construct, depersonalization may not be a significant area of concern for community college faculty members.

Depersonalization may also not be as strongly correlated with gender due to male and female faculty members teaching a similar number of credits and students each semester within the surveyed institutions. The typical small classroom size of community colleges, where faculty may have a better opportunity to know students on an individual basis, may have an effect on these low levels of depersonalization. This finding also demonstrates that concerns regarding fiscal challenges at community college involving higher class capacities and faculty workload may not be occurring at the studied institutions, or if they are, then these changes have not yet affected the depersonalization component of burnout within faculty members. Previous studies researching burnout in higher education faculty members have also not found a statistically significant difference in depersonalization between male and female participants (Berry & Hosford, 2014; Walter, Van Lunen, Walker, Ismaeli, & Onate, 2009).

Beyond the hypothesized results regarding emotional and depersonalization, male and female participants had similar levels of personal accomplishment. These levels were within the high end of the moderate range of personal accomplishment, which correlates to the low end of the moderate range of related burnout.

Regarding participant age, there was a non-statistically significant negative correlation with the burnout construct of emotional exhaustion. This finding does not support hypothesis four at a significant level. This non-significant difference in

emotional exhaustion by age is consistent with previous results for PTA program directors (Berry & Hosford, 201), and is inconsistent with previous research showing a significant inverse relationship between age and emotional exhaustion in university faculty members (Lackritz, 2004), and other occupational groups (Maslach, Schaufeli, & Leiter, 2001). The insignificant difference in emotional exhaustion by age may be related to the large percentage of study participants within unionized community colleges. Watts & Robertson (2011), in a systematic review of burnout in university teaching staff, postulated that one reason younger university faculty members may be more prone to emotional exhaustion is due to this population having more student contact time than older faculty members. Because all faculty within a unionized system presumably have the same amount of student contact time, the hypothesized difference in emotional exhaustion may not exist to the same extent in the study population.

Regarding participant workload, there was a statistically significant negative correlation between credits taught each semester and emotional exhaustion. The more credits a community college faculty member taught each semester, the lower their levels of emotional exhaustion. This is inconsistent with the work of Maslach, Schaufeli, and Leiter (2001), who found emotional exhaustion to be the burnout construct most strongly related to increasing workload. This finding may be related to faculty members voluntarily taking on additional coursework in the form of overload credits above the workload expectations of their full-time position. A voluntary increase in workload may bring along with it increased autonomy or job satisfaction regarding increased pay which minimized any potential increase in emotional exhaustion.

No significant correlations were found between workload and the burnout constructs of depersonalization or personal accomplishment. One limitation of the current study was not asking faculty member the number of credits taught on-campus and on-line each semester. Since burnout has been found to be positively correlated with the number of students taught in university faculty members (Lackritz, 2004), it is unknown if online student contact has the same effect on burnout as traditional campus based courses.

Regarding teaching experience, no statistically significant correlations were found between any of the three burnout constructs and years of community college teaching experience or years of experience teaching at the same institution. These findings are consistent with previous research on university faculty members (Lackritz, 2004), in which no significant relationships were found between the three burnout constructs and years teaching at an institution, and total years in academia.

Differences Between Burnout, Autonomy, and Job Satisfaction by Participant Unionization Status

Regarding burnout and faculty unionization status, no statistically significant differences were found between unionized and non-unionized community college faculty members for any of the three MBI-ES burnout constructs. These finding do not support the hypothesized differences between unionized and non-unionized faculty for emotional exhaustion, depersonalization, or personal accomplishment. Both unionized and non-unionized faculty members scored, on average, in the moderate burnout range for emotional exhaustion, the low burnout range for depersonalization, and the moderate burnout range for personal accomplishment.

Regarding autonomy and faculty unionization status, no statistically significant differences were found between unionized and non-unionized community college faculty members for any of the WAS autonomy constructs. These findings do not support the hypothesized differences between unionized and non-unionized faculty members for method autonomy, criteria autonomy, and schedule autonomy.

Regarding job satisfaction and faculty unionization status, non-unionized community college faculty members had a statistically significant higher level of total job satisfaction and job satisfaction regarding promotion compared to unionized faculty members. Non-unionized faculty members also had a higher, but non-statistically significant level of job satisfaction regarding benefits. These findings do not support the hypothesized differences in total job satisfaction, and satisfaction regarding pay and benefits, between unionized and non-unionized public community college faculty members.

