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Southern Adventist University
School of Education and Psychology

A study of job satisfaction among faculty at Southern Adventist University

Brandon Christian Baughman

Honors Project

Dr. Ruth Williams-Morris

April 19, 2002

Running head: JOB SATISFACTION AMONG UNIVERSITY FACULTY

A Study of Job Satisfaction Among Faculty at Southern Adventist University

Brandon Christian Baughman

Southern Adventist University

Abstract

Job satisfaction and its related variables were examined for the teaching faculty at Southern Adventist University (a small private-Christian university). A sample of 53 (38 males, 15 females) was obtained from the population of 108 teaching faculty. Based on prior research, gender, social support, and interest congruence were designated as major variables relating to job satisfaction. T-tests for independent means, Pearson product-moment correlations, and ANOVA were the statistics used to evaluate data collected from the Baughman Job Satisfaction Inventory (BJSI) and the revised Life Orientations Test (LOT-R). Results found that gender was not a significant factor for differences in job satisfaction, salary, and social support levels, and departmental divisions were not a significant source of variance for job satisfaction. Implications were discussed.

A Study of Job Satisfaction Among Faculty at Southern Adventist University

It is estimated that in 1992, 5,000 articles or dissertations were written on job satisfaction (Tang and Talpade, 1999). The integration of the two issues (job satisfaction and higher education) is the focus of many leaders of educational policy today. The legislature involving education revolving in many arenas of government is evidence of this trend. Information from the Department of Education's Programs of the Office of Post-Secondary Education has estimated that 236,000,000 dollars will be granted in an effort to improve teaching faculty throughout the United States in 2002 (United States Department of Education, 2002).

In a study by Conolly (2000), researchers identified reasons that cause teachers to leave the professions. Salaries, dissatisfaction with the career and inadequate support from administration are all reasons leading to the attrition of elementary school teachers. The assumption is that the sample of elementary teachers can be broadened to represent all teaching professionals.

The basis of my literature review was Ting's (1997) study of job satisfaction factors. The study can be used as an informative guide to reviewing literature associated with job satisfaction variables. Ting and colleagues have done extensive research on multiple variables associated with job satisfaction. In their study, Ting broke up the many job satisfaction variables into three major divisions: job characteristics (i.e. promotional opportunity, task clarity and significance, skill utilization, and congruence), organizational characteristics (commitment, relationships with supervisors and co-workers), and individual characteristics (gender, education, race). Although Ting (1997) was specific in studying government employees, the variables apply across a wide

spectrum of job types. The final section of the review will deal with motivators of teaching professionals.

Individual Characteristics relating to Job Satisfaction

Previous research has identified gender, race, and education as contributing factors in the variance of job satisfaction. Optimism was a variable with minor research devoted to it, but the current study had the purpose of correlating the two issues. The following is a brief review of research on these factors.

Gender differences in job satisfaction

Mason (1995) studied the difference associated with gender and their effect on job satisfaction. Two views address the differences in values between men and women. Women tend to have a communal orientation, characterized by a concern for others, selflessness, and a desire to be with others. Communal orientation is the opposite of the assumed male orientation. Agentic orientation is characterized by self-assertion/expansion and an urge to master. Three separate theories regarding sex differences were used for predictions on job satisfaction differences.

Socialization Theory

The socialization theory introduces a perspective contending that differences in job satisfaction are not due to gender but to other variables that systematically covary with gender and are attributable to segregation (by gender) of jobs. An “enriched” opportunity leans toward satisfaction of agentic values (learned typically by men), while “impoverished” opportunities satisfy the communal orientation of women (Gutek, 1988; Kanter, 1982; as cited by Mason, 1995).

Social Role Theory

The social role theory uses salience as a key in determining values, attitudes, and behavior. The theory presupposes that if gender role (i.e. impoverished opportunity structures, less stringent roles in a company) is salient, then men and women's attitudes will differ. However, if social role (i.e. specific adult role in an organization, based on obligations to others-enriched structure) is salient, then differences will not occur between men and women (Eagly, 1987; as cited by Mason, 1995).

Structural Theory

The structural theory states no gender differences can be attributed to opportunity structures. In direct contradiction with socialization theory hypotheses, the structural theory states that the opportunity structure, if perceived equivalent by both men and women, will elicit similar attitudes and behavior (Kanter, 1977,1982; as cited by Mason, 1995).

Findings from the research indicate that differences occur in the two job categories (clerical-impoverished and managerial-enriched) between men and women for the following variables: advancement, feedback from agents, performance evaluation, and salary. The structural theory was supported in the findings that no differences between sexes occurred for the dependent variables of co-worker relationships, job interest/congruence, supervision, and overall satisfaction (Mason, 1995).

