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Maslach's Burnout in Part-Time Faculty at a Four-Year Postsecondary Institution

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MASLACH'S BURNOUT IN PART-TIME FACULTY AT A FOUR-YEAR POSTSECONDARY INSTITUTION

by

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ABSTRACT

Previous researchers have suggested that many part-time faculty are over-worked, underpaid, frustrated with their faculty status, and experience stress and burnout (Antony & Valadez, 2002; Brown, 2009). Burnout may be attributed to the demands of pieced together work or other factors, but it is uncertain. Accordingly, the purpose of this quasi-experimental study was to examine burnout and demographic factors (age and gender) that contributed to burnout among part-time faculty (moonlighters, freeway flyers, and auxiliary) at a four-year postsecondary institution in the Midwest.

Participants completed an online survey consisting of the Maslach Burnout Inventory Educators Survey, demographic questions, and open-ended questions. Of the 420 participants invited to take the survey, 113 provided useable surveys. The majority (91.2%) of respondents were non-minority, over half (61.1%) were female, and almost half (46%) were age 55 and older.

The Maslach Burnout Inventory consists of three components: emotional exhaustion, depersonalization, and reduced personal accomplishment. The survey provides a subscale score for each component and an individual's burnout level is determined by a combination of the subscale scores. Overall, part-time faculty in this study experienced a moderate level of burnout. However when examining burnout level by part-time faculty type, moonlighters and auxiliary faculty experienced a low level of burnout and freeway flyers experienced a moderate level of burnout. Respondents indicated that working conditions and students were the most stressful parts of working as a part-time faculty member.

Results of a MANOVA, $F(2, 110) = 8.22$, $p < .001$, revealed a statistically significant difference in the level of emotional exhaustion between freeway flyers and moonlighters, and freeway flyers and auxiliary, but there was not a statistically significant difference between moonlighters and auxiliary. Results of another MANOVA, $F(2, 105) = 5.002$, $p < .01$, revealed a statistically significant difference in level of emotional exhaustion by age such that part-time faculty age 20-39 experienced higher emotional exhaustion than those age 55 and older. When combined with part-time faculty type, age was not significantly related to level of burnout. Gender was also not significantly related to level of burnout, when compared alone and/or with part-time faculty type.

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Thank you to the part-time faculty members who took part in my study. Without you there would be no story to tell, and thus no Ph.D. I selected this topic as a result of my own experiences as a freeway flyer, but have come to find there are more parts to the part-time faculty story than that of the freeway flyer. When I secured full-time employment I changed into a moonlighter and then was able to see the plight of all part-time faculty. For the insight into your struggle, I thank you.

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CHAPTER 1

INTRODUCTION

Meet Instructor N.A. Rush. Instructor Rush hurries from campus to campus teaching multiple sections of the same courses each semester. Her lunch usually consists of whatever fast food restaurant is on the way or a soggy, cold meal she stuffed into her bag before running out the door to start her busy day. Instructor Rush does not have her own office, nor does she have benefits such as health insurance, sick leave, or vacation time. Instructor Rush makes her living the best way she knows how, by racing from campus to campus, completing the same tasks, teaching the same lessons to a different set of students throughout the day. If Instructor Rush sounds familiar, it is because she is one of the many part-time faculty who staff the postsecondary institutions in higher education.

Part-time faculty such as Instructor Rush are important to higher education because, as a result of their increased and continued use, they have become vital to higher education. Part-time faculty affect the postsecondary institution and the student learning environment, thus academia can't afford to ignore them. Anything such as burnout, which may negatively affect part-time faculty job performance, should be examined in order to provide insight into the phenomenon and how it affects them. While part-time faculty are the focus of this study, it is acknowledged that the burnout phenomenon is not a condition specific to them, and that burnout affects other postsecondary faculty such as tenured faculty, tenure track faculty, and other non-tenure track faculty. However, part-time faculty are the focus of this study as a result of their increased use, the conditions

under which they work, and because previous research (which will be reviewed later) on burnout in part-time faculty, is limited and inconsistent.

Background

Part-Time Faculty

Over the past 35 years part-time faculty have become an integral part of higher education (Strom-Gottfried & Dunlap, 2004). Prior to World War II, early American colleges, universities, medical schools, and professional schools generally hired part-time faculty for their specialization in areas such as ministry and medicine (Jacobs, 1998). Following World War II, student enrollments in those postsecondary institutions increased and a rapid expansion occurred in the number of students enrolling in postsecondary institutions (Jacobs, 1998). This expansion supplied an overabundance of postsecondary institutions, but not enough full-time faculty to meet increased staffing needs. As a temporary solution, part-time faculty were hired for their knowledge and skills in specialized areas, which usually entailed teaching introductory or undergraduate courses to fulfill teaching deficits, or to save on the costs associated with hiring full-time faculty (Curtis & Jacobe, 2006; Jacobs, 1998). In the decades that followed World War II, this temporary fix became a common practice in meeting faculty staffing needs and thus increased the importance of part-time faculty in higher education.