The results for job satisfaction are inconsistent with previous research showing higher job satisfaction regarding pay and benefits in unionized university arts and science faculty members (Lillydahl & Singell, 1993), and in faculty members from 1050 different colleges and universities (Krieg, Wassell, Hedrick, & Henson, 2013). Henson, Krieg, Wassell, and Hedrick (2012), studying the impact of collective bargaining on wages in community college faculty over a 16 year period, found unionized faculty to make 2.8% more than nonunionized faculty for basic salary. This difference is significantly less than the 8.4% increase in salary for unionized community college faculty members estimated by Ashraf (1998). In the 14 years since the Ashraf (1998) findings, unionization's impact

of salary may have decreased due to decreased state funding and collective bargaining focused on issues other than salary.

The lower levels of total job satisfaction and job satisfaction regarding pay and benefits in unionized community college faculty members may also be related to unmet expectations during the collective bargaining process (Myers, 2011). If unionized faculty members were expecting a higher wage or benefit increase than what eventually was agreed upon during the contract negotiation process, then job satisfaction regarding pay and benefits may be decreased, even if faculty member salary is still higher than non-unionized faculty. Prolonged stalemates in the negotiation process may also decrease faculty morale and satisfaction with administration (Garfield, 2008).

The financial status of the studied states may have had an impact on the job satisfaction results in surveyed faculty members. North Dakota, one of the non-unionized states within the study, saw significantly increased funding for higher education related to a multi-year oil boom just prior to when the survey was distributed. North Dakota increased higher education funding by 21% for the 2007-2009 biennium, and planned for a 26% increase in higher education funding for the 2009-2011 biennium (Zumeta, 2009). The resulting increase in funding for faculty salaries and other resources within North Dakota may have led to the higher levels of total job satisfaction as well as higher levels of job satisfaction regarding salary and benefits for nonunionized faculty members. The significantly higher level of job satisfaction regarding promotion for nonunionized faculty members may also be due to this increased funding, as it may have led to a higher number of administrative positions, increasing the opportunities for faculty members to receive promotions.

Differences in Burnout and Autonomy by Faculty Teaching Area

Nursing and allied health faculty members had lower, but non-statistically significant, levels for all three burnout constructs compared to general education faculty members. Both of these faculty populations, on average, had burnout levels within the moderate burnout range for emotional exhaustion, low burnout range for depersonalization, and moderate burnout range for personal accomplishment. These findings do not support the hypothesized results at a significant level for nursing and allied health faculty members having higher levels of burnout than general education faculty members.

Burnout levels for nursing and allied health faculty members were lower, at a non-statistically significant level, than burnout levels for general education faculty members, even though workload is often greater for nursing and allied faculty. A majority of participants in the current study were faculty members from public community colleges in Minnesota, where nursing and allied health faculty members must teach two additional credits per academic year than general education faculty members (Master Agreement, 2013). This higher workload may not have had an effect on burnout due to the typically small cohort and class sizes within community college allied health programs.

Nursing and allied health faculty members had statistically significant higher levels of method autonomy and schedule autonomy, and a non-statistically significant higher level of criteria autonomy compared to general education faculty members. These findings do not support the hypothesized results for nursing and allied health faculty members having lower levels of autonomy than general education faculty.

The higher levels of autonomy in nursing and allied health faculty members is somewhat surprising, because of the often strict program-specific accreditation requirements which stipulate job expectations and faculty evaluation standards. These results show that within accreditation standards, nursing and allied health faculty members still have a high level of autonomy regarding how to perform and schedule their work activities. Program-specific accreditation standards may actually set the stage for this higher level of autonomy. Faculty within these programs are seen as discipline-specific content experts who must meet accreditation standards regarding curriculum, student assessment, and program evaluation. To ensure programs meet these external standards, institutions may allow nursing and allied health faculty members greater autonomy in how they perform their jobs. General education faculty members may have less autonomy due to institutional policies and practices focused on ensuring greater consistency between different course sections, and to ensure course transfer agreements are met.

The significantly higher levels of method and scheduling autonomy in nursing and allied health faculty members may also be due to these faculty members comparing their level of autonomy within the community college environment to the level of autonomy experienced in their previous clinical positions. Kritek (1985), comparing the environments of a nurse working in a hospital transitioning to be a nursing education working within a college, states “The former is often a highly bureaucratic, sometimes autocratic model where the nurse is an employee, often like an assembly line worker in a factory. The latter is a more democratic, collegial model, where the nurse is a professional colleague among peers” (p. 356).