Gender differences were also found between men and women in their perceptions of importance of their careers. Tang & Talpade (1999) found that men have higher satisfaction with pay than females, while females have increased satisfaction with strong co-worker relationships. Based on Abraham Maslow's hierarchy of needs theory,

employees' needs are the basis of the satisfaction. Life's basic needs may differ along gender lines, therefore men may value money because it satisfies the esteem need, which is important for men. The social need of women explains the greater satisfaction with co-worker relationships. The findings correlate with previous research, which contends that males have historically been more achievement-oriented. Females are said to engage the "egalitarian" approach to satisfy social needs (Tang et al., 1999).

Education level, optimism, and racial differences

Ting (1997) states education has an unusual effect on job satisfaction. Higher levels of education gained provide an employee with multiple job alternatives, making the likelihood of being 'stuck' in a job unlikely. The adverse effect may be attributed to the fact that higher-educated employees have more opportunities. They do not form close ties with a job or organization, since the possibility of change is always eminent.

In addition to stated variables of job satisfaction, race is seen to contribute to job satisfaction. Ting (1997) states, in the overall job market, Caucasian, male employees tend to be more satisfied with their jobs than females and minorities. These predictions are based on barriers that many women and minorities face, unlike that of their Caucasian male counterparts.

Most researchers designate optimism as a person's outlook on life. Myers (1997) states that happier people have a positive thinking and optimism, and the same optimism levels tend to exhibit lead successful, healthier, and happier lives. Applying this dynamic to the study job satisfaction, research has shown a correlation between high levels of optimism to high levels of life satisfaction. There were no specific, research articles found studying optimism with job satisfaction. However, optimism can still be seen as a

predictor of happiness, and happiness flows through all aspects of life, including job satisfaction.

Organizational characteristics relating to job satisfaction

The organizational characteristics influencing job satisfaction are mainly encompassed by a single factor: relationships between co-workers and supervisors (i.e. social support). Commitment was also identified as a minor contributor.

Social Support and job satisfaction

Abraham Maslow pioneered the organizational theories of psychology. The hierarchy of needs he developed gives a glimpse of needs, which all humans are drawn to fulfill. Once all lower level needs are successfully satisfied, one becomes self-actualized, which is characterized as one realizing their own human potential. Job satisfaction is analogous to self-actualization: job satisfaction requires that certain other needs be first met. The most basic of these needs is that of belongingness or socially adeptness (Lefton, 2000).

Hurlburt (1991) reported research regarding social networks in the workplace. Research stated that employees with “dense” social networks exhibit greater emotional well-being and stability (Liem & Liem, 1978; as cited by Hurlburt, 1991). Results from Hurlburt’s (1991) study indicate that social networks do affect job satisfaction. Participation in a co-worker group or social circle was shown to increase job satisfaction. In addition, social support outside of jobs was shown to have an effect, since kin-centered support networks increased job satisfaction as well. An interesting relationship was also found between education level and social support. As mean education levels increase, high co-worker composition had positive effects on job satisfaction.

Harris, Moritzen & Robitschek (2001) presented research findings focusing on the influence of congruence and social support on job satisfaction. A review of the literature showed an increased level of social attraction between employees with congruent values (Zenger & Lawrence, 1989; as cited by Harris et al., 2001). As stated early in the literature review, previous research asserts that social support in the workplace relates strongly to “positive vocational outcomes, including reduced absenteeism and position turnover, resistance to burnout, reduced depression and anxiety (Harris et al., 2001). Results of the previous studies specify the importance of gender segregation in job satisfaction research. An interesting fact was found regarding social support; it is more important for individuals with less tenure, education and salary.

Job Characteristics relating to satisfaction

Job characteristics can be described as the ‘what you do and how you do it’ part of employment. These factors fulfill a different type of need on Maslow’s hierarchy, mainly the cognitive and esteem needs. Pay/salary satisfaction, task clarity, and skill utilization are the variable designated under ‘job characteristics.’ However, according to previous research, congruence may be the strongest factor correlating with job satisfaction.

Congruence and job satisfaction

Studies have shown that congruence can explain 12 percent of variance within job satisfaction (Brown, 1990; as cited by Harris et al., 2001). Skill utilization may be grouped into this bracket of variables, because of Ting’s (1997) description as the degree to which employees can use their skills and abilities. Congruence has been defined as interest level. However, skill utilization is based on congruence interests in many cases.

Fricko & Beehr (1992) sought to research congruence and gender on the same level. Of significant importance is the type of congruence suggested to occur between the gender of employees and the gender concentration of occupations. The amount of influence gender concentration had on interest congruence was a primary research problem addressed in this study. The research hypotheses of the study were never postulated before the research study. Expected outcomes were that women's congruence-job satisfaction correlation would be stronger in male dominated jobs, whereas men would find their own gender concentration to be the moderating factor in the congruence job satisfaction relationship. Results showed less satisfaction in women with female-concentrated employment and without congruence matching. The most important aspects of this research is that it conflicted with previous research in findings stating; gender was not related to job satisfaction, and also the fact that members of both genders found male-concentrated jobs more satisfying.

