AN EXAMINATION OF PERCEPTIONS, ATTITUDES, AND LEVELS OF

JOB SATISFACTION OF FACULTY TEACHING IN A

DISTANCE EDUCATION ENVIRONMENT

Except where reference is made to the work of others, the work described in this dissertation is my own or was done in collaboration with my advisory committee. This dissertation does not include proprietary or classified information.

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AN EXAMINATION OF PERCEPTIONS, ATTITUDES, AND LEVELS OF JOB SATISFACTION OF FACULTY TEACHING IN A DISTANCE EDUCATION ENVIRONMENT

Emily Lewis

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Emily Lewis graduated from Calumet College of St. Joseph with a Bachelor of Science in Organizational Management in 1998. She received a Master of Science in Training & Development with a minor in Organizational Development from Loyola University of Chicago in 2001. She has years of experience working as a Trainer, Instructional Designer, and Employee Development Specialist designing and facilitating training programs. She began working as an adjunct instructor for DeVry University in Tinley Park, Illinois in 2004 teaching onsite undergraduate courses such as Introduction to Business & Technology, all levels of their Career Development courses, and teaching Leadership and Organizational Behavior for DeVry University's Keller Graduate School. She taught as a part-time faculty member for University of Phoenix, teaching numerous courses such as Human Resource Management, Cultural Diversity, Organizational Theory and Behavior, Critical Thinking, and taught Professional Communication for Colorado Technical University Online. She has worked as a Consultant working for various corporations and academic institutions conducting assessments to determine possible organizational process, procedure, and performance needs. She entered Auburn University doctoral program in September 2006. Among many of her accomplishments in life, she organized a 501(c)(3) corporation called Lewis Ministries, Inc. that provided low to moderate income families' support through various types of community programs.

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Distance education programs have been encumbered with numerous issues concerning the quality of the delivery of distance education. The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online education environment.

This study explored theories and concepts relating to adult education, self-directed learning, pedagogy, andragogy, behaviorist, and constructivist instructional models. The findings consisted of the demographic descriptions of the faculty that participated in this study. The mean, standard deviation, distribution and percentages of various aspects of the demographic information such as gender, occupation, education, and institution type for faculty participating were considered. Results from the bivariate

correlations were presented that suggested that the dependent variable means were different; however, a relationship existed between them. The results showed that the correlation analyzes were statistically significant for all eight correlations.

A one-way repeated-measures ANOVA was conducted to analyze the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses. The results indicated a strong relationship between the dependent variables, overall perceptions, overall attitudes, overall levels of job satisfaction, and technology use.

ACKNOWLEDGEMENTS

I wish to acknowledge and express my sincere gratitude to my committee members: Dr. James Witte, Dr. Maria Martinez Witte, Dr. Jung Won Hur and their continued support throughout my graduate studies. I also want to acknowledge those that were part of contributing to my many life accomplishments. To my Mother, Maggie Johnson, I want to say thank you for the legacy you left me to follow. I miss you and love you. To my father, Thomas Johnson, who worked day and night to ensure his children had a good life. Dad, I honor and thank you for your life example and spiritual guidance that has contributed to the person I am today. To my brother, Walter Johnson, thank you for being there for me during one of the greatest crisis in my life. The Bible presents a story about 10 lepers that were healed, but only one returned to say thanks. Walter, thank you for everything you have done for me. To Dr. Gwendolyn Trotter, I want to say thank you for always being there to provide wise counsel and support. You are one of the reasons I came to Alabama and began this process. To the love of my life, my husband, James Lewis, you are such a prodigious part of my life and my greatest supporter. Thank you for your unending confidence in my abilities and your love and support. I must thank God for everything because of him I am able to do all things. Finally, I would like to thank the other members of my family, my friends, and fellow colleagues for their support and encouragement.

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I. INTRODUCTION

Distance education has evolved over the past 100 years. Distance education uses technology as a method of delivery, which allows delivery of educational programs anywhere in the world (Schlosser & Simonson, 2006). The entire educational system grew out of a societal need that began with evening programs, then correspondence courses, and currently distance education programs. Correspondence courses were the first forms of distance education and required the use of the postal service as a means of student and instructor interaction.

The need for correspondence courses developed from a societal need to educate mass numbers of people in numerous and remote locations (Zuhairi, Wahyono, & Suratinah, 2006). Between the time of the American Revolution and the Civil War, the goal of the "new nation was to transform an entire people from subjects to citizens – from a people used to being governed by an aristocracy to a people able to govern themselves to a democracy" (Knowles, 1977, p. 13). The United States faced the challenge of developing an educational process for an entire nation. Correspondence courses provided flexibility for a government that wanted to educate their constituents. Current distance education programs also meet societal needs by providing flexible options for students unable to participate in the traditional educational process.

Distance education and the use of technology have opened up new possibilities of securing an education for those that may never thought it possible. Friedman (2005) examined the historical evolution of technology. Technology has allowed individuals to compete at a global level by removing some of the former challenges or barriers to resources. Technology has leveled the playing field allowing those that did not have access to education in the past to be able to access distance education courses 24 hours a day. The ability to pursue an education is available to those with computer access. Friedman (2005) stated "those who get caught in the past and resist change will be forced deeper into commoditization. Those who can create value through leadership, relationships, and creativity will transform the industry, as well as strengthen relationships with their existing clients" (p. 15). During the period of time that distance education evolved from paper-based to the use of technology, theories and concepts associated with adult education were also evolving.

Some of the educational theories and concepts that were evolving during the same time period as distance education programs consisted of self-directed learning concepts, pedagogical theories, and the concepts of andragogy. Cyril O. Houle and Malcolm Knowles are known for their contributions to adult education and self-directed learning concepts (Heimstra, 1998; Knowles, 1977). Self-directed learning refers to the adult learner as the primary participant in the decision-making aspects of the learning process. An explanation of the concepts of pedagogy and andragogy are presented to describe the learning progression from childhood to adulthood. These concepts are broached to present the effects technology will have on facilitation and the use of technology in the learning environment.

Freire (2000) introduced the relationship of education and the process of social liberation. The social liberation process emphasized a movement of the educational system from the traditional instructor-centered learning process to a student-centered process. The social liberation process places more emphasis on students taking ownership of their learning (Smith, 1997). Effectively facilitating distance education courses requires comprehension of learning concepts and theories such as self-directed learning, pedagogy, and andragogy.

Statement of the Problem

There is a lack of research addressing the perceptions, attitudes, and levels of job satisfaction among faculty teaching distance education courses. This study examined a number of faculty issues associated with distance education programs related to the quality of distance education course content: faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as age, race, and employment levels.

St. Clair (2006) recommended research consider faculty perceptions of the quality of distance education programs. There are direct parallels between the quality of distance education programs to the issues of faculty resistance to distance education programs, and to changes in faculty roles and responsibilities as a result of distance education course offerings.

Wu (2006) proposed that there are attitudinal barriers and institutional constraints to implementation of distance online courses. The attitudinal barriers such as inadequate faculty instructional training, technical support, and/or training in the use of technology. Those attitudinal barriers often promote resistance, hesitance, and even anxiety about distance education course offerings. Another component of this study examined issues of faculty resistance to distance education programs. The lack of recognition for faculty's perceptions, attitudes, and levels of job satisfaction can negatively influence the integration of distance education courses in higher education's academic programs.

Wu (2006) recommended investigating differences in faculty member's attitudes about distance education programs by examining demographic characteristics. Gould (2007) suggested that the facilitation of distance education courses can be considered impersonal and deprive the faculty member of the ability to make changes to or develop course curriculum. These issues also serve a critical role in the development and implementation of effective distance education programs (Gould, 2007; Kurnik, 2006; McLean, 2005; Schlosser & Simonson, 2006; Wu, 2006).

Kurnik (2006) focused on examining job satisfaction of full-time faculty teaching in a distance education environment. Kurnik also indicated that the lack of experience in the delivery of distance online courses effect overall job satisfaction for part-time faculty. The significance of his study placed emphasis on higher education institutions' reliance on part-time faculty; however, failure to consider the needs of part-time faculty eventually results in dissatisfaction, which contributes to high turnover rates.

McLean (2005) proposed that more emphasis should be placed on job satisfaction of faculty teaching in distance education programs. McLean recommended an

examination of working conditions of faculty working in a distance education environment as compared to faculty members teaching in a traditional on-campus environment. McLean also indicated that faculty subject themselves to enormous demands facilitating courses at a distance and a "teaching load that is exclusively at a distance, frequently repurposes their home environment to double as a workplace" (p. 4).

Wu (2006) also examined changes in faculty roles and responsibilities as a result of distance education course offerings and the increased use of faculty to facilitate distance online courses. Accommodating program growth and the effects on faculty roles and responsibilities is another perspective that needs considering. Distance education programs will serve an important role as institutions try to accommodate program growth and faculty retirements over the next five to ten years.

The U.S. Department of Education, National Center for Education Statistics (2002) report indicated that 44 percent of all tenured faculty members were 55 and older in 1999, which translates to a large number of faculty retiring or leaving over the next five to ten years. The Survey of Changes in Faculty Retirement Policies 2007 focused on how institutions will fill those vacancies with enough qualified faculty to serve a diverse population of students (Conley, 2007).

The U.S. Department of Education, National Center for Education Statistics (2003) report revealed that in the academic year of 2000–2001, enrollments were 3,077,000 for all distance education course offerings for both 2–year and 4–year institutions. The number of students enrolled in distance education courses was 2,876,000. Of the 2,876,000 enrollments, 82 percent of those students were enrolled in credit-granting undergraduate distance education programs.

Considering the issue of retiring faculty, increases in distance education enrollments, and the flexibility of distance education courses, higher education instructors' roles and responsibilities will change (Conley, 2007; Kurnik, 2006; U.S. Department of Education, 2002). It will be important to identify changes to the roles and responsibilities of instructors teaching in a distance education environment and examine the impact of those changes on the attitudes, perceptions, and levels of job satisfaction for instructors within the higher education environment.

Failure to address the perceptions, attitudes, and levels of job satisfaction of faculty teaching in a distance education environment may result in higher education institutions losing quality faculty (Gould, 2007). The loss of quality faculty will affect the ability of higher education institutions to meet enrollment demands generated from the flexibility aspects of distance education course offerings.

Wu (2006) emphasized the role faculty have in the implementation success or failure of distance education programs. He suggested that distance education programs present a tremendous amount of change in comparison to traditional on-campus courses for faculty. One of the changes that distance education programs pose for higher education institutions relate to part-time faculty's lack of experience facilitating distance education courses. Distance education courses and the internet allow students access to information 24 hours a day; therefore, additional aspects should be considered as faculty roles and responsibilities change and there is an increase in the use of adjunct faculty to facilitate distance educations programs.

Purpose of the Study

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. This study also examined specific issues that focused on the quality of distance education course content; faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as age, race, and employment levels.

Research Questions

This study addressed the following research questions:

1. What are the perceptions among faculty teaching distance education courses?
2. What are the attitudes among faculty teaching distance education courses?
3. What are the levels of job satisfaction among faculty teaching distance education courses?
4. What is the extent of training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?
5. What are the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?

Significance of the Study

This research examined perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online education environment. The results from the information collected can be used to increase the body of knowledge relating to distance education programs for professional associations and higher education institutions. Faculty's perspectives of distance education programs may have some influence on the future of higher education course offerings. The results of this study can also provide insights into the possible changes in the roles and responsibilities of faculty.

Assumptions of the Study

The assumptions made consisted of the following:

1. Faculty participating in this study had facilitated distance education courses.
2. Faculty participating in this study had facilitated in a traditional on-campus and distance online education environment.
3. Faculty participating in this study responded honestly to the survey questions.

Limitations of the Study

A number of limitations were identified prior to conducting the research and during the pilot study. The limitations that were considered consisted of:

1. Finding a suitable number of faculty members that have taught in a distance education environment.
2. Finding enough faculty members that had taught distance education courses for more than one year. Kurnik (2006) suggested that a large number of first

year distance education faculty indicated a high degree of satisfaction facilitating distance education courses. He suggested that their response may be an indication that they are in the honey moon phase of their employment.

3. Survey return rates may be affected by computer security settings. During the pilot survey there were concerns about computer security settings that forwarded electronic surveys to recipient's junk mail boxes or computer security settings that interfered with the functionality of the survey.

Definition of Terms

The definitions of terms provided in this study are presented below:

Andragogy – The art and science of teaching adults (Merriam & Caffarella, 1999; Owens, 2002).

Behaviorist instructional model – Transmitting of facts by instructor with students listening, responding, and recalling information presented (Boetcher, 1998).

Blended learning – A blended learning design that combines delivery modalities as traditional face-to-face with distance online education components that are strategically combined to achieve the course objectives (Miner & Hofmann, 2009).

Constructivist instructional model – Information is presented by the facilitator of the learning process; then, students analyze information through discussion and critical thoughts (Baumartner, Lee, Birden, & Flowers, 2003; Boetcher, 1998; Crain, 2005).

Distance education – Distance education is defined as educational programs where there is a separation of the student, instructor, and educational institution with the

student having access to the institution's educational resources (Conceicao, 2006; Holmberg, 1986; Kurnik, 2006; Schlosser & Anderson, 1994).

Distance education technology – Educational instruction that is synchronous or asynchronous that involves communication through computer technology that requires the use of a personal computer, internet, and educational software (University of Idaho, 2007).

Pedagogy – The science of teaching children (Owens, 2002).

Self-directedness – Adult learners participate in the planning, implementing, and evaluating of their learning process (Brookfield, 1986; Knox, 1992; Merriam & Caffarella, 1999).

Organization of the Study

Chapter I presented an introduction that considered the historical aspects of distance education programs and adult education concepts and theories. The purpose of this research, statement of the research problem, the research questions, and significance of the study, research limitations, and definition of terms were presented. Chapter II is a review of literature focusing on educational theories and concepts that have a relationship to distance education learning processes. The chapter presented educational theories and concepts that were evolving during the same time period as distance education programs and their relationship to distance education programs. Chapter III presents the methods used for the research study. Methods relate to the design of the study, the specific aspects of the research sample, the survey instrument, the collection process, and the data analysis process. Chapter IV provides the findings as a result of conducting this research

study. The findings will be presented associated with faculty perceptions, attitudes, and levels of job satisfaction. Chapter V provides a summary of the research study with recommendations for future research.