The higher level of method and scheduling autonomy within nursing and allied health faculty members may buffer burnout developmental effects caused by high job demand. This potential buffering effect is consistent with previous literature by Bakker and Demerouti (2007), who found when employees within higher education had adequate resources, including autonomy, higher workload levels did not lead to high levels of burnout.

Implications for Public Community College Faculty Members

Maslach and Leiter (1997) provided an alternate definition of burnout as a loss of job engagement, where employees who once found their work fulfilling now perceive their jobs as meaningless due to a lack of energy and involvement with their work. An individual with high job engagement would score low on the MBI for emotional exhaustion and depersonalization, and high for personal accomplishment. To counter a loss of job engagement, Maslach, Schaufeli, and Leiter (2001) recommended that individual employees should focus on improving their relationship with the actual work they perform, as well as focusing on ways to improve job control and work-life quality. As high job engagement is “accompanied by includes feelings of enthusiasm and significance, and by a sense of pride and inspiration” (Maslach, Schaufeli, & Leiter, 2001, p. 417), employees should focus on strategies they can control in regard to their faculty positions. These strategies could include proposing a new course on an area of interest within their discipline; attempting new methods of educational methodology, instructional design, and student assessment; and pursuing further professional development in regard to teaching and learning.

Individual coping strategies should not be the only focus to decrease burnout. Individual strategies have been shown to decrease the emotional exhaustion component of burnout, but not burnout related to depersonalization or low levels of personal achievement (Maslach, Schaufeli, & Leiter, 2001). For unionized faculty members, collective bargaining should not only focus on pay and benefits, but should also focus on improving faculty autonomy through appropriate shared governance practices with administration and clear workload expectations, as autonomy is related to lower levels of burnout and higher levels of job satisfaction.

Murray (2001), in a study of 130 community colleges, found a general lack of support from college administration regarding faculty development. Faculty members, either through their union or through their college's shared governance bodies, should also focus on improving administrative support with regard to faculty development. Ensuring faculty members have contemporary knowledge within their teaching areas and knowledge regarding effective educational practices is another strategy improve job engagement and job satisfaction.

Implications for Public Community Colleges

Maslach, Schaufeli, and Leiter (2001) recommended that institutions should focus on multiple work-life domains within the job-person-fit model of burnout development to minimize employee burnout development. "A focus on the job environment, as well as the person in it, is essential for interventions to deal with burnout" (Maslach et al., 2001, p. 419). These institutional interventions might include ensuring adequate rewards for faculty, improving faculty autonomy regarding their work,

and promoting a work atmosphere where faculty members might find increased value in their work.

Providing increased opportunities for faculty to receive support from co-workers may also be a beneficial strategy for institutions, as research has found increased colleague socialization to be correlated with lower burnout levels (Cordes, 1993). Van Dierendonck, Schaufeli, & Buunk (1998) provided a case study within an organization, where weekly meetings were scheduled for employees to develop strategies to decrease areas of perceived job-related inequalities. After these meetings were established, employees demonstrated a significant decrease in emotional exhaustion after six months and one year. This type of strategy might also lead to increased employee autonomy, as in this situation; employees are working together to identify methods of improving working conditions. This type of strategy may work well within institutions with strongly shared governance practices, but may not be as effective in unionized institutions, since significant changes may not be able to be adequately addressed outside of official collective bargaining sessions.

A similar strategy, and one which might work well within both unionized and non-unionized community college environments, is initiating a faculty learning community, which is a “voluntary formal group of interdisciplinary faculty who meet regularly to work on scholarly projects about the profession of learning: (Lightner & Sipple, 2013, p. 455). Establishment and support of learning communities by community college administration can be a strategy to increase faculty engagement and job satisfaction through increased faculty collaboration and support (Daly, 2011).

Dick (1992) recommends institutions should implement practices to increase faculty control to reduce burnout. Providing faculty an increased voice within shared governance practices would be beneficial, as Levin (2006) concludes current shared governance practices within community colleges tend to be tilted more toward administration interest than faculty interest. Ensuring an appropriate level of shared governance may also send a message to faculty that their opinion is important, as shared governance “assures professional autonomy, and communicates its presence to the academic community” (Kritek, 1985, p. 359).

As a faculty recruitment strategy, community colleges might also promote the increased autonomy of faculty members, especially for nursing and allied health faculty members, as the community college environment may provide a higher level of autonomy than the clinical environment (Kritek, 1985). Community colleges might also ensure that the expected job responsibilities and workload for new faculty members are made clear during the recruitment and hiring process, since job satisfaction increases when an employee’s expectations are consistent with actual job responsibilities (Murray, 2007).