Motivators of Educational Professional

Brunetti (2001) researched the long-term satisfaction levels of secondary teachers. Motivating factors most significant to job satisfaction included: working with young people, watching students grow, unexpected success of problem students, passion for the subject (close ties with congruence levels of previous research), autonomy, collegiality (social support/need for job satisfaction), and importance to society. The study interviewed and surveyed long-time teaching faculty, but the results show two motivators (collegiality, passion for subject) that previous research has shown to influence job satisfaction.

Although previous research has identified various factors related to job satisfaction, the data is too general in its scope. The relationships found between job satisfaction and the multiple variables are not job-specific. In addition, the research findings were biased towards elementary and high schoolteachers. Therefore, the need to engage in a study pertinent to university faculty is evident. University teaching faculty is unique, in that, many participate in research, board and/or professional jobs outside of the classroom. This uniqueness is cause for the traditional job satisfaction variables to be questioned. The teaching faculty of Southern Adventist University is also specific in regard to the environment of the teaching facility (private-Christian university).

In this study, the research was guided by the need to establish whether traditional variables of job satisfaction apply to the university teaching faculty of Southern Adventist University. From the review of literature, I have found that gender, interest congruence, and social support were the three variables most researched. For this study, it was assumed that optimism was related to job satisfaction. Therefore, the job satisfaction and optimism measurements employed in this study were expected to give accurate values for the further correlation of the two variables. In addition, it was assumed that faculty members would answer the inventories in an honest manner.

It must be said that this study is not an exhaustive in its attempt to study job satisfaction among Southern Adventist University teaching faculty. The reason I say it is not exhaustive is that the I have focused on the three most, researched variables relating to job satisfaction (interest congruence, social support, and gender). There are more variables to be considered, but due to inadequate time and resources to implement the use of multiple tests and measures, specific for each variable, I will chose to focus on the

three major variables. In addition, the use of salary in this study was based solely on satisfaction perception. Job satisfaction is a variable of perception, and since each individual faculty member will have their own unique perception of salary satisfaction; I will include it in the overall job satisfaction measure.

Furthermore, the study considered the possible relationships between gender, interest congruence, social support, optimism, and job satisfaction. It was hypothesized that university department division (i.e., Humanities, Social Sciences, Natural Sciences, and Mathematics) would influence variance in job satisfaction levels. Based on Tang and Talpade (1999), it was hypothesized that there will be a difference in job satisfaction, salary and social support satisfaction scores as a function of gender. Participant levels of optimism, salary satisfaction, congruence, and social support are hypothesized to be positively correlated with their job satisfaction score. In addition to the hypotheses stated, the study was also designed to find the most satisfied academic division at Southern Adventist University.

Method

Participants

Of 108 total teaching faculty members at Southern Adventist University, 54 volunteered to participate in this study (15 women and 39 men, mean number of years employed at Southern Adventist University = 9.79). The study sought to seek equal representation for the four divisions of academic departments. The division of the departments was almost equally distributed (15 Humanities, 16 Social Science, 13 Natural Science, 9 Mathematics). The humanities division included the following departments: English, History, Journalism & Communication, Music, Modern

Languages, Visual Art & Design. The social science division included the following academic departments: Education & Psychology, Nursing, Religion, and Social Work & Family Studies. The Natural Science division included the following academic departments: Biology, Chemistry, Physics, and Physical Education & Wellness. The Mathematics division of academic departments included the following: Computing, Mathematics, and Business. Volunteers were treated in accordance with the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2002).

Materials

The two inventories employed in this study were the Baughman Job Satisfaction Inventory (BJSI) and the revised Life Orientations Test (Scheier, Carver, & Bridges, 1994). The inventories were both given to the participants at once. An informed consent form was also used to ensure ethical standards for this study.

The BJSI is 27-item inventory designed for this experiment. The BJSI has a maximum score of 68. No reliability or validity values are available as this study was a pilot test of the inventory. However, items from two inventories relating to work satisfaction among university faculty were used as a guide for the BJSI. The items were taken from the *Full Time Faculty Work Life Survey* (University of Western Kentucky, 2002) and the *University of Kansas Faculty Work Satisfaction* (University of Kansas, 1998). The inventory was divided into three sections. The first included demographic information provided by the participant. Since, the information asked for may have been sensitive to the participant, six of the demographic items were optional and two (Academic department and Sex) were required. The second section included 12 Likert-

type questions ranking different variables relating to job satisfaction. The third section included 7 questions in the form of “yes, not sure, no.” A section for personal comments was also provided at the end of the inventory.

The LOT-R is a valid and reliable inventory that gives a general level of optimism. Cronbach’s alpha level for the total score of the test is .82. The LOT-R is a six-item inventory measuring the agreement or disagreement of positive and negatively worded statements regarding optimism, and has a maximum score of 24.