During the 1960s and 1970s higher education experienced massive expansion (Altbach, 2005; Geiger, 2005, 2010). As part of this expansion funding for buildings and campus facilities increased, student financial aid became more readily available for those with a financial need, community colleges were created by the droves, and student

enrollments grew astronomically (Altbach, 2005; Geiger, 2005, 2010). In order to meet the staffing needs that occurred as a result of these changes, more part-time faculty were hired (Jacobs, 1998; Thedwall, 2008). In the late 1970s and early 1980s a shift occurred in higher education and in the U.S. economy (Lazerson, 1998; Thedwall, 2008). Enrollment was relatively flat for a few years, the economy was bad, faculty formed unions as a result of pay freezes and cuts, federal funding decreased, student financial aid changed from mostly Pell Grants to guaranteed student loans, and the cost of attending college increased faster than the median wage (Lazerson, 1998; Thedwall, 2008). Despite these conditions, the number of part-time faculty employed in higher education continued to increase (Jacobs, 1998; Snyder & Dillow, 2010; Thedwall, 2008). This time part-time faculty were used not only to meet staffing needs but also as a solution to budget problems because they taught courses for a fraction of the cost paid to full-time faculty, and without the benefits (Thedwall, 2008). In conjunction with the increased use of part-time faculty, research increased on part-time faculty such as who part-time faculty were, what they did, why they taught part-time, and differences among them. A pioneer in that research is Tuckman (1978) who provided a definition of part-time faculty and seven categories for classifying them (See the Definition of Terms in this chapter). For the duration of the 1980s enrollment expanded and the use of part-time faculty increased in conjunction with it (Geiger, 2010; Lazerson, 1998).

In the 1990s the economy improved, however the trend toward increasing the use of part-time faculty did not decrease or cease to be used (Thedwall, 2008). Instead of returning to hiring full-time faculty, postsecondary institutions decreased the number of full-time tenure positions and hired more part-time faculty (Thedwall, 2008). The trend of

replacing full-time faculty with part-time faculty can be seen throughout the 1990s when 75% of new faculty were non-tenure track faculty and of those 95% were part-time faculty (American Association of University Professors [AAUP], 2006). In the early 2000s a recession occurred in the U.S. and once again the number of part-time faculty employed in higher education increased, while the number of tenured faculty and tenure-track positions decreased (Zusman, 2005). Increasing the number of part-time faculty in higher education has continued since the early 2000s. As an example, according to the U.S. Department of Education in fall 2009, 58% of postsecondary instructional faculty were part-time (Knapp, Kelly-Reid, & Ginder, 2010, Table 1). As a result of this increased use, part-time faculty have become vital to the mission and operation of postsecondary institutions (Antony & Valadez, 2002; Holub, 2003; Jacobs, 1998; Sommer, 1994; Strom-Gottfried & Dunlap, 2004). The increased use and importance of part-time faculty in higher education warrants the need to study part-time faculty and factors which may affect their job performance such as burnout.

Burnout

Burnout affects people both personally and professionally regardless of occupation. Previous burnout research has included helping professions such as police officers, customer service representatives, military personnel, social workers, nurses, doctors, physicians, managers, mental health professionals, lawyers, information/computer technology personnel, and educators such as elementary school teachers, middle school teachers, high school teachers, and postsecondary faculty (Antony & Valadez, 2002; Blix, et al., 1994; Ceccio, 1991; Dick, 1985; Hubbard, 2006; Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001). While all of the

previously mentioned occupations experience burnout, and the study of burnout in each of them is important, the focal point of this study was burnout in postsecondary faculty.

The topic of burnout among postsecondary faculty recently regained public interest after research was presented (See Crosmer, 2009) at the American Association for University Professors' Annual Conference (June, 2010). However, it was in 1974 that the term burnout was formally coined and defined. Herbert J. Freudenberger (1974) defined burn-out as a state of exhaustion characterized by fatigue, frustration, and negative/cynical attitudes. As a result of Freudenberger's work an abundance of research on burnout followed (See Perlman & Hartman, 1982). Each subsequent body of research included its own definition of burnout and very few included an empirical study of the phenomenon. To remedy this, Maslach and Jackson (1981) created a definition of burnout and an empirical way of measuring it. Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (p. 99). The instrument they created to accompany this definition is the Maslach Burnout Inventory (Maslach & Jackson, 1981).