II. LITERATURE REVIEW

Introduction

Chapter I presented a prologue that included the historical aspects of distance education and adult education concepts and theories. The purpose of the study, statement of the problem, research questions, significance of the study, limitations, and definition of terms were presented. This chapter presents the purpose of the study, the research questions with a review of literature of concepts associated with distance education programs. This chapter also introduces a historical overview of adult education; pedagogy and andragogy; distance education; self-directedness; self-directedness concepts and distance education programs, and behavioralist and constructivist instructional approaches to learning.

Another aspect of the review of literature will address a shift from an instructor-centered to a learner-centered educational process as it relates to self-directedness and distance education. The aspects of a learner-centered educational process will lead to an introduction of the constructivist instructional approach. The issues associated with changes in faculty roles and responsibilities as a result of distance education programs will also be presented.

Purpose of the Study

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. This study also examined specific issues that focused on the quality of distance education course content; faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as age, race, and employment levels.

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Historical Overview of Adult Education

Knowles (1977) chronicles the historical timelines as it related to the movement of adult education. The historical movement of the adult education began during the 1780 and 1865 time period (Knowles, 1977). This was a time when the United States emerged as an independent and self-governing nation. This process took place between the time of the American Revolution and the Civil War. The goal of the "new nation was to transform an entire people from subjects to citizens — from a people used to being governed by an aristocracy to a people able to govern themselves to a democracy" (Knowles, 1977, p. 13). This would not be a simple task considering the fact that the process had to be constructed over a period of years with the central focus on developing an educational process for an entire nation. One of the goals for the new nation during this period was the development of an educational system.

During that period, the educational system moved from an aristocracy to a democracy, with the focus on promoting useful knowledge for its constituents. This resulted in the founding of libraries and other vocational type institutes. An example of the types of institutes would be the mechanics and merchant's clerks programs that began in the 1820's which provided journals to transmit information, lectures, research, and travel exhibits for it learners (Knowles, 1977). The agricultural societies contributed to the education process through printed materials, contests, and fairs as its contribution to the beginnings of educating a nation. The process moved further forming American's educational system for elementary and secondary schools, district night schools, colleges and universities (Knowles, 1977; Knox, 1992). Evening schools were originally designed to educate youth using the same format as courses taught during the day. Evening schools

were a part of the movement to provide educational programs that would meet the need for flexibility. Evening schools also led to the introduction of correspondence courses; programs that were provided to meet the needs of a greater population of people in different locations.

Numerous institutions including religious communities emerged during the 1800s to play a major role in the education of adults (Knowles, 1977; Schlosser & Simonson, 2006). For example, reading circles initiated by the Catholic church, or Sunday Schools founded by the American Sunday School Union, were formed for educational purposes (Knowles, 1977). Christian literature was developed and sent to groups in different locations to support those educational programs. Correspondence courses are still used to some degree by some religious organizations for learners located in remote areas that do not have access to technology (Schlosser & Anderson, 1994).

Hiemstra (1976) cited the historical beginning of contemporary adult education, as the enactment of the Adult Education Act of 1965. “The legislation provided federal support to, and recognition of, adult education as a necessary part of living” (Heimstra, 1976, p. 19).

Pedagogy and Andragogy

Comprehending the assumptions associated with pedagogy and andragogy are essential to conceptualize the relations between self-direct learning concepts and distance education programs. The definition and concepts associated with self-directedness have a direct association with the terms pedagogy and andragogy. Both terms, pedagogy and andragogy, must be introduced as the foundational aspects of self-directedness.

Pedagogy

Knowles, Holton, and Swanson (2005) provided a foundational definition for pedagogy. “Pedagogy is derived from the Greek words *paid,* meaning ‘child’ (the same stem from which ‘pediatrics’ comes)… Thus, pedagogy literally means the science of teaching children” (Owens, 2002, p. 61). Pedagogy “evolved between the seventh and twelfth centuries in the monastic and cathedral schools of Europe out of their experience in teaching basic skills to young boys” (Knowles et al., 2005, p. 61). Ozuah (2005) presented four pedagogical assumptions:

> The first pedagogical assumption was the dependent personality of the learner. This implied that the learner not only did not know but could not know his or her own learning needs. The second assumption on which pedagogy was founded was that learning needed to be subject-centered. Hence, instructional curricula were organized around subjects, such as arithmetic and geography. A third assumption emphasized extrinsic motivation as the most important driving force for learning. Therefore, learners needed to be motivated with prizes and punishment. The fourth and foundational assumption of pedagogy was that the prior experience of the learner was irrelevant. (p. 83)

Knowles et al. (2005) and Ozuah (2005) both suggested that pedagogy assumptions were adapted because it was the only model available and its approach to teaching was teacher-centered. The pedagogical model allows the teacher to determine the content that will be taught, at what point the content will be taught, and if the learner

has learned the content. “As a result, until fairly recently, adults have by and large been taught as if they were children” (Knowles et al., 2005, p. 61).

Olson (2003) indicated that pedagogical theory is child-centered and a diminutive amount of institutional change has occurred over an extended period of time to accommodate the adult learners’ needs. “Schools take learners, usually children, and by hook or by crook (pedagogy) train them for participation, whether as experts or laypersons in the dominant institutions of the society” (p. 171). Breunig (2005) describes pedagogy as a way of thinking that considers the relationship between instructor and “the product of knowledge, institutional structures of the school, and the social and material relation of the wider community and society” (p. 109).

Andragogy

To comprehend assumptions associated with pedagogy and andragogy, a definition for the term adult will be presented. Knowles et al. (2005) provided four components for the definition of an adult. The four components consist of biological, legal, social, and psychological as they relate to being an adult. The biological portion of the definition relates to age associated with reproduction. The legal aspect of the definition is associated with the point in an adult’s life where the legal system determines the appropriate age to be considered legally responsible for themselves. The social aspect of the definition relates to the roles adults participate in life. Knowles’ et al. (2005) final aspect of the definition of adult relates to the psychological components. This is the point in an adult’s life when they “arrive at a self-concept, of being responsible for our own lives, of being self-directing” (p. 64).

Ozuah (2005) presented an overview of the assumptions associated with andragogy that consisted of the following:

1. The adult learner needs to know the usefulness of the materials they are learning.
2. The adult learner is self-directed.
3. The adult learning process includes the learner's prior experiences.
4. The readiness of the adult learner to learn.
5. The orientation of the learning process is task-centered, problem-centered, or life-centered.
6. The adult learner's motivation is a consideration during the learning process. (p. 84)

Knowles et al. (2005) indicated that adults have been taught in the same manner as children until recently. Owens (2002) defined andragogy as the "art and science of helping adults learn" (p. 2). Owens also stated that "a facilitator who adopts andragogical principles empowers learners to accept dual responsibility for teaching and learning" (p. 2). A basic definition for the concept andragogy is the art and science of teaching adults (Merriam & Caffarella, 1999).

There are criticisms of the concept of andragogy. The criticisms focus on the application aspects of andragogy related to how the concept applies and if "it is a theory or a set of assumptions" (Baumgartner, Lee, Birden, & Flowers, 2003, p. 13). The assumptions associated with andragogy are also criticized. Critics question "What is andragogy and to whom does it apply? Do some or all of the assumptions apply to children? Are its assumptions too simplistic? Does andragogy ignore the learning

context?" (p. 13). The definition of andragogy presented in the literature is based on Knowles' studies of adult learners (Boyer, 2003; Langenbach, 1998; Merriam & Caffarella, 1999; Owens, 2002).

Movement from Pedagogy to Andragogy

With pedagogical concepts being used as the current educational standard and the affects of technology, consideration should be given to a movement from pedagogy to andragogy as shown in Figure 1. Pedagogy and andragogy learner assumptions are presented in the framework illustration. Ozuah (2005) stated that andragogy and pedagogy assumptions are opposed to each other, but they "are not necessarily mutually exclusive paradigms" (p. 84). The assumptions relating to pedagogy do not recognize "principles of andragogy (or adult learning theory), but rather focus on the dependent personality, subject-centeredness, extrinsic motivation, and irrelevant prior experiences" (p. 84). "It should be noted that andragogy contains an appreciation and acceptance of pedagogy in many instances" (p. 84). The learner that participates in the learning process with no prior knowledge would be considered a dependent learner. This would require pedagogical approaches that support the learner's needs.

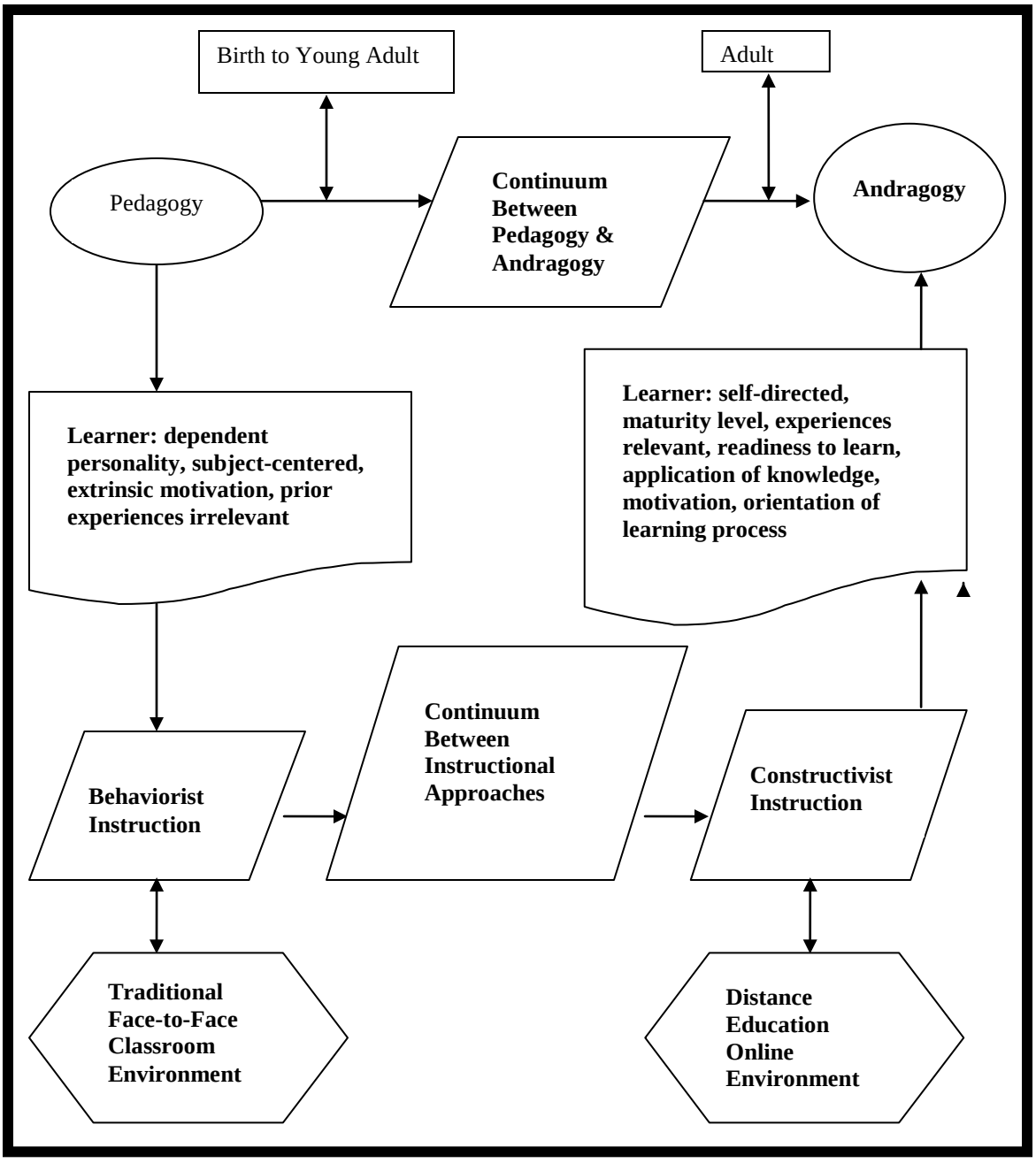

Figure 1. Framework for a Movement from Pedagogy to Andragogy.

Distance education can be connected to self-directed concepts because the process requires, in most situations, a self-directed adult learner. The movement from pedagogy to andragogy also introduces the self-directed learner and a movement from behaviorist

to constructivist instructional approaches. The acknowledgment, acceptance, and understanding of this movement from pedagogy to andragogy can be used to restructure the way educational institutions plan, manage, and organize current and future courses.

Distance Education

Schlosser and Anderson (1994) dated distance education back to the 1800's when a Swedish newspaper provided an opportunity for its readers to study composition using the U.S. postal service as the delivery method to facilitate the educational process. During this same period, another newspaper allowed Isaac Pittman to offer shorthand correspondence courses using the U.S. postal service as the delivery method.

Germany established correspondence courses and offered classical curriculum that provided guided readings and tests. The United States began offering correspondence courses in 1883 in New York. The process and terminology associated with the original correspondence courses has continued to evolve to this day (Schlosser & Anderson, 1994). Correspondence courses or distance education programs were direct extensions of the educational movement for a new nation. Distance education programs have evolved from correspondence courses to now being called distance education courses. Distance education courses use technology as a method of delivery and it is a method that is capable of delivering educational programs anywhere in the world (Schlosser & Simonson, 2006).

The entire educational system grew out of a societal need which began with providing evening programs, then correspondence courses, and now distance education programs. A societal need to educate mass numbers of people in numerous and remote

locations increased the need for information and to provide flexible options for participants unable to participate in a traditional educational setting (Schlosser & Anderson, 1994; Zuhairi, Wahyono, & Suratinah, 2006).

Distance education and the use of technology as a delivery method has opened up new possibilities of securing an education for those that may have never thought possible. Friedman (2005) examined the evolution of technology and indicated that technology has allowed individuals to compete at a global level by removing some of the former challenges or barriers to resources. Technology has evolved to the point where it has expanded the intellectual playing field and now allows those that were previously unable to access educational opportunities to now having access. Technology makes access to education available to anyone with access to or who owns a computer.

Distance education uses technology as its method of delivery of educational programs. Schlosser and Anderson (1994) provided a five-part definition of the term distance education that related to both traditional and distance education educational systems. The five parts of the definition begins with the traditional educational system consisting of students and faculty meeting face-to-face at the higher education institution. The other four aspects of the definition of distance education consisted of employing staff, teachers, recruiting, and educating students (Schlosser & Anderson, 1994). Their definition of distance education has some key distinguishing features that differ from the traditional on-campus format. These features relate to providing educational services, the physical separation of the student from the instructor and from the educational institution, and having access to the instructor and resources (Schlosser & Anderson, 1994). Schlosser and Anderson added that the distance education learning contract requires that

the student be taught, assessed, guided, and evaluated. “This must be accomplished by two-way communication. Learning may be undertaken either individually or in groups; in either case it is accomplished in the physical absence of the teacher” (p. 19).