Design and Procedure

This study was designed as a comparative, correlational research study examining job satisfaction. All survey inventories were numbered to ensure accuracy in coding. Originally, the study was to be presented to the faculty as a whole at an assembly meeting. However, the time requirements of the study did not fit with the timing of the assembly meeting. Instead, faculty members were first contacted by phone, and in the case of non-contact, the researcher made personal meetings. The participants were given a brief description of the nature of the research study and given an approximate time of completion. Once a participant had agreed to volunteer, informed consent forms were given and collected. The BJSI and LOT-R were left with the participant to fill out with the stipulation that the inventories needed to be collected within one to three weeks. The participants were told to either turn in the inventories to folders in the general department office or to hold the inventories for collection by the researcher. Once collected the inventory data was kept in a locked cabinet until scored. Once scored and coded, the BJSI and LOT-R were shredded to ensure confidentiality.

Results

The collected data was analyzed using descriptive statistics, t-tests for independent samples, Pearson product-moment correlations, and a one-way ANOVA.

Descriptive Statistics

The percentage of each department's participation in the study is shown by the bar graph in Figure 1. Figure 2 shows mean levels for Baughman Job Satisfaction Inventory scores. The mean BJSI score for the entire sample ($N = 52$) was 49.96 ($SD = 6.91$). The study showed that the Mathematics division had the highest mean levels for BJSI scores ($M = 51.78$, $SD = 5.76$), followed by Social Sciences ($M = 50.59$, $SD = 7.72$), Natural Sciences ($M = 49.50$, $SD = 7.47$), and Humanities ($M = 48.43$, $SD = 6.39$). The mean Life Orientations Score for the sample of ($N = 51$) was 20.84 ($SD = 2.63$). The Social Science department showed the highest mean for the LOT-R ($M = 21.65$, $SD = 2.12$), followed by Humanities ($M = 21.23$, $SD = 2.20$), Natural Sciences ($M = 20.00$, $SD = 3.56$), and Mathematics ($M = 19.89$, $SD = 2.80$), as shown in Figure 3.

T-Tests for Independent Samples

T-tests were carried out for three variables (BJSI scores, salary score, social support score) to see if there would be differences as a function of gender. Table 1 cites results from the three t-tests. For the test carried out for gender and BJSI scores, results failed to reject the null hypothesis, $t(50) = -.68$, $p > .05$. Therefore, the null hypothesis (gender will not be a cause of BJSI mean difference) is not rejected. In addition, gender did not have a significant effect on salary or social support scores of the sample, $t(51) = -1.26$, $p > .05$; $t(51) = -.40$, $p > .05$. Although salary was shown to be non-significant, its

p value (.215) is close to being significant, especially if that alpha level had been set at .20 or .25.

Correlations

Pearson product-moment correlational coefficients were obtained for the following variables: total BJSI score, LOT-R, college degree matching current job, outside of classroom work, years employed at Southern Adventist University, BJSI salary score, BJSI congruence score, and BJSI social support score. Table 2 gives results of computed correlation coefficients in the form of a correlational matrix. There were a number of significant correlations calculated at the two-tailed level of significance. As hypothesized higher salary, congruence, and social support scores led to higher scores on the BJSI ($r(52) = .33, p < .05$; $r(52) = .66, p < .01$; $r(52) = .57, p < .01$, respectively). In addition, moderate to strong correlations were found for the correlation of years employed to BJSI, salary, congruence, and social support ($r(46) = .39, p < .01$; $r(46) = .46, p < .01$; $r(46) = .34, p < .05$; $r(46) = .31, p < .05$, respectively). The LOT-R scores were shown to positively correlate ($r(52) = .31, p < .05$) with the BJSI scores, which answers the research hypothesis regarding optimism and job satisfaction relationships.

ANOVA

A one-way analysis of variance was carried out to examine whether variance in job satisfaction scores was a function of academic department division. Results from the ANOVA showed that the hypothesis of predicted differences in BJSI means as a function of academic division was statistically non-significant, $F(3, 48) = .49, p > .05$. Therefore variance in job satisfaction was not due to academic department divisions.

Discussion

This study of job satisfaction among teaching faculty at Southern Adventist University was informative. The study accomplished its goal of discovering the 'happiest' academic division (Mathematics) on campus. In addition, interesting discoveries were made in that Social Sciences were the most optimistic group of teaching faculty on campus, and the longer one teaches at Southern Adventist University; the greater their satisfaction will be. The findings of this study may be due in part to the uniqueness of Southern Adventist University's teaching faculty and work environment. Unlike many large universities, prestige and power are not traits sought or exhibited at Southern Adventist University.