The Maslach Burnout Inventory is a questionnaire which assesses three components of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion is feeling one's emotional resources have been used up, and having a lack of energy (Maslach & Jackson, 1981). An example of an emotional exhaustion item is "I feel depressed at work" (Maslach, Jackson, Leiter, Schaufeli, & Schwab, 1996). Depersonalization is the development of negative, callous attitudes toward one's clients and a view that clients are deserving or responsible for their

problems (Maslach & Jackson, 1981). An example of a depersonalization item is "I don't really care what happens to some students" (Maslach, Jackson, Leiter, Schaufeli, et al., 1996). Reduced personal accomplishment is having a negative view toward oneself and feelings of decreased competence, especially in reference to work (Maslach & Jackson, 1981). An example of a reduced personal accomplishment item is "I have accomplished many worthwhile things in this job" (Maslach, Jackson, Leiter, Schaufeli, et al., 1996). Since their conception, Maslach and Jackson's definition of burnout and the Maslach Burnout Inventory have become the most widely used and accepted definition and measure of burnout (Corcoran, 1985; Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Schaufeli, & van Dierendonck, 1993; Shirom, 2003). As such, Maslach's definition and measure of burnout were used in the current study to examine burnout in part-time faculty at a four-year postsecondary institution.

Problem Statement

Postsecondary faculty have very stressful jobs and are highly susceptible to burnout due to their high interaction with people, such as students, other faculty, staff, and administrators (Blix, Cruise, Mitchell, & Blix, 1994); the multitude of roles they play in the university setting, such as "teacher, adviser, researcher, university citizen, and departmental colleague" (Gmelch, Lovrich, &Wilke, 1984, p. 267); and their responsibility for the student learning environment (Guglielmi & Tatrow, 1998). When postsecondary faculty, such as part-time faculty, experience burnout the faculty member, postsecondary institution, and student learning environment, are negatively affected. Additionally, part-time faculty usually work at multiple institutions (i.e. pieced together

work) therefore they have a stronger likelihood of negatively affecting more postsecondary institutions and thus more students if they experience burnout.

Even though the study of burnout in part-time faculty has important implications for higher education, previous research on burnout in postsecondary faculty is inconsistent and limited. For instance, previous researchers such as Brown (2009), Clagett (1980), Dillon and Tanner (1995) Johnson, (1993), Klausner and Green (1984), Lackritz, (2004) have found low to moderate levels of postsecondary faculty burnout, based on institution type, faculty status, and demographic variables thought to predict burnout levels such as age and gender. When one separates the postsecondary faculty burnout literature by institution type and faculty status, the research is quite limited for specific populations such as part-time faculty at four-year postsecondary institutions. Furthermore, the research on burnout in part-time faculty at four-year postsecondary institutions is usually included with research on burnout in full-time faculty at four-year postsecondary institutions. In fact, to date, the author has not located a published study which focuses exclusively on burnout in part-time faculty at four-year postsecondary institutions.

Purpose of the Study

The purpose of this exploratory study was to examine burnout in part-time faculty at a four-year postsecondary institution. As part of this examination the researcher determined burnout levels for part-time faculty at a postsecondary institution, determined burnout levels based on part-time faculty type, and determined which of the demographic variables, that previous researchers had found to be related to burnout in postsecondary faculty, contributed to burnout levels in part-time faculty at a four-year postsecondary

institution. In this study Maslach's measure of burnout, the Maslach Burnout Inventory – Educator's Survey (referred to here-on as MBI) was used to measure burnout because it is the most widely used and accepted measure of burnout (Corcoran, 1985; Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Schaufeli, & van Dierendonck, 1993; Shirom, 2003). According to the MBI one's burnout level was scored as low, moderate, or high depending on a combination of scores (low, moderate, or high) on the three burnout subscales (Maslach, Jackson, & Leiter, 1996). Totals were obtained for each subscale (emotional exhaustion, depersonalization, and reduced personal accomplishment), then each of those scores was categorized as low, moderate, or high depending on predetermined cutoff scores. For groups, such as part-time faculty who take the MBI, a mean is computed for each burnout subscale and the same predetermined cutoffs[1] are used for the group means as for the individual subscale scores given for each participant. The combination of the three subscale scores yielded a burnout level of low, moderate, or high. For instance, if one had high emotional exhaustion, high depersonalization, and low personal accomplishment (high reduced personal accomplishment), one was said to be experiencing a high degree of burnout.

Since previous researchers such as Tuckman (1978), Gappa and Leslie (1993), and Louziotis (2000) have conducted research which supports the existence of different types of part-time faculty, in this study part-time faculty were separated into three types (moonlighters, freeway flyers, and auxiliary) based part-time faculty working conditions

[1] The predetermined cutoff scores for postsecondary faculty are: Low EE is mean ≤ 13, moderate EE is mean 14-23, high EE is ≥ 24, low DP is mean ≤ 2, moderate DP is mean 3-8, high DP is mean ≥ 9, low RPA (i.e. high personal accomplishment) is mean ≥ 43, moderate RPA is mean 42-36, high RPA is mean ≤ 35 (Maslach, Jackson, & Leiter, 1996). * = $p \leq .001$, ** = $p \leq .01$,*** = $p \leq .05$.

such as the number of institutions taught at, number of courses taught, and primary source of income. Working two or more jobs, which in this study was referred to as pieced together work, is a major condition of part-time work for moonlighters and freeway flyers (Fulton, 2000; Nutting, 2003). Pieced together work can be stressful and may lead to negative effects such as burnout, however how each type of part-time is affected was unclear, thus burnout levels were examined for each part-time faculty type.