This research study is relevant for understanding occupational wellness within community college faculty members due to the potential negative implications of increased burnout, decreased autonomy, and decreased job satisfaction. This study has shown differences in the degree of burnout, autonomy, and job satisfaction for full-time public community college faculty members due to individual and institutional differences, and that there are various strategies both individual faculty members, as well as their institutions, can employ to improve the occupational health of this population.

Recommendations for Future Study

Townsend, Donaldson and Wilson (2005), in a review of all research articles published within five major higher education journals between 1990 and 2003, found only 8% of research articles to have community colleges as their focus. Community college faculty members are an understudied population, and many research questions still exist in regard to this population's levels of burnout, autonomy, and job satisfaction. Additional research on the occupational wellness of community college faculty members is recommended for researchers within the fields of higher education and human resources. Further research within this area would be useful for expanding the knowledge of occupational wellness, as well as a means to develop strategies to improve community faculty member work life, recruitment, and retention.

Although multiple studies have found occupational autonomy to diminish burnout (Cordes & Dougherty, 1993), Nekoei-Moghadam, Poor, & Sadeghi, 2008; Adebayo & Ezeanya, 2011), De Jonge, Landeweerd, and van Breukelen (1994) demonstrated that one's need for autonomy is a moderator between occupational autonomy and the emotional exhaustion aspect of burnout. In their study, only individuals who demonstrated a high need for autonomy demonstrated a negative relationship between occupational autonomy and emotional exhaustion. Related to these findings, the authors recommended that researchers analyzing relationships between occupational autonomy and burnout to also measure an individual's need for autonomy. It is recommended that in future quantitative research studies focused on the relationship between autonomy and burnout in public community college faculty members, surveys should include questions related to participants' perceived need for autonomy.

A limitation of the current study was minimal survey items regarding teaching workload. Although participants were asked the number of credits taught each semester, participants were not asked the exact number of students taught or advised. As the number of students taught was found to be positively correlated with higher levels of emotional exhaustion and depolarization in university faculty (Lackritz, 2004), determining if a similar relationship exists for community college faculty might be helpful for community colleges to calculate appropriate workloads for faculty members.

The current study also did not ask participants to distribute their teaching workload between traditional and online course credits. Although faculty/student contact is different for online courses compared to traditional campus-based courses, online course work is perceived by faculty members as more time consuming than teaching traditional courses (Hislop & Ellis, 2004). Future research on occupational wellness within community college faculty members should attempt to determine the percentage of faculty workload which is taught online vs. on-campus.

Rosser and Townsend (2006) found that community college faculty members who have been previously employed at a university to have lower levels of job satisfaction than faculty without this prior experience. Including this question within future research studies on community college faculty job satisfaction may also be important. A longitudinal study, assessing levels of burnout, autonomy, and job satisfaction over time, might also assist both faculty members and community colleges to better understand potential causes of increased burnout, decreased autonomy, and decreased job satisfaction.

Female public community college faculty members should be aware that they are at increased risk of burnout development due to emotional exhaustion. Walter, Van Lunen, Walker, Ismaeli, and Onate (2009), in their study of burnout among undergraduate athletic training program directors, raises concerns that the higher level of emotional exhaustion may be partially due to an unequal division of labor for household duties. The authors recommended future studies on burnout to collect data on time commitments for domestic non-work related tasks as well as ages of participant's children.

Besides their teaching position, community college faculty members within nursing and allied health fields may also continue part-time clinical practice to maintain discipline-specific licensure requirements and to ensure knowledge of contemporary practices within their field. Clinical practice hours have been found to be inversely related to burnout in nursing educators (Dick, 1992), with continued clinical practice suggested as a way to decrease burnout. Walter, Van Lunen, Walker, Ismaeli, and Onate (2009) found undergraduate athletic training program directors who reported clinical practice of 20 or more hours per week to have higher levels of the burnout construct for depersonalization. Determining clinical practice hours for community college nursing and allied health faculty members in future studies would be beneficial to determine its effect on burnout, autonomy, and job satisfaction.

APPENDICES

Appendix A
Maslach Burnout Inventory – Educators Survey

In regard to your current position, how often do each of the following occur?