Results of this study can be applied to previous research. According to Mason (1995), Southern Adventist University would fit under the communal orientation of job environment. However, unlike the socialization theory, men along with women seem to exhibit an overall high degree of job satisfaction across all academic divisions. The examination of job satisfaction and gender did not come up significant. From the responses of the participants, the expected positive correlations between job satisfaction and salary, interest congruence, and social support satisfaction proved to be valid. All in all, the study did confer most expectations as far major variables affecting job satisfaction. Findings by Fricko & Beehr (1992) match those of this study; men and women both were more satisfied with teaching positions at Southern Adventist University, since the teaching faculty sample was predominantly male. Also, Hurlburt's (2001) findings regarding social support were also applicable to this study's sample, since social support levels were positively correlated to job satisfaction. Brunetti's

(2001) research was also positively correlated to the findings of this study, the longer teachers taught; the higher their job satisfaction would be.

Although the research provided information regarding Southern Adventist University teaching faculty, there were some delimitations to the study. Only 53 out of 108 teaching faculty were surveyed for this study. Collection procedures and demographic questions should be revised if another study of job satisfaction at Southern Adventist University is undertaken. Faculty members need to be ensured confidentiality. Therefore, demographic data may need to be collected through a third party not associated with Southern Adventist University, and a collection procedure that allows the faculty member to be comfortable with their submission (i.e., mail in survey, internet, etc.) should be employed. Also, the original proposal for this project sought the use of proven inventories for the measurement of individual variables (congruence, social support, teaching effectiveness). However, these measures were not used, but a follow up study should consider using more than one general test of job satisfaction, by using reliable and valid tests.

The study need not end here. To ensure good teacher effectiveness and happiness, the administration at Southern Adventist University will need to see to the needs and concerns of the faculty. Examples of constructive and positive comments offered by the faculty include: "Southern allows the freedom to pursue our dreams and ideas," "I love my work, it is my passion and ministry, I wish we had all the faculty we need-the load is heavy-don't want to get burnout," "The particular subject I teach is attractive to me and is one of the reason for my coming to Southern-being able to specialize more in my preferred field," "Job satisfaction is high-teaching load is too

heavy,” “Students have too much power over standards.” Overall, Southern Adventist University is a good environment for teaching faculty to work. The happiness of faculty depends on multiple factors relating to job satisfaction. This study was only a beginning to the understanding of these factors.

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Author's Note

Brandon Christian Baughman, School of Education and Psychology, Southern Adventist University.

The author of this study will be affiliated with the School of Education and Psychology at Southern Adventist University until his graduation date in May 2002.

The author would like to acknowledge Dr. Ruth Williams-Morris in providing supervision and critique for this research project. This research project was an original research study for the purpose of fulfilling graduation requirements for the Southern Scholars Honor Society and the School of Education and Psychology.

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Table 1

Correlational Matrix for Variables associated with BJSI and LOT-R

Variable	BJSI ₁	LOT-R ₂	College Degree ₃	Outside Work ₁	Years Employed ₄	Salary ₁	Interest Congruence ₁	Social Support ₁
BJSI ₁	-	.31*	.22	-.06	.39**	.33*	.66**	.57**
LOT-R ₂		-	.03	-.25	.14	.16	.05	.14
College Degree ₃			-	-.16	.16	-.07	.25	-.14
Outside Work ₁				-	.06	.00	.09	.24
Years Employed ₄					-	.46**	.34*	.31*
Salary ₁						-	.06	.27
Interest Congruence ₁							-	.35*
Social Support ₁								-

* $p < .05$ ** $p < .01$ Note 1 : $N = 52$ Note 2 : $N = 51$ Note 3 : $N = 49$ Note 4 : $N = 46$

Table 2

T-Tests for Gender as a function for BJSI, Salary, and Social Support differences

Gender	N	Mean	SD	t-test for Equality of Means	
				t	df
Social Support				-0.4	51
Male	38	4.16	0.89		
Female	15	4.27	0.88		
Salary				-1.26	51
Male	38	3.05	1.06		
Female	15	3.47	1.12		
BJSI				-0.69	50
Male	37	49.54	7.48		
Female	15	51	5.36		

Note. Alpha level for this test was set at .05

Significance was not found for Social Support, Salary, or BJSI at $p < .05$

Figure Captions

Figure 1. Percentages of Humanities, Social Sciences, Natural Sciences, Mathematics, and missing score participants in the study of job satisfaction. Original population size was 53 participants, but 1 was thrown out due to missing academic department demographic.

Figure 2. Mean BJSI scores for academic departmental divisions (i.e., Humanities, Social Sciences, Natural Sciences, Mathematics) based on 52 samples (1 case excluded due to missing BJSI score).

Figure 3. Mean LOT-R scores for academic departmental divisions (i.e., Humanities, Social Sciences, Natural Sciences, Mathematics) based on 51 samples (two cases excluded for missing LOT-R scores).