In addition to examining the overall burnout level of part-time faculty and burnout levels by part-time faculty type, the effect of demographic variables such as age and gender, were examined because previous researchers have found them to contribute to the burnout levels of postsecondary faculty, especially when the groups were separated by faculty status (full-time vs. part-time). For example, Brewer and McMahan (2003) found that burnout was significantly related to gender. Jackson, Barnett, Stajich, and Murphy (1993), Swagger (2010), Tumkaya (2006), and Watts and Robertson (2011), found that age and gender were significantly related to burnout. While there is previous research on the occurrence of burnout and factors related to burnout in postsecondary faculty, it is limited, inconsistent, and most of the research has focused on community college faculty or full-time faculty at four-year post-secondary institutions. Thus a gap exists in the literature on burnout in part-time faculty at four-year postsecondary institutions.

Research Questions

The specific research questions (RQ) which were relevant to the purpose of this study were:

1. What is the instructional workload (i.e. number of postsecondary institutions teaching at, number of courses taught, and number of credit hours taught per semester) of part-time faculty at a four-year postsecondary institution?
2. What is the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among part-time faculty at a four-year postsecondary institution?
3. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty?
4. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by gender?
5. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by age?

Significance of the Study

Postsecondary faculty were the focus of this study because they are highly susceptible to burnout which puts them at risk for very specific consequences such as: neglect of teaching, research, administrative, and service responsibilities; decreased self-esteem, depression, alcohol and/or drug use, alcohol and/or drug addiction; decreased job satisfaction, turnover, frequent illness, and decreased quality of instruction (Eastman, 1996; Lackritz, 2004; Maslach, Jackson, & Leiter, 1996; Todd-Mancillas, 1988). Any of these factors endangers the student learning environment and could have devastating

effects for all in higher education (Eastman, 1996), so it was imperative that burnout in postsecondary faculty be examined.

As such, the current study was significant and needed for five reasons. Since previous research on burnout in part-time faculty in four-year postsecondary institutions was inconsistent, this study was needed to determine the levels of burnout in part-time faculty at a four-year postsecondary institution. A second reason this study was significant is because previous research is also limited. Thus, this study was needed in order to add to the existing research on burnout in part-time faculty. The third reason this study was significant and needed is to provide a study which focuses exclusively on the population of part-time faculty at four-year postsecondary institutions. Previous research on burnout in part-time faculty has usually been combined with research on full-time faculty, and to date, no study has focused exclusively on burnout in part-time faculty at a four-year postsecondary institution. The fourth reason this study was significant is because it determined if demographic factors such as age and gender were related to burnout. The fifth reason this study was significant is because it was empirical and provided empirical evidence to support the conclusions reached about burnout in part-time faculty at a four-year postsecondary institution.

Definition of Terms

In this section terms which were used in this study, are provided. In depth definitions and insight into the creation of the definitions for part-time faculty and burnout were also provided.

Auxiliary are part-time faculty who teach one or more classes at one or more universities in a given semester, but do not fit into the moonlighters or freeway flyers categories, such as retirees[2].

Burnout is a "syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (Maslach & Jackson, 1981, p. 99).

Burnout level is the classification or label a burnout score is given, which indicates the degree of burnout (what the classification means varies depending on the population being studied and burnout measure used).

Depersonalization (DP) is the development of negative, callous attitudes toward one's clients and a view that clients are deserving or responsible for their problems (Maslach & Jackson, 1981).

Emotional exhaustion (EE) is feeling one's emotional resources have been used up, and having a lack of energy (Maslach & Jackson, 1981).

Freeway flyers are part-time faculty who obtain most of their income by teaching two or more classes at two or more postsecondary institutions in a given semester[3].

Instructional workload is the number of postsecondary institutions, number of courses taught, and number of credit hours taught in a given semester.

[2] Part-time faculty workload could vary greatly among auxiliary part-time faculty.
[3] Part-time faculty workload could vary greatly among freeway flyers.

Moonlighters are part-time faculty who obtain most of their income from non-teaching, but supplement their income by teaching one or more classes at one postsecondary institution.

Part-time faculty are defined as "anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time teaching assignment and range of duties, or (3) may have a temporary full-time assignment" (Gappa, 1984, p. 5).

Pieced together work is defined as teaching at multiple institutions (at least two) in a given semester.

Reduced personal accomplishment (RPA) is having a negative view toward oneself and feelings of decreased competence, especially in reference to work (Maslach & Jackson, 1981). This item is listed as personal accomplishment on the Maslach Burnout Inventory. Lower scores indicate more reduced personal accomplishment and thus higher burnout levels.