Schlosser and Simonson (2006) presented a definition of distance education that consisted of four components. The four components consisted of:

1. The concept that distance education is institutionally based. This is what differentiates distance education from self-study.
2. The concept of separation of the teacher and student. Most often, separation is thought of in geographic terms.
3. Interaction can be synchronous or asynchronous–at the same time, or at different times.
4. The concept of connecting learners, resources, and instructors. This means that there are instructors who interact with learners and that resources are available that permit learning to occur. (p. 1)

Conceicao (2006) defined distance education as an educational program where there is a difference in time, location, or both. He stated, “there are a variety of distance education delivery systems: correspondence, broadcast, teleconferencing, computers and digital technologies, and the Internet and World Wide Web” (p. 27).

Holmberg (1986) defined distance education as a form of study that does not require the physical presence and/or supervision of an instructor as in a traditional classroom setting. In a traditional classroom, the instructor provides instruction and supervision of the classroom. With the physical separation of the student and instructor,

students are able to participate in the planning and guidance of their learning process (Holmberg, 1986).

The University of Idaho (2007) defined distance education as the physical separation of instructor, students and technology (i.e., voice, video, data, and print) that are used to facilitate the course. This includes technology that provides some type of face-to-face communication to increase the interaction between instructor and students. Galbraith (2004) described distance education as a process that "connects learners with distributed learning resources and is characterized by (a) separation of place and/or time between instructor and learner, among learners, and/or between learners and learning resources and (b) interaction between the learner and the instructor, among learners and learning resources conducted through one or more media" (p. 274).

There are some commonalities among the distance education definitions. The commonalities emphasize separation of the student from the instructor and educational institution; however, students are allowed to access the institution's resources. Another commonality among the definitions of distance education consisted of the student having access to technology used to deliver courses.

Self-Directedness

During the periods that the foundation of the educational systems for American society were being instituted to educate a nation, distance education programs evolved as a means to provide knowledge to a greater population of people located throughout the United States and the world. During 1921-1960, the primary focus of the education process was not on developing programs for adults. The focus was on developing an

educational system that promoted useful knowledge particularly for a new nation seeking ways to educate its citizens. Once the basic foundation of the educational system was in place, the concept of adult education slowly began to emerge. The concept of self-directed learning has slowly emerged from that time until now with the emergence of other terms such as pedagogy and andragogy.

Knowles (1977) stated that "in the early stages of the development of the field, both the curriculum and the teaching methods of adult education were directly borrowed from the traditional schools for youth, the assumption being that what was good education for youth was good education for adults" (p. 255). According to Knowles, there were thousands of institutions during the 1800's that opened to provide educational services for children, youth, and adults. Even with this evolution of the educational infrastructure from 1921 to 1960, the concept or uniform process associated with adult education or any concepts associated with self-directedness did not appear in any professional educational vocabulary (Knowles, 1977).

Cyril O. Houle, considered the grandfather of adult education, was known for his research involving adult learners that led to the concept of self-directed learning. The concept of self-directed learning was not readily received within the academic community at that time (Merriam & Caffarella, 1999).

Malcolm Knowles, considered the father of adult education, was known for his assumptions associated with andragogy and contributions to the concept of self-directed learning. The five assumptions about adult learners indicated in Knowles' andragogical model of instruction related to distance education and self-directedness. The five assumptions consisted of maturity of the learner, past experiences of the learner,

readiness of the learner to learn, changes associated with future and immediate application of knowledge, and adult motivational factors for the adult learner (Merriam & Caffarella, 1999).

Knowles also provided an explanation for self-directed learning as a process where the learner takes control of planning, implementing, and evaluating their own learning experience (Merriam & Caffarella, 1999). Merriam and Caffarella suggested consideration of self-directedness as a "process and an attribute of learning" (p. 289); and further stated that "learners become increasingly self-directed as they mature" (p. 289). The description of self-directed learning involves six steps: "(1) climate setting, (2) diagnosing learning needs, (3) formulating learning goals, (4) identifying human and material resources for learning, (5) choosing and implementing appropriate learning strategies, (6) evaluating learning outcomes" (Merriam & Caffarella, 1999, p. 295).

Brookfield (1986) defined self-directedness as "externally observable learning activities or behaviors rather than in terms of internal, mental dispositions" (p. 40). Brookfield also made a point of connecting self-directedness to how adults learn when he stated that self-directedness "is being advanced as a prescriptively defining characteristic of adulthood. Hence, for an act of learning to be characteristically adult, it will have to exhibit some aspects of self-directedness" (p. 40).

Knox (1992) presented the concept of self-directed learning "as the role of individuals (or, in some cases, groups) in choosing and guiding their processes of education" (p. 299). He supported the concept that "all adult education is self-directed" (p. 299) and further stated that "self-directed learning is no panacea, especially because many adults do not want to learn on their own initiative" (p. 301). Knox explained that

some adults do not want to take the initiative to guide their own learning process. This might be a facilitation issue that needs to be considered when implementing concepts associated with self-directedness in traditional and distance education environments.

In contrast, Owens (2002) summarized self-directed learning as when "individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (p. 18). Owens (2002) indicated that self-direction is a fundamental characteristic of adulthood experience in a democratic society.

Adult educators such as Cyril O. Houle, Malcolm Knowles, Allen Tough, and Roger Hiemstra have contributed greatly to the definition of self-directed learning. From their contributions to the concept of self-directedness, the basic definition for self-directed learning is an orientation of learning that involves the learner taking control of the initiation, planning, implementation, and evaluating of their learning process (Merriam & Caffarella, 1999).

Self-Directedness and Distance Education Programs

The education movement went from forming the foundation of the current educational system, including evening programs and correspondence courses, to the current distance education programs. Distance education programs employ various methods of delivery to facilitate educational programs. From a self-directedness perspective, distance education programs can be seen as the physical structure for the self-directed learning concepts to be implemented.

Shinkareva and Benson (2006) found a relationship between the use of instructional technology for educational purposes and self-directed learning concepts. The study suggested that distance education programs are not effective without self-directed learning. This study placed emphasis on motivation as one of the key elements for those taking distance education courses. Motivation was a key element to an adult being self-directed in a distance education environment.

Hsu and Shiue (2005) studied the differences between the instructional delivery methods for classroom and distance education environments, and the effects on the academic performance of the individuals participating in the study. Hsu and Shiue's study found that student's readiness to learn and educational background were strong factors in determining student academic success in a distance education environment. The study also found that "regardless of the instructional delivery method… students at the distance site performed as well as their on-campus counterparts on average" (p. 151).

Langenbach (1998) indicated that adults can direct their own learning. This was an important consideration in both traditional and distance education programs. Langenbach stated that "a self-directed learner is more likely to gain access to knowledge, as opposed to having someone else create the access" (p. 147). The focus was on the individuals taking control of the planning of their learning process. Kasworm (1992) stated that:

> The interactive learning process within distance learning programs features adult learners as capable of initiating and directing their own learning, given specific guidance and parameters. More importantly, quality learning occurs from learner involvement and active participation with deep information processing of

> meanings, connecting topics, and skills to the metacognitive world of the learner. (p. 4)

Kasworm also placed emphasis on the maturity of the learning and stated that:

> The maturation of self-directed learning should be viewed along a developmental continuum of teaching and instructional designs in distance education and open learning environments which fosters increased self-directedness and autonomy. But we realize this continuum also undergirds another continuum of learner abilities and skills, reflecting the many personal and historical factors of the learner. (p. 4)

The learner brings experiences, culture, learning styles, goals, motivation, expectations, and maturity to the learning process. Kasworm (1992) placed emphasis on the maturity of the learner to be able to manage and critically think through the various components in the distance education environment as a key element of the learning process.

Knowles (1977) identified assumptions associated with educating or providing programs for adults that are still applicable today. The assumptions related to self-directedness and distance education. They are as follows:

1. The purpose of education for the young must shift from focusing primarily on the transmission of knowledge to the development of the capacity to learn.
2. The curriculum of education for the young must shift from subject-mastery basis of organization to a learning-skill basis of organization.
3. The role of the teacher must be redefined from “one who primarily transmits knowledge” to “one who primarily helps students to inquire.”

4. A new set of criteria must be applied to determine the readiness of youth to leave full-time schooling. (p. 273)

Chute, Thompson, and Hancock (1999) indicated that distance education placed the learner at the center of the process (or learner-centered). Chute et al. presented an outline of the process, providing labels such as the 20th Century instructor-centered and the 21st Century learning-centered approaches to learning. Chute et al. provided a breakdown of the differences between 20th Century instructor-centered and 21st Century learner-centered learning processes as follows:

1. The 20th Century learning approach is instructor-centered, which consists of lecture, individual learning, students as listeners, instructor as source, stable content, homogeneity, and evaluation and testing.
2. The 21st Century approach is the learning-centered approach, which consists of facilitation, team learning, students as collaborators, instructors as guides, dynamic content, diversity, and performance. (p. 26)

Stover (2006) studied the effectiveness of teacher-centered and learning-centered approaches to teaching. The results of the research indicated learning-centered principles made a difference in teaching and learning processes.

Chute et al. (1999) indicated a direct link between distance education and self-directedness. There was a link between the adult learner and their ability to be self-directed in the distance education environment. The 20th Century instructor-centered process was appropriate for a nation moving from an aristocracy to a democratic society (Chute et al., 1999; Knowles, 1977).

The instructor-centered approach does not automatically incorporate self-directed concepts in the development of instructional processes. The 20th Century instructor-centered approach can be considered out-dated for a society that is more intellectual, understands, and values the educational process. Freire (2000) referred to the instructor-centered approach in his "anti-dialogical banking educator" concept (p. 93). The anti-dialogical banking process describes the perspective of an instructor who makes the knowledge deposits into the learner with no thought to the usefulness of the information they are depositing into the learner (Freire, 2000). In Freire's banking concept, inferences about the teacher taking on the role of only depositing information into the learner reduces "the learner's ability to develop critical thinking processes associated with real learning. Further, suggesting that the concept of banking only contributes to the interest of the teacher or those that want to own the learning process" (p. 73).

Knowles (1977) suggested that the adult educator that continues to teach adults using concepts developed for youth will lead to doom for adult learners. Knowles further suggests that if the adult education process is led by people who feel they have completed their educational process and view additional education as "an occasional vitamin and not a part of a balanced diet throughout life, the education process will be viewed as a vocational and avocational palliatives, sectarian propagandizing, and frustrated attempts to provide a program of positive human development" (p. 280).

A distance education environment requires awareness and an understanding of self-directed concepts. It is possible to have the concepts relating to self-directedness be taught and practiced simultaneously within distance education programs. This will require a revolution in the academic arenas of teaching and learning processes. This

would necessitate some form of re-structuring in the way faculty and instructors facilitate both traditional classroom and distance education courses.

Faculty resistance to the concepts of self-directedness and distance education programs are major institutional issues. The newness of distance online education programs has contributed to faculty concerns associated with self-directed concepts and distance education programs. Misunderstandings related to facilitating distance online courses, self-directed concepts, and changing faculty roles and responsibilities have also contributed to faculty resistance (Hiemstra & Brockett, 1994; Robinson & Latchem, 2003).

Hiemstra and Brockett (1994) identified myths that have contributed to the resistance to self-directedness concepts and distance education programs. Issues of resistance refer to the concerns regarding learner isolation, distance education is just another fad, and self-directed concepts will erode the quality of institutional programs.

Schlosser and Anderson (1994) stated that "a firmly based theory of distance education will be one which can provide the touchstone against which decisions—political, financial, educational, social—when they have to be taken, can be taken with confidence" (p. 5). Schlosser and Anderson also explained distance education as a "synthesis of existing theories of communication and diffusion, as well as philosophies of education" (p. 6).

A 21st Century educational process will have to acknowledge the characteristics of its new learners, those that are more technologically oriented. This will be the learner that is more suited for a self-directed learning environment and able to participate in the planning, implementation, and evaluating of their learning process (Merriam &

Caffarella, 1999). To move from an instructor-centered approach to a self-directedness process, facilitators of the educational process must trust that the learner can be self-directed and partner with the learner. By partnering with the learner, the instructor can assist the learner in their quest to participate in the development (planning, implementation, and evaluating) of their learning process. Friedman (2005) reflected that "those who get caught in the past and resist change will be forced deeper into commoditization. Those who can create value through leadership, relationships and creativity will transform the industry, as well as strengthen relationships with their existing clients" (p. 15).

Behavioralist and Constructivist Instructional Approaches

Smith (1997) introduces Freire's illustration of the Christian aspect of the Easter holiday as a metaphor for the liberation of the educational process. In the illustration, Freire took the death and resurrection aspects of the holiday and created a visual image of the liberation of the educational process where the educator has to die as the sole owner of the educational process for the learner to be born again or liberated. Self-directedness and distance education could be considered a 21st Century illustration of Freire's metaphorical example of the liberation of the educational process (Smith, 1997).

Self-directed learning and distance education can be the vehicle that moves the educational system from an instructor-centered focus to a student-centered focus liberating the educational system and its learners. The concept of a student-centered focus, as a part of the instructional model, will require an examination of behaviorist and constructivist theories. The shift from an instructor-centered to a student-centered

instructional approach needs to be addressed as a movement from a behavioral to a constructivist instructional approach within a distance education environment.

Although there has been a new emphasis placed on offering distance education programs, there are previous issues that relate to faculty perceptions, attitudes, and levels of job satisfaction associated with distance education programs (McLean, 2005; Robinson & Latchem, 2003; Schlosser & Simonson, 2006; Wu, 2006). One of the issues involved the possible impact distance education programs will have on the instructor's liberty to contribute to the development of course content. This section will focus primarily on distance education being the possible catalyst to move the instructional process from a behavioralist to a constructivist model of instruction. The movement from a behavioralist to a constructivist model could have some relationship to what Chute et al. (1999) referred to as a movement from an instructor-centered to a learner-centered approach to learning.

Distance education courses have limitations associated with direct instruction. The term direct instruction refers to the traditional on-campus face-to-face interaction between the instructor and student. Traditional face-to-face instructional approaches have primarily adhered to a behavioralist approach to instruction with its foundation grounded in the processes of predicting and controlling students' behavior or responses. The distance education environment instinctively adheres to a constructivist model where students participate in the learning process with the instructor serving more as a facilitator, but not having total control of the learning process.