Figure 1

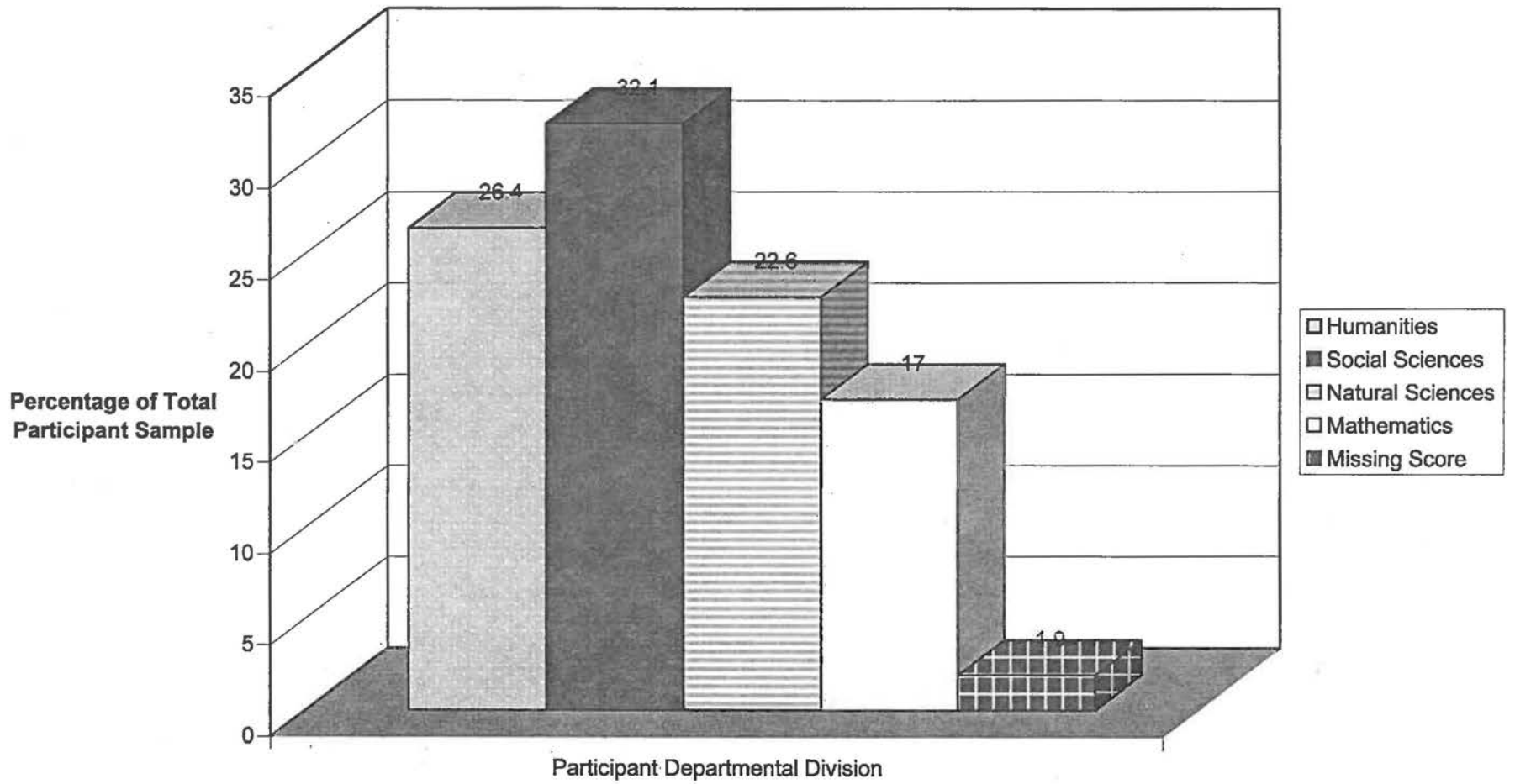


Figure 2