Part-Time Faculty Defined

Part-time faculty is a term which encompasses many different types of temporary faculty who are often referred to as adjuncts, contract, or contingency faculty (Holub, 2003). The types and how these types are defined, vary according to the researcher and institution type. As an example, Tuckman (1978) and Gappa (1984) are often cited for developing the earliest definitions and classifications of part-time faculty. Tuckman (1978) indicated that part-time faculty were those with "a limited commitment to the labor force" (p. 305). Tuckman (1978) also identified two main types of part-time faculty (the flexibility seeker and the work seeker) that he further broke down into seven

categories. The flexibility seeker works part-time in academia by choice due to flexibility, family obligations, etc; whereas the work seeker is part-time because he or she is unable to find full-time employment or full-time employment does not provide enough income so he or she supplements by teaching part-time (Tuckman, 1978). Tuckman's seven categories which stem from the flexibility seeker and the worker seeker are "the semiretired, students, those wishing to become full-time (Hopeful Full-Timers), those with a full-time job (Full-Mooners), those with responsibilities in the home (Homeworkers), those with another part-time job (Part-Mooners), and all others (Part-Unknowners)" (1978, p. 307).

Like Tuckman (1978), Gappa (1984) also provided a definition of part-time faculty. Gappa's (1984) definition of part-time faculty was more detailed than Tuckman's (1978) definition. Gappa (1984) defined part-time faculty as "anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time teaching assignment and range of duties, or (3) may have a temporary full-time assignment" (p. 5). This definition of part-time faculty excluded full-time faculty and/or staff who were teaching an overload of classes, and graduate teaching assistants who taught in the department in which they were also obtaining their degree (Gappa, 1984). Based upon this definition and Tuckman's (1978) seven categories of part-time faculty, Gappa and Leslie (1993) developed four categories of part-time faculty: "Career Enders; specialists, experts, and professionals; aspiring academics; and freelancers." (Gappa & Leslie, 1993, p. 47). Also, based on Gappa's work, Louziotis (2000) proposed two types of part-time faculty: "those who teach occasionally and have other endeavors that they devote the majority of their time to (i.e. practitioners), and those who string together a

series of part-time teaching positions in order to teach full-time" (p. 48). Today Louziotis' first type of part-time faculty (practitioners) is also referred to as moonlighters, and the second type of part-time faculty is also referred to as freeway flyers or academic gypsies.

For the current study Gappa's (1984) definition of part-time faculty was used; and Louziotis' (2000) two types of part-time faculty were modified and used. Since Louziotis's definitions are too vague, in this study moonlighters referred to those who teach a class or more at one postsecondary institution, but teaching is not their primary source of income; whereas freeway flyers are those whose primary work responsibility is teaching and who usually work at several different colleges or universities in order to maintain a decent living wage (Louziotis, Jr., 2000). Since there are some faculty who may not fit into either the moonlighter or freeway flyer categories, such as part-time faculty who obtain most of their income from means other than teaching and teach at two universities or more; or part-time faculty who obtain most of their income from teaching but only teach at one university; or retirees who teach part-time, a third category of part-time faculty was used. In this study this third category of part-time faculty was referred to as "auxiliary."

Organization of the Study

For this research, in chapter one the following will be provided: A background for the study which focuses on a history of the use of part-time faculty in higher education; a problem statement, justification for conducting this study, a list of the research questions of this study, and definitions of terms vital to this study. In chapter two information will be reviewed which provides insight into the use of part-time faculty in higher education,

postsecondary faculty burnout, and a conceptual framework centered on Maslach's definition of burnout. After reviewing relevant research and providing a conceptual framework in chapter two, in chapter three the proposed methodology will be indicated. The researcher will describe and justify use of the selected sample of participants, identify the instruments used, describe the procedures used to collect data, describe the proposed analyses, and indicate study limitations. In chapter four the researcher will present the results of the current study. In chapter five the research will expound upon the findings of the current study, discuss and interpret the results, provide implications, and summarize the state of the burnout in part-time faculty literature as a result of conducting this study.

CHAPTER 2

LITERATURE REVIEW

In higher education as in other occupational sectors, during economic downturn and as a remedy to budget shortfalls employers increase their use of part-time employees such as part-time faculty (Gappa & Leslie, 1993). Even though this trend was once exemplified in community colleges it is now common place in other higher education institution types such as four-year postsecondary institutions (Hamilton, 2005; Miller, 2001). Despite the increased use of part-time faculty, there is limited research on how the nature of part-time work contributes to negative effects such as stress and burnout for them (Gappa & Leslie, 1993).Therefore, the purpose of this exploratory study was to examine burnout in part-time faculty at a four-year postsecondary institution. In subsequent sections of this chapter, the following will be presented: An introduction to part-time faculty, this study's definition of part-time faculty, reasons for the increased use of part-time faculty, the significance of the use of part-time faculty in higher education, benefits and risks associated with the increased use of part-time faculty, background information on burnout, this study's definition of burnout, previous burnout research studies, previous studies on burnout in part-time faculty, a conceptual framework centered on Maslach's definition of burnout and the Maslach Burnout Inventory (MBI); and a chapter summary.