Technology is the vehicle that has allowed individuals to compete at a global level by removing some of the former challenges and barriers to educational resources for

anyone that has access to or owns a computer. Traditional higher education institutions are known for holding to their traditional culture of face-to-face instructional methods, but does not readily adhere to students' becoming an active participant in the learning process. Barone and Hagner (2001) provided insights into the culture of higher education institutions and the influence of the culture on any process of change. Barone and Hagner also suggested that higher education institutions are the only institutions that allow their constituents to oppose change.

With the increased demand for distance education courses, the constructivist instructional model should be considered as a primary method of instruction. An examination of the behavioralist model of instruction in contrast to the constructivist model of instruction, as related to distance education courses, will be introduced.

Behavioralist

The behavioralist approaches to instruction is in its third decade of influencing the teaching and learning process (Magliaro, Lockee, & Burton, 2005). Kukla and Walmsley (2006) indicated that behavioralism was one of the "major psychological theories of the first half of the twentieth century" (p. 28). Mills (1998) stated "that behaviorism was the dominant force in the creation of modern American psychology" (p. 1) and that it still has a strong influence on today's academic culture. He went further to state that "forms of behaviorism, usually unacknowledged and unnamed, pervaded American social sciences from its beginnings" (p. 23). One of the defining features of behaviorism is the concept relating to predicting and controlling behavior.

Behavior modification derived from the principles of classical and operant conditioning, "behavior modifiers believed that to understand behavior is to predict and

control" behavior (Mills, 1998, p. 152). The behavioralist model's influence on the teaching and learning process has faced challenges for years. This model of instruction is facing more challenges due to the increased number of distance education programs. The behaviorist model of instruction uses an instructor-centered approach to teaching that is not easily incorporated into a distance education environment (Mills, 1998).

Skinner (1968) presented a number of theories that characterized learning. One of his theories stated that "We learn by doing" (p. 5), which disregarded the learners ability to obtain knowledge on their own. He also stated that "a student does not passively absorb knowledge from the world around him…" (p. 5). Skinner placed the teacher at the center of the student's learning process suggesting that the teacher will provide the learning experiences. Another one of Skinner's theories was that "We learn by trial and error" (p. 7). He suggested that the trial and error concept would result in receiving the "consequences of behavior" (p. 7), which he associated with problem solving.

Kuhlmann (2005) provided a fictional story about a utopian community. The founder of the utopian community was a man named Frazier. One prominent aspect of the community was its educational system. Frazier provided a tour for a visitor of the communities' school. The children in the school were "kept in a completely controlled environment that was intended to weed out all behaviors considered unacceptable in an utopian environment, while fostering behaviors that made for self-confident, peaceful, happy, and productive members of society" (Kuhlmann, 2005, p. 8).

Kuhlmann (2005) suggested that changing behavior centered on the need to change one's environment. "To effectively change the environment, one must attend to the evolutionary needs of a culture" (p. 10). The behaviors are controlled by controlling

the “environment and using techniques of behavior modification” (p. 10). The basis of behaviorism focuses on predicting responses or reactions, if adequate stimulus is provided, or finding the relationships between stimuli and responses (Kukla & Walmsley, 2006).

The basis of the behavioral model of instruction consists of the following components: application of the instructional model, teacher roles, and student participation requirements. The application of the instructional model could also consist of transmission of facts. The teacher’s role would consist of being the owner of the learning process and having the responsibility of providing facts for the student to learn. The student would listen and recall the information presented (Boetcher, 1998). The usefulness of the information for the student would not be a relevant component in the learning process (Barone & Hagner, 2001). This model of instruction would not be as effective in a distance education environment. The behavioral model of instruction limits student’s active participation in the learning process.

Academia has the tendency to hold to its traditions regardless of current relevance or research that suggests a movement to more applicable theories, concepts, or models that can enhance the teaching and learning process. An example would be the pedagogical model, which currently influences our educational system’s learning process. Historically, this model evolved from teaching boys and was used because it was the only model available to teachers. The concepts associated with pedagogy “evolved between the seventh and twelfth centuries in the monastic and cathedral schools of Europe out of their experience in teaching basic skills to young boys” (Knowles et al., 2005, p. 61).

The pedagogical model that the traditional educational system adhered to for years consisted of teaching adults based on the same principles used for children. The pedagogical model focus is more on the instructor or instructor-centered approaches and does not necessarily consider the needs of the adult learner. Similarly, the historical background associated with the behavioralist model, which is based on predicting and controlling behavior, is still strongly adhered to even with other approaches available.

Constructivist

Constructivist theories maintain that knowledge is constructed from new experiences and that we assimilate information into our cognitive structures and make accommodations for changes in those structures (Crain, 2005). The Constructivist model of instruction would consist of the same components as the behavioralist model. It would have the teacher's role and student participation requirements. However, the integration of the process is different than the behavioralist model. The application of the instructional model would consist of "organizing and synthesizing content in a manner that allows for exploration of the information presented" (Boetcher, 1998, p. 3). The teacher's role would be one of an assistant or helper responsible for facilitating the learning process by helping the learner to acquire knowledge. This would take place by assisting with the collaboration of learning activities relating to problem solving and reflective thinking. The student does more of the processing of information through memorization or storing information in their memory in order to apply it at an appropriate time (Boettcher, 1998, p. 3).

"Constructivists believe that learning is a search for meaning. Knowledge is not simply "out there" to be attained; it is constructed by the learner" (Baumartner, Lee,

Birden, & Flowers, 2003, p. 9). The constructivist instructional model allows the instructor to present opportunities "for students to analyze facts and come to a new understanding of the material through discussion and critical thought" (p. 9). Magilaro, Lockee, and Burton (2005) suggested that "constructivism builds upon behaviorism and cognitivism in the sense that it accepts multiple perspectives and maintains that learning is a personal interpretation of the world. The constructivist theory supports the learner's construction or interpretation of "their own reality based upon their perception of experiences" (p. 219).

Freire (2000) introduced the concept of liberation of education. The liberation of the educational process is a student-centered concept that would allow the learner to participate in the planning, implementation, and evaluation of their learning process. Freire's liberation process contradicts the behavioralist model of instruction associated with predicting and controlling behavior. Freire's liberation process suggests that learners can be self-directed in a traditional on-campus and distance education environment. Teaching distance education courses requires faculty to comprehend how the teaching and the learning process takes place (Reisman, Flores, & Edge, 2003).

The nature and environment of a distance education course requires a movement from the behavioralist approach to a constructivist approach of instruction. The instructor's controls are reduced based on the nature of distance education courses. Distance education settings can allow students to participate in a constructivist instructional process that adheres to self-directed concepts.

Another aspect of the movement from a behavioralist to a constructivist model of instruction refers to Reisman's et al. (2003) statement that "when faculty members who

have been teaching in a traditional face-to-face format move into the arena of distance education, it is fundamental to prepare them for the new paradigm, strategies, technologies, and skills required" (p. 247). Herrington and Kervin (2007) stated that "technology presents the opportunity to employ powerful cognitive tools that can be used by students to solve complex and authentic problems. In order for this to occur, however, technology needs to be used in theoretically sound ways, and it needs to be used by students rather than teachers" (p. 219).

Barone and Hagner (2001) suggested that changes in the student population and differences in the technologies used to deliver distance education courses will be part of the process that will force the rethinking of instructional approaches. Bullen and Janes (2007) also referenced the shift in the instructional models by stating that "teaching online will require a movement from a didactic, teaching-centered paradigm to a constructivist-based model where community and collaboration are valued equally with content" (p. 191).

Changes in Faculty Roles and Responsibilities

Robinson and Latchem (2003) and Wu (2006) suggested that the major issue at the root of faculty resistance to distance education programs is change. Reisman et al. (2003) also reference the issue of higher education faculty and change relating to distance education programs. Emphasis was placed on the effects distance education programs will have on higher education institutions and their vision, mission, and policies of the institution (Reisman et al., 2003).

Barone and Hagner (2001) place more emphasis on the culture of higher education institutions and its influence on the process of change. Barone and Hagner suggested that no other institutions allow their members to oppose organizational change. Public and private institutions are placing pressure on traditional institutions to offer distance education courses. The rate those institutions are offerings distance education courses places pressures on traditional institutions to change (Barone & Hagner, 2001). This dilemma has generated some resistance by traditional faculty to distance education programs. “The pace that public and private institutions are proceeding to move forward is causing traditional institutions to become skeptical and resistant to implement distance education programs” (p. 13). Barone and Hagner also emphasized traditional faculty concerns that distance education programs “will destroy the teaching and learning process” (p. 14).

Tierney (2001) suggested that there is limited research outlining the actual activities, the tenure evaluation process, and training of higher education faculty. Tierney also indicated that the activities differ within institutions depending on the professional school or department the faculty is employed. He contributed the limited research regarding the activities of higher education faculty to the departmentalization of higher education programs.

Tierney identified some responsibilities of traditional on-campus faculty that centered around teaching, administrative duties, and research. He provided statistics relating to the daily activities of faculty. In 1992, 53 percent of the daily activities of faculty were spent teaching. The remainder of daily activities for faculty was spent on administrative duties, research, and other activities. The time higher education faculty

spend participating in professional activities was also dependent on their field of study (Tierney, 2001). An examination of daily activities for faculty teaching traditional on-campus and distance education courses should be re-visited. The purpose of this examination would be to consider the impact of distance education course offerings on faculty roles and responsibilities.

Mathis-Bianco and Chalofsky (1999) suggested that the administrative responsibilities of faculty might include "learning the management structure, politics, and general 'how do you get things done around here' issues" (p. 14). The administrative duties might involve serving on search committees (ad hoc committees, faculty senate, member of professional associations, community activities), mentoring an adjunct faculty and interns, managing programs that would include budgeting, staffing, assessment, and evaluation of the program (Mathis-Bianco & Chalofsky, 1999).

It is important to include Mathis-Bianco and Chalofsky's (1999) recommendation that not all the administrative duties are ongoing and may differ depending on the institution. Other responsibilities consist of teaching, research, university services, and other processes of working through the developmental stages during employment at a higher education institution. The responsibilities of advising students, which requires the faculty to understand the higher education institution's policies and procedures, was in the category of administrative duties.

Facilitating distance education courses is different than traditional on-campus courses. Teaching distance education courses requires faculty to comprehend "how the teaching and the learning process takes place" (Reisman et al., 2003, p. 248). The movement from an instructor-centered to a learner-centered approach could also be

defined as a movement from a behaviorist to a constructivist instructional approach. A key component of facilitating distance education courses relates to the environment. The distance education environment reduces instructor's control and allows students to be more self-directed in the planning, implementation and evaluation of their learning process. The distance education instructional setting will impact the future roles and responsibilities of faculty, and how success will be defined for instructors in the field of higher education.

The instructional design aspects of teaching traditional on-campus and distance education courses will also change, which will have some impact on how faculty contribute to the development of course content. Howard, Schenk, and Discenza (2004) indicated that "the challenges of developing new kinds of online teaching and learning processes, while remaining true to educational or training missions, is at the forefront of the implementation of information and communication technologies in the early twenty-first century" (p. 56).

> Almost any course, virtual or not can be organized around a textbook or a collection of printed materials that present the subject matter to be studied, that is, content. Digital materials increasingly can replace the textbook and other printed materials and can include class notes and extensive reading materials published to the web. The role associated with learning materials will move from instructors' traditional format of preparing learning materials by selecting a textbook, creating a syllabus, with lecture notes, and supplement your preparation with the instructors' insights will be replaced with will designed highly interactive e-learning ware for the higher education market. (Barone & Hagner, 2001, p. 38)

Tierney (2001) suggested that academic institution's missions should be connected to faculty reward systems. "Faculty are currently rewarded for the quality of instruction, their external funding, and research" (Howard, Schenk, & Discenza, 2004, p. 1). "The way faculty are rewarded will have to be re-evaluated as distance learning programs increase" (p. 2). Howard et al. (2004) stated that "as the quality of distance education courses offerings increase, the negative perceptions of distance education programs will begin to decrease" (p. 14). Institutions will begin to reassess faculty incentives associated with facilitating distance education courses. "In the future, the underlying factor of success will be the faculty's commitment to excellence in teaching and the quality and talent of the instructor" (p. 14).

The U.S. Department of Education, National Center for Education Statistics (2002) report indicated that tenured faculty will be retiring or leaving over the next five to ten years. Higher education institutions are accommodating increases in distance education programs by using more part-time and adjunct faculty (Kurnik, 2006; Wu, 2006). Howard et al. (2004) suggested that technology would have an impact on the tenured process. Traditional on-campus programs "allow senior professors or department chairs to effectively evaluate and mentor all instructors of particular courses" (p. 7). Institutions are not developing tenure faculty track positions for distance education faculty and institutions are seeking instructors verses tenured track faculty to teach distance education courses.

Summary

This literature review presented an overview of the historical movement of the United States' educational system. To comprehend the concept of self-directedness, specific terms were introduced. An introduction of concepts and theories such as pedagogy and andragogy in relation to self-directedness was presented. The concept of self-directedness was introduced to consider the connections to distance education programs. Shinkareva and Benson (2006) suggested that instructional technology is not effective without self-directedness.

Distance education programs are changing the constructs of how course curriculum is delivered and facilitated. Therefore, studies should be considered from a faculty perspective. St. Clair (2006) recommended research consider faculty perceptions of distance education programs. Wu (2006) proposed that there are attitudinal barriers and institutional constraints to implementing distance online courses. The attitudinal barriers include inadequate faculty instructional training, technical support, and/or training in the use of technology. Kurnik (2006) proposed that lack of experience in the delivery of distance online courses affected overall job satisfaction. McLean (2005) recommended that an examination of working conditions of faculty teaching in a distance education environment as compared to faculty members teaching in a traditional on-campus environment should be considered. Wu also suggested examining changes in faculty roles and responsibilities as a result of distance education course offerings.

The concepts as behavioralism and constructivism were presented placing emphasis on a movement from an instructor-centered to a student-centered learning

process. Chute et al. (1999) revealed that distance education programs place the learner at the center of the learning process. Self-directedness and distance education are the vehicles to move the learning process from an instructor-centered to a student-centered approach to learning. Changes in faculty roles and responsibilities were introduced. There will be changes in faculty roles and responsibilities as distance education programs increase. Other concerns were presented such as faculty resistance, the culture of higher education and institutional change issues, and faculty opposing the move to offer distance education courses.