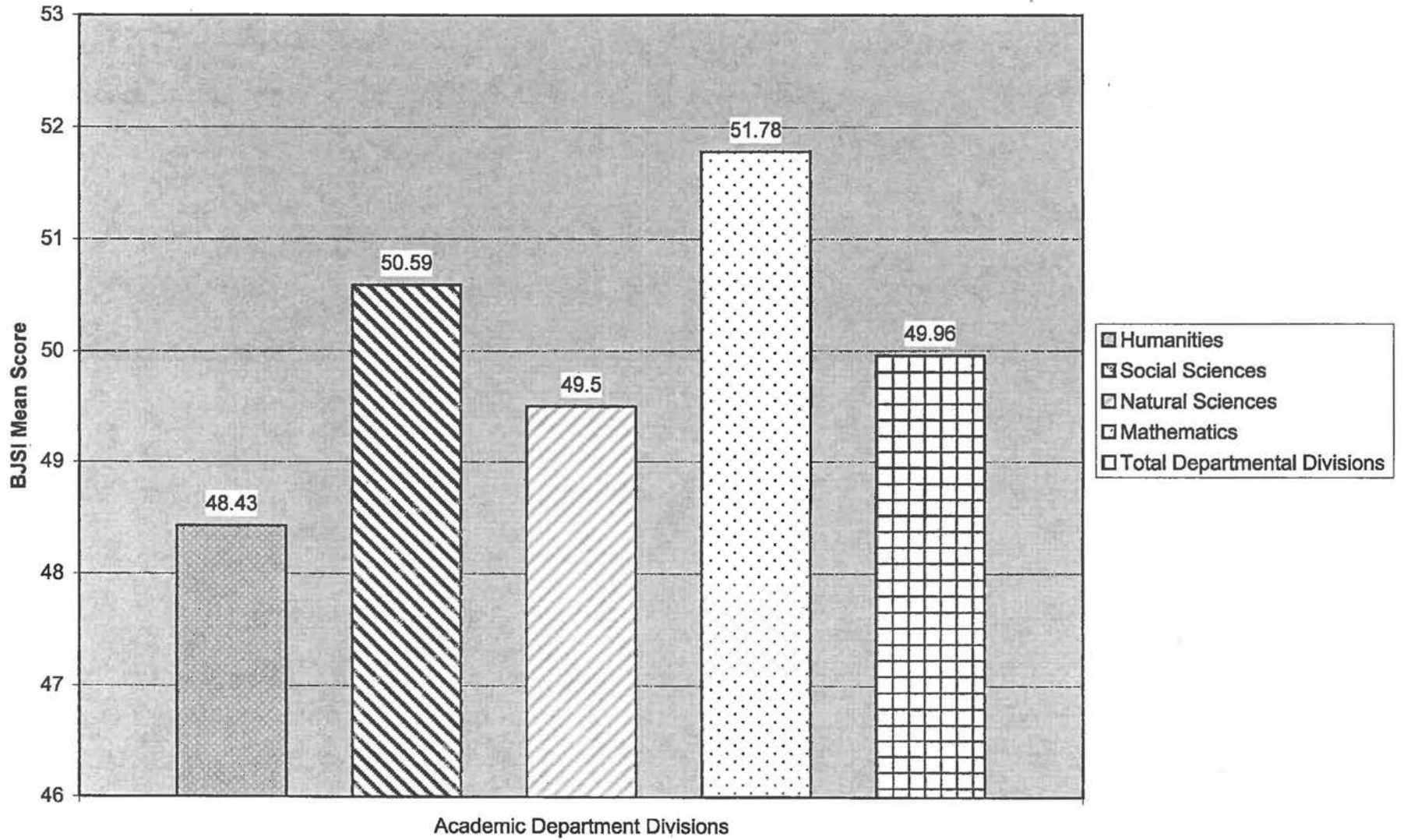
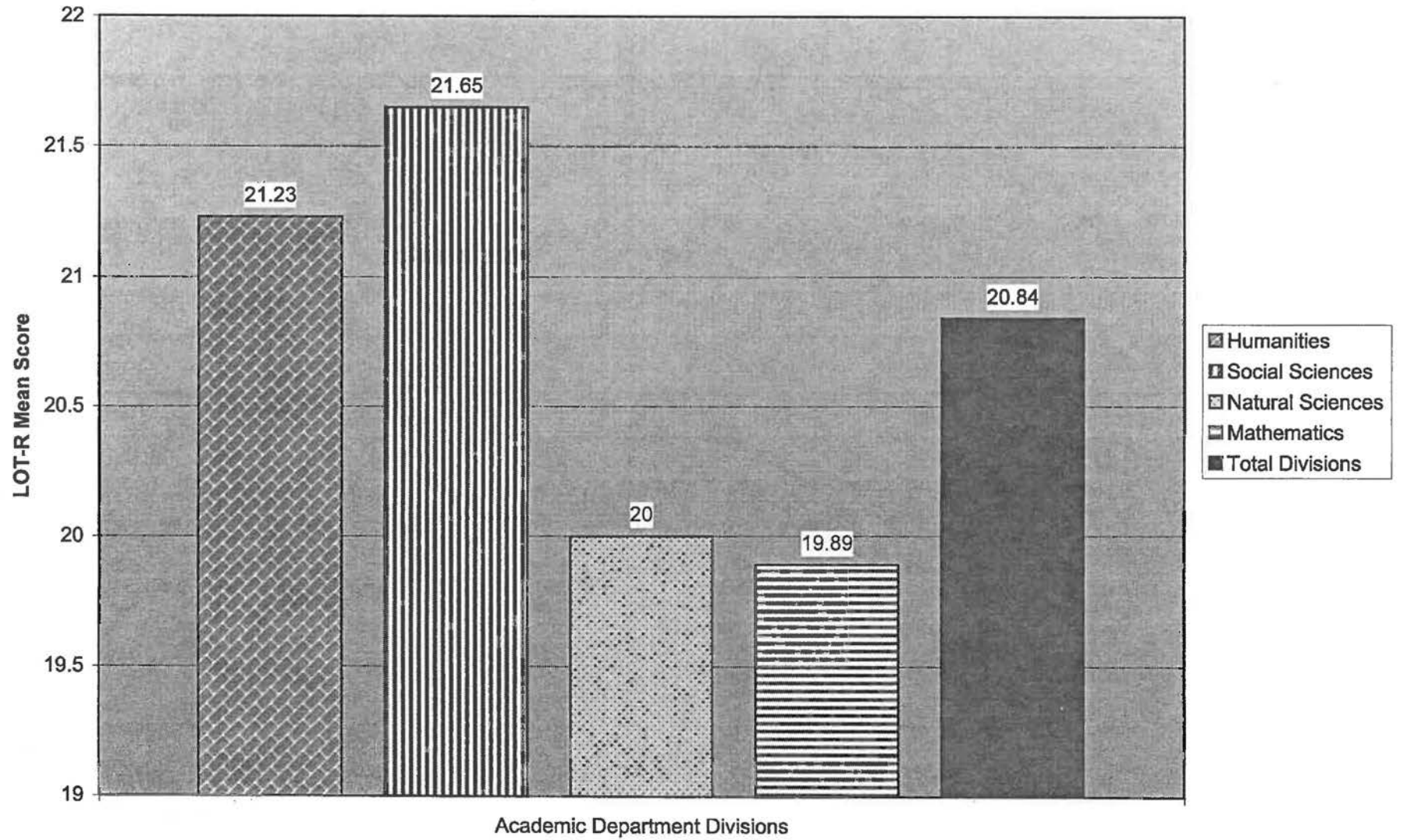


