

Job Satisfaction

Do measures of spirituality in the workplace affect it?

by

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Research Question

Work Satisfaction among Higher Education Faculty and Staff: What Role Does Spirituality Play?

Research Project

These data are from a larger study comparing faith-based and secular organizations on:

- Spirituality in the workplace
- Organizational commitment
- Organizational culture
- Job satisfaction
- Optimism

Research Methods

- Online survey of
 - Two institutions in south, central U.S. – religious (RI) and public (PI)
 - All faculty and staff from the RI
 - Random sample of faculty and staff from the PI
 - Response rates of faculty:
 - 35.5% (PI) and 33.5% (RI)
 - Response rates of staff:
 - 29.4% (PI) and 61.7% (RI)
- 840 respondents
 - 409 Faculty
 - 431 Staff
 - Due to incomplete responses:
 - 316 (77.3%) Faculty
 - 329 (76.3%) Staff
- Analyzes quantitative data
 - Qualitative data analyzed in another presentation

Determinants of Work Satisfaction

- Satisfaction Scale
 - Spector (1985)
 - 10 - 12 Component Scales: Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Costs, Coworkers, Nature of Work, Communication (Dept., College, University)
 - Aggregate measure
- Optimism Scale
 - Shifren & Hooker (1995)
 - 12 Questions, including:
 - In uncertain times, I usually expect the best.
 - If something can go wrong for me, it will.
- Organizational Culture
 - Glaser, Zamanou & Hacker (1987)
 - 7 Component Scales: Teamwork, Morale, Information Flow, Employee Involvement, Supervision, Meetings, Customer Service

Determinants of Job Satisfaction, cont.

- Spirit at Work
 - Kinjerski & Skrypnek (2008b)
 - 4 Scales: Engaging Work, Mystical Experience, Spiritual Connection, Sense of Commitment
- Demographic variables
 - Sex
 - Race (white, of color)
 - Years teaching (fac) or working (staff) at this institution
 - Level of education
- Measure of work choice
 - Type of university – RI or PI
- Spirituality/Religiosity
 - Whether R feels s/he has been “born again”
 - Whether R defines his/her faith as evangelical
 - Degree to which R is more religious than spiritual, more spiritual than religious, religious and spiritual, or neither

Job satisfaction

- ...”the general attitude of the worker towards his/her job” (Filiz, 2014)

Scale on which Spector’s job satisfaction is measured ranges from 1 (Disagree very much) to 6 (Agree very much)

- Higher responses correspond to greater satisfaction with the job.
- Staff tend to indicate higher job satisfaction than faculty do – 185.6 for faculty vs. 197.79 for staff, $p \leq .000$

Results

	Faculty			Staff		
R ²	0.678			0.694		
F Statistic	70.037***			79.697***		
Unstandardized (b) and Standardized Coefficients (B)	b	Std. Error	B	b	Std. Error	B
(Constant)	5.99*	2.45		5.46**	2.16	
Standard Optimism Score	0.55	0.54	0.04	1.82***	0.47	0.14
OCS Teamwork Score	1.38**	0.49	0.14	2.52***	0.49	0.25
OCS Information Flow Score	1.94***	0.60	0.18	1.90***	0.49	0.20
OCS Employee Involvement Score	1.73***	0.50	0.19	-0.76 ^m	0.43	-0.09
OCS Supervision Score	0.59***	0.10	0.28	0.73***	0.11	0.33
OCS Meetings Score	1.09*	0.48	0.11	0.21	0.48	0.02
OCS Customer Service Score	-0.11	0.54	-0.01	0.03	0.58	0.00
Engaging Work Score	1.56***	0.45	0.14	1.89***	0.36	0.21
University (1 (PI), 2 (RI))	1.35 ^m	0.80	0.06	1.38*	0.59	0.08

Faculty and Staff Priorities

Faculty

	b	Std. Error	B
(Constant)	5.99*	2.447	
OCS Supervision	.59***	0.097	.277
OCS Employee Involvement	1.73***	0.497	.188
OCS Information Flow	1.94***	0.595	.180
Engaging Work	1.56***	0.449	.138
OCS Teamwork	1.39**	0.494	.137
OCS Meetings	1.09*	0.475	.113
University	1.35 ^m	0.804	.058
Standard Optimism	.55	0.539	.037
OCS Customer Service	-.11	0.537	-.010

Staff

	b	Std. Error	B
(Constant)	5.47**	2.159	
OCS Supervision	.74***	0.106	.328
OCS Teamwork	2.52***	0.485	.252
OCS Information Flow	1.90***	0.491	.203
Engaging Work	1.89***	0.357	.206
Standard Optimism	1.82***	0.472	.136
OCS Employee Involvement	-.76 ^m	0.434	-.093
University	1.38*	0.592	.077
OCS Meetings	.21	0.479	.021
OCS Customer Service	.03	0.580	.003

Implications of Job Satisfaction Determinants

Faculty

- Top: Supervision – Calls for
 - Strong departmental leadership
 - Supervisor & mgt. training for dept. chairs
 - Implications for higher level supervisors or leaders (deans, etc)
- 2nd: Employee Involvement
 - Faculty want to be heard; authoritarian leadership won't work
 - Democratic/consultative model preferred
 - Mgt. training in listening

Staff

- Top: Supervision – Calls for:
 - Supervisor training
 - Mgt. training for higher level leaders
- 2nd: Teamwork
 - In-depth team training
 - Diversity training
 - Conflict resolution
 - Personal growth

Implications of Job Satisfaction Determinants

- Faculty & staff value:
 - Information flow (I often feel that I do not know what is going on w/in the organization; Communications seem good w/in this organization):
 - Keeping all informed is difficult even in the best of circumstances, but faculty & staff want accurate, current information at all levels – dept., college and university
 - Engaging Work
 - Coaching, mentoring, supervising could draw on these beliefs:
 - Skills & work requirements match
 - Meaning & purpose at work
 - Passion for work
 - Fulfilling one's calling through work
 - Gratitude & satisfaction
 - University – King and Williamson (2005) – More religious employees want workplaces that more strongly accept religious expression
 - Faculty tend to eschew religiosity more than staff. University may proxy for acceptance of religious expression in this study.

Determinants of Satisfaction also Differ

Faculty

- Teamwork is also important for faculty
 - Teamwork is necessary in much research
 - Teamwork training for faculty: different from that for staff?
 - May be a harder sell
- Faculty work satisfaction hinges on meeting quality
 - “Time in meetings is well spent” ...
 - Valuable:
 - Reviewing efficiency of meetings
 - Openness to feedback about meeting processes

Staff

- Optimism affects work satisfaction for staff, not faculty
 - Coaching and other opportunities for personal and team growth may improve optimism of staff
 - Reinforcement of optimism
- Staff marginally value being involved
 - Training in listening, democratic decision-making for department chairs and other administrators

Similarity

- Customer Service affects work satisfaction of neither faculty nor staff
 - “My work unit continuously looks for ways to better serve our customers”
 - Indicates that customer service is:
 - A given or
 - Irrelevant
 - Most likely a given.
 - If customer service is not a given, such training would be warranted.

Thank you for your time!

Happy to hear ideas and discuss further:

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