III. METHODS

Introduction

Distance education programs have been encumbered by numerous faculty issues relating to the quality of distance education programs. There is limited research from a faculty perspective relating to the perceptions, attitudes, and levels of job satisfaction for faculty teaching distance education courses.

St. Clair (2006) examined the perceptions of faculty teaching online courses. The study found that effective teaching practices in both distance education and traditional on-campus environments could result in positive student achievement. This study also suggested that providing faculty support from peers and administration such as training and technical assistance would promote positive faculty perceptions in a teaching distance education environment. St. Clair also proposed that if faculty received the necessary support they were found to have a higher level of satisfaction. Other studies suggested additional research be conducted examining the perceptions of faculty by academic unit, working conditions, administrative support, recognition, and continued motivation of faculty teaching in a distance education environment (Gould, 2007; Kurnik, 2006; McLean, 2005; Schlosser & Simonson, 2006; Wu, 2006).

Wu (2006) focused on the attitudinal barriers and institutional constraints when implementing distance online courses. Wu recommended that a study be accomplished

that considered the “degree of differences in faculty members’ attitudes about distance learning across higher education institutions” (p. 102). Other recommendations from this study suggested demographic characteristics should be considered such as:

> age, gender, category of institution (national, private, and other), disciplines, principal activity (teaching, research, service, and administration), position (instructor/lecturer, assistant professor, associated professor, and professor), tenure (full-time tenure, part-time tenure, and adjunct), and usually teach (graduate courses, undergraduate courses, and both). (p. 103)

Kurnik (2006) examined job satisfaction of full-time faculty teaching in a distance education environment. The study proposed that the lack of experience delivering distance education online courses affects overall job satisfaction. Kurnik also considered the contribution of technology-based educational delivery systems to the overall job satisfaction of part-time faculty. Implications from this study indicated a need to accomplish research that focuses on job satisfaction of full-time faculty and the effects of instructional technology.

Another implication identified during this study indicated that higher education institutions should find ways to encourage part-time faculty to use technology to improve productivity and job satisfaction (Kurnik, 2006). Kurnik suggested that the number of years of teaching experience in a distance online education environment can have an effect on overall job satisfaction. Al-Ali (2007) recommended an examination of the differences between female and male faculty members’ perceptions and overall satisfaction using distance education technology. Kurnik also proposed that research be accomplished to measure the quality of distance online courses for all higher education

faculty employment types. This research proposal is related to the number of faculty that will be retiring over the next five to 10 years and the increased enrollment that will be driving the need for distance education programs (U.S. Department of Education, 2002; Schlosser & Anderson, 1994).

This chapter reiterates the purpose of the study and the research questions. It also presents an outline of the design of the study, the sample, instrument, data collection, and data analysis for this study.

Purpose of the Study

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. This study also examined specific issues that focused on the quality of distance education course content; faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as age, race, and employment levels.

Research Questions

This study addressed the following research questions:

1. What are the perceptions among faculty teaching distance education courses?

2. What are the attitudes among faculty teaching distance education courses?
3. What are the levels of job satisfaction among faculty teaching distance education courses?
4. What is the extent of training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?
5. What are the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?

Design of the Study

The purpose of this study was to gather information to obtain insights into the differences in the perceptions, attitudes, and levels of job satisfaction of faculty teaching in a distance education environment. A quantitative study was developed to address the research issues. Key to the investigation was a researcher developed survey instrument.

This study began with designing an instrument to address the research questions. The SurveyMonkey.com software was used to administer the electronic survey instrument. The software provided various features such as varying types of question designs, data collection, and analysis download options.

The instrument consisted of two parts: (1) participant's demographic information, and (2) four sections related to distance education courses. The rating scale questions consisted of a Likert-type scaled questionnaire with forced choice responses. The forced choice responses allowed participants to respond using a rating scale from strongly agree to strongly disagree.

The premise for using a forced choice survey questionnaire was to ensure that participants stay focused on specific issues for this research study. According to Merriam and Simpson (2000) this format of collecting data is probably the least intrusive method.

There are advantages and disadvantages of using a survey instrument to gather data. A major advantage of using this method to gather information was the ease in the design and use of the survey instrument. The major disadvantage of this design is the inability to provide a clear prediction of the outcome from the results (Merriam & Simpson, 2000).

The procedures used to obtain the data for this study consisted of obtaining formal permission from higher education institutions to obtain instructors' email addresses to distribute the electronic survey instrument. A formal request was presented to higher education and professional associations to obtain email addresses of instructors employed at various employment levels. The next step in the process involved obtaining approval from Auburn University's Institutional Review Board for the Use of Human Subjects in Research (IRB) Committee to conduct the study. The IRB approval process consisted of providing the following information: a project abstract, purpose and significance of study, description of participants, project design and methods, possible risks and discomforts for participants, precautions taken to eliminate risks, and benefits (see Appendix A). The IRB approved an information letter to email to faculty with the electronic survey link copied in the letter (see Appendix B). Once IRB approval was obtained to conduct this study, the survey was administered to higher education instructors employed at various employment levels such as full-time, part-time, adjunct, and graduate teaching assistants at both the undergraduate and graduate levels.

Sample

The data were voluntarily gathered from higher education faculty. The survey was distributed to 1000 higher education faculty. Faculty were employed at various employment levels such as full-time, part-time, adjunct/contracted, and graduate teaching assistance position. The faculty that participated were employed at 2-year, 4-year, for-profit, and state higher education institutions teaching both undergraduate and graduate courses.

Instrument

The survey instrument was designed to address the research questions. SurveyMonkey.com software was used to design, deliver, and collect data. The electronic survey design consisted of two parts: (1) participant's demographic information, and (2) four sections related to distance education courses. The SurveyMonkey.com software was selected because of its ease in designing survey instruments and the various question design features available. The SurveyMonkey.com software provided a number of features. One of the question design features was the option that required participants to respond before moving to the next set of questions or submitting the survey. Another question design feature allowed participants to provide comments regarding specific questions. Both question design features were incorporated into this instrument design. A requirement for IRB approval was to protect the participants' data. SurveyMonkey.com software provided a collection feature that ensured participant data remain anonymous. The software also provided a feature that allowed participant data to be downloaded into an Excel spreadsheet.

Part (1) of the survey instrument consisted of demographic information. The demographic information presented questions requesting information such as sex, race, age, education, income, employment, and teaching experiences. This information was included to consider the demographic characteristics related to the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance education environment.

Part (2) of the survey instrument consisted of four sections related to distance education courses. The sections were: 1. Distance Online Education Courses (Perceptions); 2. Distance Online Education Courses (Attitudes); 3. Distance Online Education Courses (Levels of Job Satisfaction); and 4. Distance Online Education Courses and Technology. Each section contained five rating scaled questions to address the research questions.

Section one. Distance Online Education Courses (Perceptions) was designed to consider perceptions of faculty teaching distance education courses. St. Clair (2006) recommended examination of faculty perceptions of the quality of distance education programs be considered. The rating scale questions considered faculty perception of the quality, training, and course content of distance education courses.

Section two. Distance Online Education Courses (Attitudes) was designed to consider the attitudes of faculty teaching distance education courses. Wu (2006) identified attitudinal issues relating to inadequate faculty training and the inability to change course curriculum in a distance education environment. This section also considered the suggestion to examine "degree of difference in faculty members' attitudes about distance education across higher education institutions" (Wu, 2006, p. 102). The lack of experience facilitating online courses and its affects on faculty attitude teaching in

a distance education environment was considered. The rating scale questions considered faculty attitudes related to developing and/or changing course content, student readiness, and facilitating distance education courses.

Section three. Distance Online Education Courses (Levels of Job Satisfaction) was designed to address the levels of job satisfaction of faculty teaching in a distance education environment. The working conditions, administrative support, recognition, continued motivation, and overall levels of job satisfaction of faculty teaching in a distance education environment was considered (Gould, 2007; Kurnik, 2006; McLean, 2005; Schlosser & Simonson, 2006; Wu, 2006). The rating scale questions considered compensation, workload, and promotion concerns related to faculty levels of job satisfaction teaching distance education courses.

Section four. Distance Online Education Courses and Technology was designed to consider the perceptions, attitudes, and levels of job satisfaction in relation to technology use among faculty teaching distance online education courses. The issues focused on inadequate faculty instructional training, technical support, and/or training in the use of technology (Wu, 2006). This set of rating scale questions considered course development, training, level of comfort, and knowledge using technology.

Validity

A pilot study was conducted prior to the actual research study. The purpose of this pilot study was to replicate the actual research process and consider both the validity and reliability threats to this study. The pilot study assisted in identifying possible problems and issues that may have had a negative effect on the actual study. The pilot study sought

to improve the validity of the electronic survey instrument and the treatment of the sample data.

Ross and Shannon (2008) stated that "the extent to which our data collection instruments, or processes, measures what they are supposed to measure is an indication of validity" (p. 219). The pilot study was conducted to determine if the survey instrument measured what it was supposed to measure. This would address possible internal validity concerns. The pilot study was valuable as it assisted in improving the survey's formatting features, distribution options, and analysis processes.

The pilot study instrument addressed possible issues related to internal validity threats associated with changing the instrument during the actual research. The pilot survey was revised a number of times before distribution as specific concerns were identified such as wording of questions, grouping of questions, and a technology issue. The technology issue identified during the pilot study related to computer security settings that forwarded the survey to the participant's junk mailbox. This technology issue was identified as a limitation for this research. As a result of the pilot study, changes were made to the actual survey instrument. The changes consisted of clarifying questions and adding and/or removing questions that did not address the research questions.

An external validity threat identified during the pilot study related to the need to clarify the term distance online education. The definition of distance education relates to educational programs where the student, instructor, and educational institution are separated with the student having access to the institution's educational resources (Conceicao, 2006; Holmberg, 1986; Kurnik, 2006; Schlosser & Anderson, 1994).

Question 13 in the demographic section of the survey was changed to identify the type of teaching environment and did not include blended learning formats.

Reliability

SPSS software was used to estimate reliability of the instrument. Each survey was collected and assigned a number. Responses were then coded before the analysis process was conducted. A Cronbach's Alpha was conducted to estimate internal consistency in the rating scale scores. The test calculated the rating scales reliability and to determine if there were any relationships between the scale items. A minimum .70 reliability from the output was required for the purpose of this research. The Cronbach's Alpha was .872 for perceptions, .869 for attitudes, .914 for levels of job satisfaction, and .939 for technology use for this study. The results indicated the instrument was reliable.

Data Collection

SurveyMonkey.com software was used to collect data. The survey software also provided collection options to ensure data remain anonymous. The process of collecting data consisted of securing email addresses of faculty from higher education and professional associations. Formal permission was obtained from higher education institutions to survey faculty members according to the institution's IRB requirements. Formal permission was also requested from professional associations to participate in the study (see Appendix A).

The information letter approved by University's IRB Committee was sent with the survey link to participants. Participants that chose to participate clicked the survey

link in the information letter which directed them to the survey. Completion of the survey required approximately 15 minutes. The survey was sent to approximately 1000 higher education faculty members. Each survey that was completed and returned was assigned a number. Responses were then coded before the analysis process was conducted.

Data Analysis

There were approximately 1000 faculty that were invited to participate in this study. The study used an electronic survey instrument that consisted of two parts: 1) participant's demographic information, and (2) four sections related to distance education courses. The demographic information consisted of sex, race, age, level of education, compensation, and other employment related information. The remainder of the survey was designed to address the research questions that focused on the perceptions, attitudes, and levels of job satisfaction of faculty teaching in a distance education environment.

The dependent variables consisted of: (1) perceptions, (2) attitudes, and (3) levels of job satisfaction of faculty. The independent variables consisted of the faculty who teach in a distance online education environment. Each survey had the following identifiers: each survey was numbered, each question had its own code, and the rating scale questions were coded one (1) through five (5). The primary data were analyzed using a Repeated Measurement ANOVA research analysis to determine if the three variables, perceptions, attitudes, and levels of job satisfaction, had some relationship to the independent variable, distance online education faculty. The analysis was used to identify relationships between rating scale scores.

Summary

This research was conducted to consider the perceptions, attitudes, and levels of job satisfaction and the relationship to faculty teaching in a distance education environment. An electronic survey instrument was used to gather data. The sample population consisted of higher education faculty employed at all levels. The instrument consisted of two parts: (1) participant's demographic information, and (2) four sections related to distance education courses. The data was collected using SurveyMonkey.com software. An information letter was sent to participants with the survey link provided within the information letter. SPSS software was used to analyze the data. The Repeated Measures ANOVA feature within SPSS software was used to determine the extent of the relationship between the dependent variables, perceptions, attitudes, and levels of job satisfaction, and the independent variable, distance online education faculty.

IV. FINDINGS

Introduction

This study examined the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. An overview of the study was presented in Chapter I. Chapter II presented a review of literature associated with the instructional aspects of distance education courses and changes in faculty roles and responsibilities as a result of increased enrollments in distance education programs. Chapter III outlined the methods involved in this study which consisted of the design of the study, sample, instrument, data collection, and analysis. Chapter IV presents the purpose of this study, the research questions, instrument, demographic descriptions, results of the analysis, and demographic results.

Purpose of the Study

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. This study also examined specific issues that focused on the quality of distance education course content; faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of

distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as age, race, and employment levels.

Research Questions

This study addressed the following research questions:

1. What are the perceptions among faculty teaching distance education courses?
2. What are the attitudes among faculty teaching distance education courses?
3. What are the levels of job satisfaction among faculty teaching distance education courses?
4. What is the extent of training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?
5. What are the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?

Instrument

The instrument was administered using SurveyMonkey.com software. The data were analyzed using SPSS software. The survey instrument consisted of 36 questions with 16 demographic information questions and 20 rating scale questions. Approximately 1000 faculty were invited to participate in this study with 108 faculty returning the

electronic survey. Data were collected over a three month period with a return rate of 10.8%.

The survey consisted of two parts: (1) participant's demographic information, and (2) four sections related to distance education programs. The data analysis examined the demographic information and the four sections related to the perceptions, attitudes, levels of job satisfaction, and technology use for faculty teaching distance online education courses.

Demographic Descriptions

The participant's demographic information consisted of 16 questions. This part of the demographic information outlined the description of the faculty that participated in the survey. The gender of the faculty participants in this study consisted of 75 females and 33 males. In Table 1, the distribution and percentage of participants' gender is presented.