Emotional Exhaustion

1. I feel used up at the end of the workday.
2. I feel emotionally drained from my work.
3. I feel I'm working too hard on my job.
4. I feel frustrated by my job.
5. I feel fatigued when I get up in the morning and have to face another day on the job.
6. I feel burned out from my work.
7. Working with people all day is really a strain for me.
8. I feel like I'm at the end of my rope.
9. Working directly with people puts too much stress on me.

Depersonalization

10. I feel students blame me for their problems.
11. I've become more callous toward people since I took this job.
12. I worry that this job is hardening me emotionally.
13. I don't really care what happens to some students.
14. I feel I treat some students as if they were impersonal objects.

Personal Accomplishment

15. I feel exhilarated after working closely with my students.
16. I feel very energetic.
17. In my work, I deal with emotional problems very calmly.
18. I can easily understand how my students feel about things.
19. I have accomplished many worthwhile things in this job.
20. I deal very effectively with the problems of my students.
21. I feel I'm positively influencing other people's lives through my work.
22. I can easily create a relaxed atmosphere with my students.

Scoring: All items are responded to using the following scale:

0. Never
1. A few times a year or less
2. Once a month or less
3. A few times a month
4. Once a week
5. A few times a week
6. Everyday

Emotional Exhaustion Sub-score: Add questions (1-9)

Depersonalization Sub-Score (add 10-14)

Personal Accomplishment Sub-score (Add 15-22)

Appendix B

Work Autonomy Scale

Method Autonomy

1. I am allowed to decide how to go about getting my job done (the methods I use).
2. I am able to choose the way to go about my job (the procedures to utilize).
3. I am free to choose the method(s) to use in carrying out my work.

Scheduling Autonomy

4. I have control over the scheduling of my work
5. I have some control over the sequencing of my work activities (when I do what).
6. My job is such that I can decide when to do particular work activities

Criteria Autonomy

7. My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others
8. I am able to modify what my job objectives are (what I am supposed to accomplish)
9. I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives)

Scoring: All items are responded to using the following scale:

1. Strongly Disagree
2. Disagree
3. Disagree Slightly
4. Neither Agree nor Disagree
5. Slightly Agree
6. Agree
7. Strongly Agree

Appendix C

Job Satisfaction Survey

Pay

- 1. I feel I am being paid a fair amount for the work I do
- 10. Raises are too few and far between
- 19. I feel unappreciated by the organization when I think about what they pay me
- 28. I feel satisfied with my chances for salary increases.

Promotion

- 2. There is really too little chance for promotion on my job
- 11. Those who do well on the job stand a fair chance of being promoted
- 20. People get ahead as fast here as they do in other places
- 33. I am satisfied with my chances for promotion

Supervision

- 3. My supervisor is quite competent in doing his/her job
- 12. My supervisor is unfair to me
- 21. My supervisor shows too little interest in the feelings of subordinates
- 30. I like my supervisor

Fringe Benefits

- 4. I am not satisfied with the benefits I receive
- 13. The benefits we receive are as good as most other organizations offer
- 22. The benefits package we have is equitable
- 29. There are benefits we do not have which we should have

Contingent rewards

- 5. When I do a good job, I receive the recognition for it that I should receive
- 14. I do not feel that the work I do is appreciated.
- 23. There are few rewards for those who work here.
- 32. I don't feel my efforts are rewarded the way they should be.

Operating conditions

- 6. Many of our rules and procedures make doing a good job difficult
- 15. My efforts to do a good job are seldom blocked by red tape
- 24. I have too much to do at work
- 31. I have too much paperwork

Coworkers

- 7. I like the people I work with.
- 16. I find I have to work harder at my job because of the incompetence of people I work with
- 25. I enjoy my coworkers
- 34. There is too much bickering and fighting at work

Nature of work

- 8. I sometimes feel my job is meaningless
- 17. I like doing the things I do at work
- 27. I feel a sense of pride in doing my job
- 35. My job is enjoyable

Communication

- 9. Communications seem good within this organization
- 18. The goals of this organization are not clear to me
- 26. I often feel that I do not know what is going on with the organization
- 36. Work assignments are not fully explained

Scoring: All items are responded to using the following scale:

- 1 = Disagree very much
- 2 = Disagree moderately
- 3 = Disagree slightly
- 4 = Agree slightly
- 5 = Agree moderately
- 6 = Agree very much

The negatively worded items are then reversed scored (items 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36).

Facet score: The 4 responses for each facet score are summed (can range from 4 to 24)

Total score: All 36 responses are summed (can range from 36 to 216)

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