Part-Time Faculty

Though starting after World War II due to the rapid expansion in higher education, which resulted from the G.I. Bill, a bill which provided federal funding for veterans to attend college for free upon their return from war (Altbach, 2003); the

increased use of part-time faculty in higher education has continued (Jacobs, 1998). Even in times of economic downturn and times of flat or decreased enrollment (such as 1976, 1984, 1986, and 1993-1995) the number of part-time faculty in higher education has and continues to increase (Snyder & Dillow, 2010). This continued increase is seen as a trend or even a "model form" for meeting higher education staffing needs (Schuster & Finkelstein, 2006) and based on this 30+ year trend, it is projected to continue. As a result of the increased use of part-time faculty in higher education, they have become important and essential to the mission of some postsecondary institutions (Sommer, 1994). Thus, the study of part-time faculty is imperative. In order to understand part-time faculty and factors which may affect them, one must first understand who is considered a part-time faculty member.

Part-Time Faculty Defined

The term part-time faculty is an umbrella term which refers to several different types of temporary faculty in higher education such as adjuncts, contract, or contingent faculty. Part-time faculty can further be divided into subtypes such as moonlighters, or freeway flyers. Although, for this study Gappa's (1984) definition of part-time faculty as "anyone who (1) teaches less than the average full-time teaching load, or (2) has less than a full-time teaching assignment and range of duties, or (3) may have a temporary full-time assignment" (p. 5) was used. Gappa's definition excludes graduate teaching assistants who teach in the department in which they are obtaining their degree. From Gappa's definition, Louziotis (2000) defined two types of part-time faculty: practitioners (also referred to today as moonlighters) and what are known today as freeway flyers or gypsy scholars. Louziotis (2000) defined practitioners (or moonlighters) as "those who

teach occasionally and have other endeavors that they devote the majority of their time to (p. 48). Freeway flyers are "those who string together a series of part-time teaching positions in order to teach full-time" (p. 48). Louziotis's (2000) definitions of these two types of part-time faculty are too general, so in this study moonlighters were defined as part-time faculty who obtained most of their income from means other than teaching, but supplemented their income by teaching *one or more* classes at *one* university. Freeway flyers were defined in this study as part-time faculty who obtained most of their income by teaching, and taught *two or more* classes at *two or more* universities in a given semester[4]. Since there are some faculty who did not fit into the moonlighter or freeway flyer categories, a third type of part-time faculty, called auxiliary, was used. In this study auxiliary faculty were part-time faculty who taught *one or more* classes at *one or more* universities in a given semester, but did not fit into the moonlighters or freeway flyers categories[5].

Freeway flyers and moonlighters were the focus of this study because according to a recent national study of part-time faculty in higher education, 66% of part-time faculty worked two or more jobs (American Federation of Teachers [AFT], 2010). Freeway flyers were of particular importance due to the grueling conditions associated with their work such as teaching an overload of courses (two to seven courses per postsecondary institution semester) and teaching at multiple institutions (i.e. pieced together work) (Fulton, 2000; Nutting, 2003). Pieced together work is also a factor which is unique to employment as a freeway flyer, as opposed to full-time faculty which include tenured, full-time non-tenure track, or tenure track faculty, who have more job security, a

[4] Part-time faculty workload could vary greatly among freeway flyers.
[5] Part-time faculty workload could vary greatly among auxiliary part-time faculty.

larger salary, benefits, more rights, and better working conditions (Tillyer, 2005). When pieced together work is combined with other dismal conditions such as heavy workloads, abysmal pay, a lack of benefits, a lack of job security, and a lack of academic freedom; part-time faculty are at risk for negative effects such as burnout (Blix, Cruise, Mitchell, & Blix, 1994).

Reasons for the Increased Use of Part-Time Faculty

The literature revealed three major reasons for the increased use of part-time faculty:

1. Budget constraints and unanticipated enrollment growth (Jacobs, 1998; Louziotis, 2000).
2. Flexibility for the college or university (Fulton, 2000; O'Meara, Kaufman, & Kuntz, 2003).
3. The limited availability of tenure track positions (American Association of University Professors [AAUP], 2006; Curtis & Jacobe, 2006; Hamilton, 2005; Nutting, 2003; Williams & Johansen, 1985).

The first reason for the increased use of part-time faculty in postsecondary institutions, is budget constraints and unanticipated enrollment growth. In times of budget constraints and during economic downturns, postsecondary institutions suffer (O'Meara, et al., 2003). A major contributor to the increase of part-time faculty is a decrease in the financial contribution of the state and federal governments, which cause the college or university to have to make cuts (Charfauros & Tierney, 1999; Hamilton, 2005; O'Meara,

et al,. 2003). Ways postsecondary institutions make up for these economic shortfalls are by freezing or decreasing pay, hiring freezes, and eliminating full-time positions such as faculty (Gappa & Leslie, 1993). When full-time faculty positions are eliminated, they are often replaced by lesser paid part-time faculty (Hamilton, 2005; O'Meara, et al., 2003). Thus, several part-time faculty may be employed to replace one full-time faculty member, at a fraction of the salary and usually without any benefits (Miller, 2001).