Figure 3



Appendix

Baughman Job Satisfaction Inventory (BJSI)

Thank you for taking the time out to complete this inventory. This is not a test; please answer each item as accurately as possible. There are no right or wrong answers.

*Section I. Please provide the following demographic information. An * is a required question. All other demographic questions may be answered at the participants decision.*

*1. Academic Department at Southern Adventist University: -

2. Age (circle one) 20-25 26-30 31-35 36-40 41-45
46-50 51-55 56-60 61-65 66-70 71-75

*3. Sex: Male Female

4. Years employed at Southern Adventist University: _____

5. Years employed as a university-level teaching faculty: _____

6. College Major & Degree: _____

7. Graduate Degree: _____

8. Amount of credit hours taught this semester: _____

Section II. Please rank the following items by circling the numbers based on the scale below:

	1-(Low)	2-(somewhat low)	3-(average)	4-(somewhat high)	5-(High)			
1. Passion for the subject you teach				1	2	3	4	5
2. Satisfaction with salary				1	2	3	4	5
3. Congruence with interests and/or formal training	1	2	3	4	5			
4. Social Support (co-workers/administration)	1	2	3	4	5			
5. Familial Support of your career	1	2	3	4	5			
6. Level of Collegiality (fellow professors)	1	2	3	4	5			

LIFE ORIENTATION TEST - REVISED (LOT-R)

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
1.	If something can go wrong for me it will.	1	2	3	4
2.	I'm always optimistic about my future.	1	2	3	4
3.	In uncertain times, I usually expect the best.	1	2	3	4
4.	Overall, I expect more good things to happen to me than bad.	1	2	3	4
5.	I hardly ever expect things to go my way.	1	2	3	4
6.	I rarely count on good things happening to me.	1	2	3	4

SOUTHERN SCHOLARS SENIOR PROJECT

Name: Brandon Date: 1/24/02 Major: Psychology

SENIOR PROJECT

A significant scholarly project, involving research, writing, or special performance, appropriate to the major in question, is ordinarily completed the senior year. The project is expected to be of sufficiently high quality to warrant a grade of A and to justify public presentation.

Under the guidance of a faculty advisor, the Senior Project should be an original work, should use primary sources when applicable, should have a table of contents and works cited page, should give convincing evidence to support a strong thesis, and should use the methods and writing style appropriate to the discipline.

The completed project, to be turned in duplicate, must be approved by the Honors Committee in consultation with the student's supervising professor three weeks prior to graduation. Please include the advisor's name on the title page. The 2-3 hours of credit for this project is done as directed study or in a research class.

Keeping in mind the above senior project description, please describe in as much detail as you can the project you will undertake. You may attach a separate sheet if you wish:

I plan to conduct a research project examining job satisfaction for faculty at Southern Adventist University. The variables involved are centered around differences in teaching departments/majors.

Dr. William Robles

Signature of faculty advisor [Signature] Expected date of completion May 2002

Approval to be signed by faculty advisor when completed:

This project has been completed as planned: YES

This in an "A" project: YES - APA style followed
Design and procedure adequate as per guidelines.

This project is worth 2-3 hours of credit: 3 hrs

Advisor's Final Signature [Signature] *Process followed*
Results well presented

Chair, Honors Committee _____ Date Approved: _____ *2758

Dear Advisor, please write your final evaluation on the project on the reverse side of this page. Comment on the characteristics that make this "A" quality work.

* Contact me with any questions