Table 1

Distribution and Percentage of Participants by Gender/Sex

Gender/Sex	*n*	%
Female	75	69.4%
Male	33	30.6%

N = 108

The race of the faculty participants consisted of African American (Black), Caucasian (White), Asian/Pacific Islander, American Indian, Hispanic, and an option to select Other (please specify). Out of the 108 faculty who returned the survey, 24 were African Americans (Black), 81 Caucasian (White), 1 Asian/Pacific Islander, 1 American Indian, 1 Hispanic, with none of the faculty selecting the Other (please specify) option. Table 2 presents the distribution of faculty by race participating in this study.

Table 2

Distribution and Percentage of Participants by Race

Race	*n*	%
African American (Black)	24	22.2%
Caucasian (White)	81	75.0%
Asian/Pacific Islander	1	.9%
American Indian	1	.9%
Hispanic	1	.9%

N = 108

The mean age of participants was 50. The ages ranged from 27 to 74. Faculty's levels of education were defined as undergraduate, masters, doctorate, and other (please specify) for this study. The distribution and percentage of faculty's levels of education is presented in Table 3.

Table 3

Distribution and Percentage of Participants by Education Level

Education	*n*	%
Undergraduate	2	1.9%
Masters	71	65.7%
Doctorate	35	32.4%

N = 108

The yearly compensation of faculty participating in this study was defined as 1 = $10,000–20,000; 2 = $21,000–30,000; 3 = $31,000–40,000; 4 = $41,000–50,000; 5 = $51,000–60,000; 6 = $61,000–70,000; 7 = $71,000–80,000; 8 = $81,000–up, and 9 = Other (please specify). The descriptive statistics for yearly compensation of the 108 faculty participating in this study consisted of a mean score range between $41,000 to $50,000.

The participants were asked to identify their principal field or discipline of teaching in "Question 6. Please specify your principal field or discipline of teaching." The responses consisted of faculty's teaching disciplines in the areas of education, accounting business, management, math, statistic, communication, English, law, criminal justice, history, science, counseling, psychology, and health care.

Information about the characteristics of the participants' full-time occupations was also solicited in "Question 7. Select the option that best characterizes your current full-time occupation." The occupations were defined as 1 = Higher education faculty, 2 = Non-academic occupation (Please provide the title of your position below.), and 3 =

Other (please specify). The non-academic occupational titles provided by participants consisted of presidents and vice presidents, attorneys, executive directors, accountants, biologist, consultants, web developers, information technology professionals, police officers, managers (human resources and project managers), retirees, retired teachers, stay-at-home moms, adjuncts, students, and unemployed instructors. The distribution and percentages of faculty responses between the two primary areas in higher education and non-academic occupations are presented in Table 4.

Table 4

Distribution and Percentage of Participants by Occupation

Education	*n*	%
Higher education faculty	72	66.7%
Non-academic occupation	36	33.3%
Other (please specify)	12	10.0%

N = 108

Faculty employment status at their current institution consisted of five possible responses: Full-time, Part-time, Adjunct (Contract per course), Graduate Teaching Assistant, and Other (please specify). The participants that selected other as their current employment status indicated they were retirees, teaching as an adjunct and part-time, and self-employed. A distribution and percentage of participant's employment status is presented in Table 5.

Table 5

Distribution and Percentage of Participants by Employment Status

Employment Status	*n*	%
Full-time	33	30.6%
Part-time	10	9.3%
Adjunct (Contract per course)	58	53.7%
Graduate Teaching Assistant	2	1.9%
Other (please specify)	5	4.6%

N = 108

Table 6 presents the distribution and percentages for the characteristics of faculty's higher education institutions. The higher education institutions for this study consisted of 2-year for-profit institutions; 2-year State institutions; 4-year, for-profit institutions; 4-year State institutions, and Other postsecondary institutions (please specify). The response feature for this question allowed faculty to select a combination of higher education institution types if applicable.

Table 6

Distribution and Percentage of Participants by Institution Type

Higher Education Institution	*n*	%
2 and 4-year For-profit institutions	71	66%
2 and 4-year State institutions	51	47%

N = 108

Questions 10 and 11 represent faculty responses related to the number of years teaching in higher education. In Table 7, the mean and standard deviations for questions 10 and 11 related to years teaching in traditional on-campus or in a distance education environment. The 108 faculty participating in this study indicated a mean score of 11 years teaching in higher education and a mean score of four years of teaching distance online courses. The distribution and percentage of responses for Question 12 consisted of 78 (72.2 %) responded yes and 30 (27.8%) responded no to teaching in both traditional on-campus and distance education environments.

Table 7

Mean and Standard Deviation of Years Teaching in Higher Education

Years of Teaching	*Mean*	*SD*
Q10. Teaching in higher education	11.34	9.70
Q11. Teaching distance online courses	4.36	6.47

N = 108

This study was conducted to examine the perceptions, attitudes, and levels of job satisfaction of faculty teaching in a distance education environment. Question 13 of the demographic section was a filter question designed to identify faculty that had taught in a distance education environment. The possible responses to the question consisted of yes or no. Out of 108 surveys returned, 90 (83.3 %) responded yes and 18 (16.7%) responded no to teaching online education courses. The analysis will only consider the 90 (83.3%) faculty that taught distance online education courses for this study.

Questions 14 and 15 gathered data that focused on faculty workload. Table 8 presents descriptive statistics for data gathered for Question 14. The question identified the number of distance online classes faculty had taught in the past 12 months (see Table 8). A mean score of 15 related to the number of online courses taught in the past 12 months. Descriptive statistics for Question 15 reflect the hours per week spent facilitating distance online courses. Faculty spent 22 hours per week facilitating distance online courses (see Table 8).

Table 8

Mean and Standard Deviation of Faculty Workload for Online Courses

Workload	*Mean*	*SD*
Q14. Courses taught past 12 months	15.13	17.34
Q15. Hours per week facilitating	21.68	16.72

N=108

Results

Part (2) of the survey instrument consisted of four sections related to distance education courses. The sections were: 1. Distance Online Education Courses (Perceptions); 2. Distance Online Education Courses (Attitudes); 3. Distance Online Education Courses (Levels of Job Satisfaction); and 4. Distance Online Education Courses and Technology. Out of the 108 faculty participating in this study, 90 (83.3%) taught distance online education courses. The data collected from the 90 faculty members indicating they had taught distance online courses were used in the analysis for this study.

The dependent variables consisted of: (1) perceptions, (2) attitudes, (3) levels of job satisfaction of faculty and (4) technology use. The independent variables consisted of the faculty who teach in a distance online education environment. The primary data were analyzed using a Repeated Measurement ANOVA research design to determine if the three variables, perceptions, attitudes, and levels of job satisfaction, had some relationship to the independent variable, distance online education faculty. The analysis was used to identify relationships between the rating scale scores.

Research Question 1

Research Question 1 was, "What are the perceptions among faculty teaching distance education courses?" St. Clair (2006) recommended examination of faculty perceptions of the quality of distance education programs. The rating scale questions considered faculty perceptions of the quality, training, and course content of distance education courses. The data in Table 9 represents the mean and standard deviation for the perceptions rating scale questions for faculty teaching distance education courses. Participants were asked to use a rating scale of 1 (strongly disagree) to 5 (strongly agree).

Table 9

Mean Scores for Faculty Perceptions

Perception	P1	P2	P3	P4	P5
Mean	4.26	3.96	2.29	3.48	4.23
Standard Deviation	.87	.94	1.00	1.25	.81

n = 90

Rating scale perception Question 1 (P1). I consider the quality of my distance online course content to be high. The mean score from responses was 4.26 and related to faculty perceptions about distance online course content being high. Faculty responses indicated an agreement that the quality of their course content was high.

Rating scale perception Question 2 (P2). Faculty development training to teach distance online education courses at my institution is satisfactory. The responses to this question revealed a mean score of 3.96. The responses indicated agreement that there was satisfaction related to faculty development training to teach distance online education courses.

Rating scale perception Question 3 (P3). My institution's distance online education programs are perceived negatively by my peers. The mean score was 2.29, which indicated a disagreement that distance online education programs are perceived negatively by peers.

Rating scale perception Question 4 (P4). The quality of my course content for distance online education courses are perceived positively by my peers. The mean score of 3.48 indicated an agreement with the perception of the quality of course content. Faculty responses agreed that the quality of distance online education course content was perceived positively by their peers. Perception Question 5 (P5). Overall, my perceptions of distance online education courses are positive. The results revealed a mean score of 4.23. The responses suggested agreement with the overall perception of distance online education courses as being positive.

Research Question 2

Research Question Two was, "What are the attitudes among faculty teaching distance education courses?" Wu (2006) identified attitudinal issues relating to inadequate faculty training and the inability to change course curriculum in a distance education environment. Gould (2007) suggested that the facilitation of distance education courses can be considered impersonal and deprive the faculty member of the ability to make changes to or develop course curriculum. The rating scale questions considered faculty attitudes related to developing and/or changing course content, student readiness, and facilitating distance education courses. Participants were asked to use a rating scale of 1 (strongly disagree) to 5 (strongly agree).

Rating scale attitudes Question 1 (A1). I have the freedom to develop my own curriculum to meet the objectives for the distance online education courses I teach. The question yielded a mean score of 2.38 which was an indication that faculty disagreed with the question that they have the freedom to develop distance online education curriculum.

Rating scale attitude Question 2 (A2). I have the authority to change the content of the distance online education courses I teach. Faculty responses yielded a mean score of 2.30. The mean score indicates a strong disagreement with the statement that they have the authority to change distance online education course content.

Rating scale attitude Question 3 (A3). The readiness of the students who participate in a distance online education courses is high. The mean score for this question was 2.60. The score suggested a strong disagreement about students' readiness to participate in distance online education courses as being high.

Rating scale attitude Question 4 (A4). I have sufficient knowledge associated with facilitating distance online education courses. The mean score was 4.53 suggesting an agreement with the question related to faculty having adequate knowledge associated with facilitating distance online education courses.

Rating scale attitude Question 5 (A5). My overall attitude about distance online education courses is positive. The responses yielded a mean score of 4.52 which represented a strong positive agreement overall. Table 10 presents the mean and standard deviation scores for attitude rating scale questions.

Table 10

Mean Scores for Faculty Attitudes

Attitude	A1	A2	A3	A4	A5
Mean	2.38	2.30	2.60	4.53	4.52
Standard Deviation	1.42	1.43	1.07	.75	.78

n = 90

Research Question 3

Research Question Two was, "What are the levels of job satisfaction among faculty teaching distance education courses?" The working conditions and overall levels of job satisfaction of faculty teaching in a distance education environment need consideration (Gould, 2007; Kurnik, 2006; McLean, 2005; Schlosser & Simonson, 2006; Wu, 2006). McLean (2005) suggested that faculty subject themselves to enormous demands facilitating courses at a distance. The rating scale questions considered

compensation, workload, and promotion concerns related to faculty levels of job satisfaction teaching distance education courses. Participants were asked to use a rating scale of 1 (strongly disagree) to 5 (strongly agree).

The mean and standard deviation scores for the levels of job satisfaction questions are presented in Table 11. Rating scale level of job satisfaction Question 1 (S1). I am adequately compensated for teaching distance online education courses. Responses for this question yielded a mean score of 3.00. This score represented some agreement associated with being adequately compensated for teaching distance online education courses.

Table 11

Mean Scores for Faculty Levels of Job Satisfaction

Levels of Job Satisfaction	S1	S2	S3	S4	S5
Mean	3.00	3.07	3.52	2.70	3.87
Standard Deviation	1.20	1.22	1.24	1.48	.96

n = 90

Rating scale level of job satisfaction Question 2 (S2). My course load teaching distance online courses is adequate for the compensation I receive. The mean score of 3.07 represented a somewhat agreement related to faculty course load being adequate fore the compensation received.

Rating scale levels of job satisfaction Question 3 (S3). The number of students enrolled in my distance online education courses is adequate. The mean score was 3.52

indicating some agreement with the number of students enrolled in distance online education courses.

Rating scale level of job satisfaction Question 4 (S4). The opportunities for academic promotion are clearly outlined by my higher education institution. A mean score of 2.70, a somewhat agree response, suggested that the opportunities for academic promotion are not clearly outlined by higher education institutions for distance education programs.

Rating scale level of job satisfaction Question 5 (S5). My overall level of job satisfaction regarding distance online education courses is high. The response (mean of 3.87) indicated an overall agreement related to the level of job satisfaction for distance online courses as being high.

Research Question 4

Research Question Four was, "What is the extent of training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?" Wu (2006) recommended consideration for issues related to inadequate faculty instructional training, technical support, and/or training in the use of technology in a distance education environment. This set of rating scale questions considered course development, training, level of comfort, and knowledge using technology. The mean and standard deviation for technology rating scale questions are presented in Table 12. Participants were asked to use a rating scale of 1 (strongly disagree) to 5 (strongly agree).

Rating scale technology Question 1 (T1). I have adequate knowledge to design a distance education course. The mean score of 4.03 indicated an agreement about having adequate knowledge to design distance education courses.

Rating scale technology Question 2 (T2). I received sufficient training to use my institution's distance education software. The faculty responses to this question yielded a mean score of 4.14. The mean score represented an agreement that faculty training to use distance education software was sufficient.

Rating scale technology Question 3 (T3). My level of comfort using technology for distance education course delivery is high. The mean score was 4.52. The mean score represented a strongly agree response from faculty related to the ease in using technology to deliver distance education courses.

Rating scale technology Question 4 (T4). The training I received related to designing distance education courses was extensive. A mean score of 3.37 indicated a somewhat agreement that the training faculty received to design distance education courses was extensive.

Rating scale technology Question 5 (T5). I have extensive knowledge associated with all aspects of facilitating distance education courses. The mean score of 4.17 indicated an agreement that faculty had extensive knowledge associated with all aspects of facilitating distance education courses.

Table 12

Mean and Standard Deviation Scores for Faculty Technology Use

Technology	T1	T2	T3	T4	T5
Mean	4.03	4.14	4.52	3.37	4.17
Standard Deviation	1.01	.96	.81	1.40	1.00

n = 90

Research Question 5

Research Question Five was, "What are the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?" A bivariate correlation was conducted between the eight dependent variables; overall perceptions (P5), overall attitudes (A5), overall levels of job satisfaction (S5), knowledge to design distance education courses (T1), software training (T2), level of ease (T3), training to design distance education courses (T4), and knowledge to facilitate distance education (T5). A *p* value less than 0.05 was required to indicate a statistical significant relationship between the variables. The results of the bivariate correlation analysis presented in Table 13 shows that eight out of eight correlations were statistically significant. The results suggest a relationship between faculty's views about overall perceptions, overall attitudes, overall levels of job satisfaction, and technology use associated with distance online education courses.