Part-time faculty are also utilized during enrollment changes (Jacobs, 1998; Louziotis, 2000). For instance, during times when student enrollment has expanded, colleges and universities have scrambled to find qualified faculty and have often relied on part-time faculty as a temporary fix (Jacobs, 1998). This temporary fix has become a common practice among some postsecondary institutions such as community colleges. However as budget constraints have grown and enrollments have continued to grow, many four-year postsecondary institutions have started to heavily rely on part-time faculty as a more permanent solution (Curtis & Jacobe, 2006; Strom-Gottfried & Dunlap, 2004). Such that part-time faculty are used to replace full-time faculty instead of replacing them with other full-time faculty.

A second reason for the increased use of part-time faculty is because of the flexibility of employing them (Fulton, 2000). Flexibility allows postsecondary institutions to hire more part-time faculty when they are needed, but also have the option of not renewing their contracts when they no longer need them (Curtis & Jacobe, 2006; Fulton, 2000; O'Meara, et al., 2003). A third reason for the increased use of part-time faculty is the limited availability of full-time tenure track positions (AAUP, 2006; Curtis & Jacobe, 2006; Hamilton, 2005; Nutting, 2003). The number of full-time tenure track positions

have and continue to decline (AAUP, 2006; Curtis & Jacobe, 2006; Jacobs, 1998), but the number of faculty with Ph.D.s and Master's degrees, who want to teach, have not declined at a comparable rate (Nutting, 2003; Williams & Johansen, 1985). This has led to an overabundance of postsecondary faculty who would like to teach full-time, but have limited job availability (AAUP, 2006). As a result of their desire to teach and the limited availability of full-time faculty positions many have opted to teach part-time; consequently contributing to an increase in the number of part-time faculty (AAUP, 2006; Williams & Johansen, 1985).

Significance of the Increased Use of Part-time Faculty in Higher Education

With the increased employment of part-time faculty in higher education they have become "essential to the mission of the modern four-year college or university, despite the trivialization implied in such appellations as gypsy scholars and freeway flyers" (Sommer, 1994, p. 8). This increased importance has been thought to negatively affect academic freedom and the student learning environment (AAUP, 2006; Louziotis, 2000). Non-tenure track faculty such as part-time faculty, do not have the same protections afforded by the tenure process, and thus lack the same academic freedom afforded tenured faculty (Hamilton, 2005; Miller, 2001), tenured track, or even full-time faculty. Being deprived of the protection granted by academic freedom diminishes the part-time faculty member's ability to provide an effective student learning environment because part-time faculty are bound by fears (AAUP, 2006; Miller, 2001) such as termination or career ruin. This fear in the learning environment can cause the courses to become rudimentary and the content unappealing, thus disinteresting the students' and negatively impacting their learning (Nutting, 2003).This fear may also cause part-time faculty to

provide less rigorous content and higher grades, in order to obtain higher student evaluations (Jacoby, 2006; McArthur, 1999). Student evaluations are the most common method by which most part-time faculty are evaluated, thus creating more pressure and fear for the part-time faculty member (Jacoby, 2006). Part-time faculty fear not being reappointed, which can be affected by student evaluations (Jacoby, 2006).

Another negative impact of part-time faculty on the student learning environment is on student persistence and graduation rates. For instance, Harrington and Schibik (2001) found that first-time, first year freshmen who took classes from part-time faculty, were less likely to return for the following semester. Pearson's correlations were used to indicate a relationship between part-time faculty exposure and retention, but reasons for the lack of return were not explored. This is especially important since the courses part-time faculty teach are usually lower level, undergraduate, and introductory courses. Additionally, Ehrenberg and Zhang (2005) found that at four-year postsecondary institutions graduation rates declined by 2.65% for every 10% increase in part-time faculty. It is important to note that none of these findings can be tied directly to the increased hiring of part-time faculty, thus these conclusions should be taken with caution. In addition to the effects upon students and the learning environment, there are benefits and risks for the postsecondary institution and the part-time faculty member.

Benefits and Risks of Using Part-Time Faculty

Despite the increased use of part-time faculty in postsecondary institutions, there is mixed support for their use. Previous researchers have indicated benefits and risks of employing part-time faculty, with some researchers citing benefits or risks while others

cite both. Based upon previous research (See AAUP (2006), Curtis & Jacobe (2006), Jacobs (1998), Louziotis (2000)), this study summarized the benefits and risks of employing part-time faculty for postsecondary institutions and part-time faculty members. Benefits for postsecondary institutions include enhancing the university's prestige or credibility, gaining access to faculty with specialized and practical knowledge and skills (Jacobs, 1998; Louziotis, 2000), filling instructional gaps, increasing and/or improving diversity (Jacobs, 1998), helping to maintain some full-time faculty salaries during a budget crisis, integrating theory with practice, and providing flexibility in the use of university resources (Louziotis, 2000). On the other hand, there are less benefits of part-time work for part-time faculty members. Some benefits for part-time faculty include access to some scarce resources such as labs and other equipment, alternative employment (Jacobs, 1998), personal satisfaction, the possibility of eventually gaining a full-time position, and a source of income (Louziotis, 2000).