Table 13

Bivariate Correlation between the Study Variables

	P5	A5	S5	T1	T2	T3	T4	T5
P5	1.00	.880**	.691**	.701**	.671**	.753**	.580**	.756**
A5		1.00	.745**	.761**	.759**	.855**	.620**	.801**
S5			1.00	.646**	.725**	.658**	.573**	.721**
T1				1.00	762**	.809**	661**	772**
T2					1.00	.822**	.691**	.837**
T3						1.00	.646**	.882**
T4							1.00	.714**
T5								1.00

Note: **. Correlation is significant at the 0.05 level (2-tail)

A one-way Repeated-Measures ANOVA design was conducted to measure the relationship between each dependent variable in Research Question 5. The one-way Repeated-Measures ANOVA measured the variables, overall perceptions, overall attitudes, overall levels of job satisfaction, and training, level of ease, and knowledge, in relation to technology use among faculty teaching distance online education courses. A Mauchly's Test of Sphericity was conducted and revealed statistically significant results, indicating a violation of the assumption of sphericity. The strength of the relationship between dependent variables, overall perceptions, overall attitudes, overall levels of job satisfaction, and technology use, as assessed by η^2, was strong, with 62% of the variance

of the dependent variables explained. (Wilks' Lambda = .38, $F(7,83) = 19.497$, $p < .01$, multivariate $\eta^2 = .62$). The eight variables for this question had different means; however, the analysis indicated a relationship existed between them. The results indicated that distance education instructors who had adequate knowledge in designing distance education courses, who had received sufficient training on distance education software, who were comfortable using technology in distance education courses, and who had extensive knowledge regarding the facilitation of distance education courses had positive perceptions, attitudes, and high levels of job satisfaction. The mean scores for Research Question 5 are represented in Table 14.

Table 14

Mean and Standard Deviation for Research Question 5 Responses

Variables Defined	*M*	*SD*
P5 = Overall Perception	4.23	.81
A5 = Overall Attitudes	4.52	.78
S5 = Overall Levels of Job Satisfaction	3.87	.96
T1 = Knowledge to design	4.03	1.01
T2 = Software training	4.14	.95
T3 = Level of ease	4.52	.81
T4 = Training to design	3.37	1.40
T5 = Knowledge to facilitate	4.17	1.00

n = 90

Summary

Chapter IV presented the findings for this study. The findings consisted of the demographic descriptions of the faculty that participated in this study. The mean, standard deviation, distribution and percentages of various aspects of the demographic information such as gender, education, occupation, education, and institution type for faculty participating were considered. Results from the bivariate correlation were presented that suggested that the dependent variable means were different; however, a relationship existed between them. The results showed that the correlation analyzes were statistically significant for all eight correlations.

A one-way repeated-measures ANOVA was conducted to analyze the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses. The results indicated a strong relationship between the dependent variables, overall perceptions, overall attitudes, overall levels of job satisfaction, and technology use.

V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. Chapter I presented an overview that included the historical aspects of distance education and adult education concepts and theories. The significance of the study, limitations, and definition of terms were presented. A review of literature was introduced that considered the changes in instructional approaches and in faculty roles and responsibilities as a result of increased distance education enrollments. The review of literature addressed the shift in instructional approaches from an instructor-centered to a learner-centered educational process as related to self-directedness and distance education. Chapter III presented the methods involved in designing this study. The survey instrument design, participants, and software used to gather and analyze the data were introduced. Chapter IV presented the findings for this study. Findings examined demographic information of faculty and a statistical analysis associated with faculty responses to the rating scale questions. Chapter V will reiterate the purpose of this study and research questions for this study along with a summary, conclusions, implications, and recommendations for future research.

Purpose of the Study

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. This study also examined specific issues that focused on the quality of distance education course content; faculty development associated with designing and facilitating distance education courses; level of ease in the use of distance education technology; faculty resistance to distance education programs; changes in faculty roles and responsibilities as a result of distance education course offerings; and the use of adjunct faculty to facilitate distance online courses. This study also examined demographic characteristics of faculty such as gender, age, race, and employment levels.

Research Questions

This study addressed the following research questions:

1. What are the perceptions among faculty teaching distance education courses?
2. What are the attitudes among faculty teaching distance education courses?
3. What are the levels of job satisfaction among faculty teaching distance education courses?
4. What is the extent of training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?
5. What are the relationships between perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge in relation to technology use among faculty teaching distance education courses?

Summary

The purpose of this study was to examine the perceptions, attitudes, and levels of job satisfaction for faculty teaching in a distance online environment. The findings for this study examined the demographic descriptions, rating scale responses, and the statistical analysis for faculty participating in this study.

The survey instrument consisted of 36 questions with 16 demographic information questions and 20 rating scaled questions. Approximately 1000 faculty were invited to participate in this study with 108 faculty returning the electronic survey. The dependent variables for this study were perceptions, attitudes, levels of job satisfaction, and training, level of ease, and knowledge and the independent variable was faculty teaching distance education courses. Out of 108 surveys returned, 90 taught distance online education courses. The analysis considered the responses from the 90 faculty that taught distance online education courses for this study. Data were collected over a three month period with a return rate of 10.8%.

Descriptive statistics related to the responses from the demographic section were presented in the findings. There were 69.4% females and 30.6% males participating in this study. In regards to educational levels and occupations of faculty participating in this study, 66% held a master's degree and 54% were employed as adjunct instructors. Kurnik (2006) placed an emphasis on the reliance of part-time faculty to facilitate distance education courses and the failure to consider their needs could result in higher turnover rates. A large percentage (66%) of faculty participating in this study identified for-profit institutions as their higher education institution type.

Mean scores and standard deviations were used to examine the rating scaled scores. Faculty responses were generally in agreement with the rating scale questions; however, faculty responses to questions regarding their attitude about distance education courses indicated some disagreement. Faculty expressed their disagreement with the questions related to their ability to develop and change course content.

A bivariate correlation analysis and a one-way repeated measures analysis were conducted to determine if there were relationships between the variables. The results from both the bivarate correlation and one-way repeated measures analysis suggested a relationship between the dependent variables, overall perceptions, overall attitudes, overall levels of job satisfaction, and technology use, and faculty teaching distance online education courses.

Conclusions

Approximately 1000 faculty were invited to participate in this study with 108 faculty returning the electronic survey with a return rate of 10.8%. A pilot study was completed prior to conducting this study. The pilot study had a return rate of 42%, 30 out of 70 email communications were returned. The process of collecting data consisted of securing email addresses of faculty from higher education institutions and professional associations. Formal permission was obtained from higher education institutions and professional associations to survey faculty members according to the institution's IRB requirements (see Appendix A).

Higher education institutions and/or professional associations that received personalized email communications requesting their participation returned surveys at a

higher rate than those that received the survey in another electronic format such as information posted on an online faculty administrative bulletin board. Surveys that were emailed directly to faculty member's email addresses had a higher rate of return.

Finding a suitable number of faculty members that have taught in a distance education environment was one of the limitations identified at the beginning of this study. Some of the higher education institutions' research board processes did not allow access to faculty distance education email addresses, directly or indirectly. Some higher education institutions posted the survey in an online faculty bulletin board. Because of the posting location, the survey link was not readily accessible unless the faculty member regularly viewed the information posted in that location. This would have reduced the response rate from institutions that posted the survey in that manner.

Dillman, Phelps, Tortora, Swift, Kohrell, and Berck (2008) suggested that survey response rates have been declining for years. Fraze, Hardin, Brashears, Smith, and Lockaby (2001) introduced research related to the effects delivery modes have on survey return rates. Fraze et al. (2001) identified three modes of delivery which were email surveys, web-based surveys and traditional paper-based surveys. They found a considerable difference in the response rates between the three delivery modes. "Traditional paper surveys yielded the highest response rate at 60% with a significant drop to the web surveys at 43%, along with another significant decline to the e-mail surveys at 27%" (Fraze et al., 2001, p. 1).

An implication for further research would be to obtain an extensive list of faculty contact information to (1) overcome the limitation associated with declining response rates, (2) overcoming other technology limitations associated with this type of study, and

(3) time the distribution of the survey in a manner that reduces the impact of holiday periods. The surveys for this study were sent out in November at the beginning of a holiday period. Griffin, Fischer, and Morgan (2001) sent surveys out during the holiday period of November and December. Griffin et al. (2001) suggested that the returns received in January after the holiday period may have also negatively affected impacted the return rate.

During the pilot survey there were concerns about computer security settings that forwarded electronic surveys to faculty junk mail boxes or computer security settings that interfered with the functionality of the survey. Another concern identified during the pilot study was associated with the participant's hesitance to open emails from unknown individuals or organizations. This limitation was also identified during the actual study and may have had an impact on the survey response rate.

There were two (1.9%) graduate students who participated in this study. Not one of the graduate teaching assistants had any experience teaching distance education courses. This information is valuable as it relates to preparing future teaching professionals. The results from this study and the pilot study supported Richlin and Essington's (2004) comments indicating hiring institutions claimed candidates often do not have teaching expertise. Golde (2004) surveyed doctoral students and found disappointingly low responses about their program helping them prepare for the roles and responsibilities of becoming a future faculty member. Doctoral students also indicated that their program did not place emphasis on teaching as an integral part of academic scholarship (Golde, 2004).

The rate that non-traditional higher education institutions are offering distance education courses places pressures on traditional on-campus institutions to offer distance education courses (Barone & Hagner, 2001). In Question 9 of the survey, it asked the participant to select the options that best characterize your higher education institution. The responses to this question consisted of 2-year for-profit institutions; 2-year state institutions; 4-year for-profit institutions; 4-year State institutions, and other postsecondary institutions. For this study, the largest distribution of faculty institution types was 2-year and 4-year for-profit institutions.

Results from this study, relating to the perceptions, attitudes, and levels of job satisfaction, provided some insights that differed in perspective from the literature. The literature suggested that faculty had concerns about the quality of distance education programs and that distance education programs were a fad that will erode the quality of institutional programs. The results from this study indicated that faculty perceptions of their distance education programs were high or perceived positively, which did not support the literature.

Wu (2006) recommended investigating differences in faculty attitudes about distance education. Gould (2007) suggested that facilitating distance education courses are impersonal and deprive the faculty member of the ability to make changes to or develop course curriculum. Faculty responses indicated they did not have the freedom to develop or the authority to change their course content, which supported the literature.

Kurnik (2006) placed emphasis on higher education institutions' reliance on part-time and adjunct faculty. Kurnik suggested that the reliance on part-time faculty and failure to consider their needs would result in job dissatisfaction and contribute to high

attrition rates. The findings from this study supported Kurnik's comments regarding higher education institutions' reliance on part-time and adjunct faculty with 62 % of the participating faculty employed in those positions.

Implications

Howard et al. (2004) stated that "the way faculty are rewarded will have to be re-evaluated as distance learning programs increase" (p. 2). Institutions will begin to reassess faculty incentives associated with facilitating distance education courses. "In the future, the underlying factor of success will be the faculty's commitment to excellence in teaching and the quality and talent of the instructor" (p. 14). Based on the results of this study, higher education institutions should evaluate their vision and mission statements, policies, and procedures to determine if distance education programs are being considered in faculty compensation packages.

Teaching distance education courses requires faculty to comprehend "how the teaching and the learning process takes place" (Reisman et al., 2003, p. 248). Kurnik (2006) study suggested part-time faculty lack experience facilitating distance education courses, so the effects on job satisfaction should be considered with this specific group. Teaching in a distance education environment requires awareness of self-directed concepts, learner-centered approaches, and various instructional approaches to the learning process. Higher education institution's faculty development programs should provide training that promotes awareness and understanding of how to teach in a distance education environment to support excellence in teaching efforts.

Additional implications involve considering the increased use of adjunct faculty to facilitate distance online courses. Thirty percent of the participants characterized their current occupation as non-academic. Fifty-eight percent indicated they were adjunct faculty and 10% were employed part-time. This suggests adjunct faculty are employed to accommodate program growth. Higher education institutions should provide development programs for part-time and adjunct faculty to maintain the quality of their program, for retention, and to reduce high turnover rates.

McLean (2005) introduced information related to working conditions of faculty teaching distance education courses. McLean stated that "teaching load that is exclusively at a distance, frequently repurposes their home environment to double as a workplace" (p. 4). The non-academic occupation participants (n = 36) characterized their current occupations as a stay-at-home mom, adjuncts, students, presidents and vice presidents, attorneys, executive directors, accountants, biologist, consultants, web developers, information technology professionals, police officers, and managers. Sixty-eight percent of participants indicated they were not full-time faculty members. Higher education institutions should develop programs that consider the daily activities and working conditions of those teaching at a distance to support institution policies, program quality, and to reduce faculty isolation concerns.

Recommendations

1. Additional research should be considered that compares traditional on-campus and distance education faculty perceptions, attitudes, and levels of satisfaction teaching distance education courses for all institution types. Comparing the

roles and responsibilities of faculty teaching in both environments and any changes in perceptions, attitudes, and levels of job satisfaction over time could be considered for future research purposes. The results from this study could add to the body of knowledge regarding exceptional teacher instruction and faculty retention.

2. Faculty agreed that academic promotion requirements were not clearly outlined. Research should be considered that examines requirements for adjunct and part-time faculty interested in obtaining full-time faculty employment. The purpose of conducting this type of research would be to identify quality faculty to fill the faculty vacancies as a result of faculty retiring over the next five to 10 years.
3. With the increased use of part-time and adjunct faculty facilitating distance education courses, an examination of the needs of these faculty's working conditions and relationship to attrition rates should be considered. Faculty were employed as Full-time 31%, Part-time 9%, and Adjunct (contract per course) 54% in this study. Because of the large percentage and reliance on adjunct faculty, a follow-up study could be conducted to consider perceptions, attitudes, and levels of job satisfaction of part-time and adjunct faculty teaching in a distance education environment. The purpose of this additional research would be to maintain quality online programs, increase retention, and reduce turnover rates of adjunct faculty.
4. There were approximately 69% females and 31% males participating in this study. The faculty distribution for this study did not represent most higher

education institutions (UCLA, 2008; University of Georgia, 2000; University of Phoenix, 2009). The National Center for Education Statistics (2002) reported percentage distributions of faculty and staff that provided classroom instruction for credit that consisted of 58.7% male and 41.3 female. In this study, female faculty participated in this study at a higher rate than male faculty. This might suggest women faculty were more willing to participate in this study. It could also indicate a greater participation of females facilitating distance education courses. Research should be conducted to examine working conditions of faculty teaching distance education courses such as family life balance, home environment doubling as a workplace, and promotional opportunities for facilitating distance education courses. Future studies should consider examining female demographic information to determine if there is a trend related to female's facilitating distance education courses at a higher rate than male faculty.

5. The findings from this research indicated faculty were not able to develop or change course content. Future research related to faculty's strong disagreement with their inability to develop or change course content should be accomplished. The purpose of this research would be to identify specific reasons faculty were unable to develop or change course content.
6. The graduate teaching assistants participating in this study had no experience teaching distance education courses. The graduate teaching assistants participating in the pilot study also had no experience teaching distance education courses. This information is valuable as it relates to preparing future

teaching professionals. Future research should be accomplished that examines higher education institutions graduate teaching programs to determine if those graduate students interested in teaching professions are exposed to the appropriate resources to prepare them for the roles and responsibilities of becoming a future faculty member.

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APPENDICES

APPENDIX A

INSTITUTIONAL REVIEW BOARD

AUBURN
UNIVERSITY

Office of Human Subjects Research
307 Samford Hall
Auburn University, AL 36849

Telephone: 334-844-5966
Fax: 334-844-4391
hsubjec@auburn.edu

October 16, 2008

MEMORANDUM TO: Emily G. Lewis
Education Foundation, Leadership & Technology

PROTOCOL TITLE: "An Examination of the Perceptions, Attitudes, and Job Satisfaction Level Faculty Teaching in a Distance Education"

IRB FILE NO.: 08-235A EX 0810

APPROVAL DATE: October 12, 2008
EXPIRATION DATE: October 11, 2009

The referenced protocol was approved "Exempt" on October 12, 2008 under 45 CFR 46.101 (b) (2):

> "Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
> (ii) any disclosure of the human subjects' response outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation."

You should retain this letter in your files, along with a copy of the revised protocol and other pertinent information concerning your study. If you should anticipate a change in any of the procedures authorized in this protocol, you must request and receive IRB approval prior to implementation of any revision. Please reference the above IRB file number in any correspondence regarding this project.

If you will be unable to file a Final Report on your project before October 11, 2009, you must submit a request for an extension of approval to the IRB no later than September 27, 2009. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to October 11, 2009, you must suspend the project immediately and contact the Office of Human Subjects Research for assistance.

A Final Report will be required to close your IRB project file. Please note that the approved, stamped version of your information letter should be provided to participants during the consent process.

If you have any questions concerning this Board action, please contact the Office of Human Subjects Research at 844-5966.

Sincerely,

Kathy Jo Ellison, RN, DSN, CIP
Chair of the Institutional Review Board
for the Use of Human Subjects in Research

cc: Dr. Jose Llanes
Dr. James Witte

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

RESEARCH PROTOCOL REVIEW FORM

For information or help completing this form, contact: **THE OFFICE OF HUMAN SUBJECTS RESEARCH**, 307 Samford Hall,
Phone: 334-844-5966 **e-mail:** hsubjec@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/index.htm

Complete this form using Adobe Acrobat Writer (versions 5.0 and greater).

1. **PROPOSED DATES OF STUDY:** FROM: 10/01/2008 TO: 12/31/2008

REVIEW TYPE (Check one): ☐ FULL BOARD ☐ EXPEDITED ☑ EXEMPT

2. **PROJECT TITLE:** An Examination of the Perceptions, Attitudes, and Job Satisfaction Level Faculty Teaching in a Distance Education Environment

3.

Emily G. Lewis	Graduate Student	EFLT	512-6908	lewise1@auburn.edu
PRINCIPAL INVESTIGATOR	TITLE	DEPT	PHONE	E-MAIL

College of Education, 4036 Haley Center, Auburn Alabama — FAX

ADDRESS FOR CORRESPONDENCE

4. **SOURCE OF FUNDING SUPPORT:** ☑ Not Applicable ☐ Internal ☐ External (External Agency): _____

5. **STATUS OF FUNDING SUPPORT:** ☑ Not Applicable ☐ Approved ☐ Pending ☐ Received

6. **GENERAL RESEARCH PROJECT CHARACTERISTICS**

A. Research Content Area

Please check all descriptors that best apply to this proposed research project.

- ☐ Anthropology
- ☐ Anthropometry
- ☐ Biological Sciences
- ☐ Behavioral Sciences
- ☑ Education
- ☐ English
- ☐ History
- ☐ Journalism
- ☐ Medical
- ☐ Physiology
- ☐ Other (Please list:) _____

Please list 3 or 4 keywords to identify this research project: _____

B. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data collection will be: ☑ Prospective ☐ Retrospective ☐ Both

Data will be recorded so that participants can be directly or indirectly identified: ☐ Yes ☑ No

Data collection will involve the use of:

- ☐ Educational Tests (cognitive, diagnostic, aptitude, achievement)
- ☑ Surveys / Questionnaires
- ☐ Private Records / Files
- ☐ Interview / Observation
- ☐ Audiotaping and / or Videotaping
- ☐ Physical / Physiologic Measurements or Specimens

C. Participant Information

Please check all descriptors that apply to the participant population.

- ☑ Males
- ☑ Females

Vulnerable Populations

- ☐ Pregnant Women
- ☐ Children
- ☐ Prisoners
- ☐ Adolescents
- ☐ Elderly
- ☐ Physically Challenged
- ☐ Economically Challenged
- ☐ Mentally Challenged

Do you plan to recruit Auburn University Students? ☐ Yes ☑ No

Do you plan to compensate your participants? ☐ Yes ☑ No

D. Risks to Participants

Please identify all risks that may reasonably be expected as a result of participating in this research.

- ☑ Breach of Confidentiality
- ☐ Coercion
- ☐ Deception
- ☐ Physical
- ☐ Psychological
- ☐ Social
- ☐ None
- ☐ Other (please list):

_____

_____

For OHSR Office Use Only

DATE RECEIVED IN OHSR: _____ by _____ PROTOCOL # _____

DATE OF OHSR CONTENT REVIEW: _____ by _____ DATE ASSIGNED IRB REVIEW: _____ by _____

DATE OF IRB REVIEW: _____ by _____ DATE IRB APPROVAL: _____ by _____

INTERVAL FOR CONTINUING REVIEW: _____

CITI Collaborative Institutional Training Initiative

Course In The Protection Human Subjects Curriculum Completion Report
Printed on Tuesday, July 22, 2008

Learner: James Witte (username: jimz)
Institution: Auburn University
Contact Information
4054 Haley Center
Auburn, Alabama 36849 USA
Department: EFLT
Phone: 334-844-3054
Email: witteje@auburn.edu

Social/Behavioral Research Course: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

Stage 1. Basic SBR Passed on 07/01/08 (Ref # 1759296)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	06/29/08	3/3 (100%)
Students in Research - SBR	06/29/08	9/10 (90%)
History and Ethical Principles - SBR	06/30/08	5/5 (100%)
Defining Research with Human Subjects - SBR	06/30/08	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	06/30/08	5/5 (100%)
Informed Consent - SBR	07/01/08	5/5 (100%)
Privacy and Confidentiality - SBR	07/01/08	4/4 (100%)
Research with Children - SBR	07/01/08	5/5 (100%)
Internet Research - SBR	07/01/08	4/4 (100%)
Auburn University	07/01/08	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Return

APPENDIX B

PARTICIPANT INFORMATION LETTER

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

"An Examination of the Perceptions, Attitudes, and Job Satisfaction Level of Faculty Teaching in a Distance Education Environment"

The Auburn University Institutional Review Board has approved this document for use from 10/12/08 to 10/11/09.
Protocol #08-235A EX 0810

Dear Faculty Member:

You are invited to participate in a research study to examine the perceptions, attitudes, and job satisfaction level of faculty teaching in a distance education environment. The study is being conducted by Emily Lewis, a Graduate Student, under the direction of Dr. James Witte, Associate Professor in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are a higher education instructor and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete and submit an electronic survey. Your total time commitment will be approximately 15 minutes.

Are there any risks or discomforts? The risks associated with participating in this study are related to breach of confidentiality. To minimize these risks, we will use an electronic survey that does not collect names or email IP addresses, so the data collected will be anonymous, and will require password access.

Are there any benefits to yourself or others? If you participate in this study, you can expect to be a part of assisting in increasing understanding of distance education programs as it relates to teaching and learning processes.

Will you receive compensation for participating? There is no monetary compensation provided for participating. However, completing and submitting the electronic survey will be truly appreciated.

Are there any costs? There is no cost to you as a participant for participating in this research study.

4036 Haley Center, Auburn, AL 36849-5221; Telephone: 334-844-4460; Fax: 334-844-3072

www.auburn.edu

If you choose not to participate, you can do so by clicking the link provided in this letter or by closing out the electronic survey, your data will not be collected. Your participation is completely voluntary. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University or the Department of Educational Foundations, Leadership, and Technology.

Any data obtained in connection with this study will remain anonymous. Information collected through your participation may be (e.g., used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting, etc.)

If you decide to participate in this research study, you are asked to complete and submit the electronic web based survey. You can access the research study survey by clicking the following link: https://www.surveymonkey.com/s.aspx?sm=nTEVYCdE1EqtBxN5CtH22g_3d_3d

If you have questions about this study, please ask them now or contact Emily Lewis at 334-844-8681. If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO
PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from 10/12/08 to 10/11/09. Protocol #08-235A EX 0810.

Sincerely,
Emily Lewis 11/10/08
Investigator's signature Date

APPENDIX C

SURVEY INSTRUMENT

1. Demographic Information

1. Sex:

- ◯ Female
- ◯ Male

2. Race

- ◯ African American (Black)
- ◯ Caucasian (White)
- ◯ Asian/Pacific Islander
- ◯ American Indian
- ◯ Hispanic
- ◯ Other (please specify)

3. Age:

4. Highest level of education:

- ◯ Undergraduate
- ◯ Masters
- ◯ Doctorate

Other (please specify)

5. Select the option that best describes your yearly compensation for teaching.

- ◯ 10,000 - 20,000
- ◯ 21,000 - 30,000
- ◯ 31,000 - 40,000
- ◯ 41,000 - 50,000
- ◯ 51,000 - 60,000
- ◯ 61,000 - 70,000
- ◯ 71,000 - 80,000
- ◯ 81,000 - Up

Other (please specify)

6. Please, specify your principal field or discipline of teaching:

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7. Select the option that best characterize your current full-time occupation:

- ◯ Higher education faculty
- ◯ Non-academic occupation (Please provide the title of your position below.)

Other (please specify)

8. Please specify your current employment status at your current institution:

- ◯ Full-time
- ◯ Part-time
- ◯ Adjunct (Contract per course)
- ◯ Graduate Teaching Assistant
- ◯ Other (please specify)

9. Select the options that best characterize your higher education institution:

	For-profit institutions	State Institutions
2-year	◯	◯
4-year	◯	◯

Other postsecondary institutions (please specify)

10. How many years have you taught in higher education?

11. How many years have you taught distance online education courses?

12. Have you taught both traditional on-campus and distance education courses?

- ◯ Yes
- ◯ No

13. Have you taught distance online education courses?
(Reference to distance online education courses does not include blended learning formats.)

- ◯ Yes
- ◯ No

14. How many distance online education classes have you taught in the past 12 months?

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15. How many hours per week do you spend facilitating distance online education courses? (Facilitating includes time spent on preparation, responding to student questions, grading and another administrative responsibilities)

16. Please specify the type of technology/software used by your institution to facilitate distance online courses:

2. Perceptions, Attitudes, and Job Satisfaction Levels Research Study

Select the appropriate response that best describes your experience with distance online education courses.

Indicate the extent to which you agree or disagree:

1. Distance Online Education Courses (Perception)

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	N/A
1. I consider the quality of my distance online course content to be high.	○	○	○	○	○	○
2. Faculty development training to teach distance online education courses at my institution is satisfactory.	◎	◎	◎	◎	◎	◎
3. My institution's distance online education programs are perceived negatively by my peers.	○	○	○	○	○	○
4. The quality of my course content for distance online education courses is perceived positively by my peers.	◎	◎	◎	◎	◎	◎
5. Overall, my perceptions of distance online education courses are positive.	○	○	○	○	○	○

Comments: [Provide any additional comments, feedback, or insights in the box below as it relates to your perceptions about distance online education courses. (100 character limit)]

2. Distance Online Education Courses (Attitude)

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	N/A
1. I have the freedom to develop my own curriculum to meet the objectives for the distance online education courses I teach.	○	○	○	○	○	○
2. I have the authority to change the content of the distance online education courses I teach.	◎	◎	◎	◎	◎	◎
3. The readiness of the students who participate in a distance online education environment is high.	○	○	○	○	○	○
4. I have sufficient knowledge associated with facilitating distance online education courses.	◎	◎	◎	◎	◎	◎
5. My overall attitude about distance online education courses is positive.	○	○	○	○	○	○

Comments: [Provide any additional comments, feedback, or insights in the box below as it relates to your attitude about distance online education courses. (100 characteristic limit)]

3. Distance Online Education Courses (Level of Job Satisfaction)

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	N/A
1. I am adequately compensated for teaching distance online education courses.	○	○	○	○	○	○
2. My course load teaching distance online courses is adequate for the compensation I receive.	○	○	○	○	○	○
3. The number of students enrolled in my distance online education courses is adequate.	○	○	○	○	○	○
4. The opportunities for academic promotion are clearly outlined by my higher education institution.	○	○	○	○	○	○
5. My overall level of job satisfaction regarding distance online education courses is high.	○	○	○	○	○	○

Comments: [Provide any additional comments, feedback, or insights in the box below as it relates to your level of job satisfaction about distance online education courses. (100 characters)]

4. Distance Online Education Courses and Technology

	Stongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	N/A
1. I have adequate knowledge to design a distance education course.	○	○	○	○	○	○
2. I received sufficient training to use my institution's distance education software.	○	○	○	○	○	○
3. My level of comfort using technology for distance education course delivery is high.	○	○	○	○	○	○
4. The training I received related to designing distance education courses was extensive.	○	○	○	○	○	○
5. I have extensive knowledge associated with all aspects of facilitating distance education courses.	○	○	○	○	○	○

Comments: [Provide any additional comments, feedback, or insights in the box below as it relates to your level of job satisfaction about distance online education courses. (100 characters)]

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