In spite of these benefits there are drawbacks and negative effects for the institution and the faculty member. Postsecondary institutions that employ part-time faculty may experience risks such as hiring faculty with little or no prior teaching experience, hiring ineffective or poorly prepared faculty (Jacobs, 1998), having variance in the quality of instruction between full-time and part-time faculty as well as among part-time faculty (Louziotis, 2000); having a weakened faculty governance system and ineffective decision making abilities (AAUP, 2006); having a disconnect between faculty and students due to limited availability and lack of involvement by part-time faculty (Jacobs, 1998; Louziotis, 2000); having lower quality instruction and diminished student learning, and a threat to tenure and academic freedom (AAUP, 2006; Louziotis, 2000).

Of the risks indicated by opponents of hiring part-time faculty, one of the most controversial is the effect upon the student learning environment (Haeger, 1998; Jaeger, 2008; Louziotis, 2000). The increased use of part-time faculty has usually resulted from budget constraints or enrollment changes (Jacobs, 1998; Louziotis, 2000); and usually accompanies a decrease in the number of full-time faculty (Nutting, 2003) including retirees. As full-time faculty are replaced by part-time faculty, full-time have decreased availability to participate in other non-teaching related functions such as faculty governance, academic advising, faculty-student interaction outside of class, program design and development, course design and changes because there are less full-time faculty to perform these functions (AAUP, 2006; Haeger, 1998); Nutting, 2003). When there are less full-time faculty and they have limited availability their other duties, advising, program development, faculty governance, and instruction tend to suffer, thus negatively affecting the student learning environment (AAUP, 2006; Haeger, 1998); Nutting, 2003).

Increasing the use of part-time faculty has also been found to negatively affect the student learning environment because according to researchers such as Benjamin (2002) and Jaeger (2008) part-time faculty have limited availability outside of class, which is one of the conditions associated with part-time faculty employment. Interaction with faculty outside of class has been found to be one of the most important factors in program and in-class success, and since part-time faculty have limited availability many students who need this interaction are not getting it (Jaeger, 2008). The students who need this interaction outside of class the most are usually disadvantaged or less prepared students (Benjamin, 2002) and tend to be in lower-level undergraduate courses which are

traditionally taught by part-time faculty (Benjamin, 2002; Curtis & Jacobe, 2006; Jacobs, 1998). Thus students don't get the faculty interaction which has been found to be crucial to student success. The American Association of University Professors (AAUP) thought the negative effects upon the student learning environment, of employing part-time faculty was so severe that they recommended in a report entitled "Contingent Appointments and Academic Profession" that no more than 15% of courses at a postsecondary institution, and no more than 25% of courses within any specific department, be taught by part-time faculty (2006, p. 106-107). They instead suggested that postsecondary institutions should rely upon full-time faculty, and instead use part-time faculty for emergencies and to teach specialized courses (AAUP, 2006).

In addition to the negative impact on the institution and the quality of instruction, there are risks for part-time faculty which include limited availability, campus involvement, and decision making ability (Curtis & Jacobe, 2006; Miller, 2001); limited opportunities for professional development and advancement (Feldman & Turnley, 2001; Jacobs, 1998; Louziotis, 2000), less desirable teaching assignments (Curtis & Jacobe, 2006 Louziotis, 2000; Nutting, 2003), a lack of adequate feedback, since part-time faculty are usually only evaluated by students (Miller, 2001; Nutting, 2003); limited parking and/or excessive parking fees (Hamilton, 2005; Nutting, 2003); heavy workloads and pieced together work (Fulton, 2000; Hamilton, 2005; Nutting, 2003); a lack of benefits (Feldman & Turnley, 2001; Fulton, 2000; Hamilton, 2005; Jacobs, 1998); inadequate pay, lack of and/or an inadequate office space, lack of academic support and academic freedom (AAUP, 2006; Curtis & Jacobe, 2006; Feldman & Turnley, 2001;

Hamilton, 2005; Jacobs, 1998; Miller, 2001; Nutting, 2003); and burnout (Jackson, Barnett, Stajich, & Murphy, 1993).

Burnout Background Information

While postsecondary faculty are affected by burnout (Blix, et al., 1994), this portion of the study will provide insight into the burnout phenomenon among part-time faculty and factors which may contribute to this burnout. According to some researchers such as Blix and colleagues (1994), Brown (2009), Crosmer (2009), and Lackritz (2004), postsecondary faculty experience burnout which negatively impacts their faculty responsibilities. Reasons for this burnout vary from researcher to researcher, and burnout among postsecondary faculty varies based on factors such as faculty status (full-time vs. part-time), institution type (four-year, community college, public, private), and demographic variables. Studying burnout in postsecondary faculty is important and the focus of this study because part-time faculty experience burnout (Jackson, et al., 1993; Brown, 2009) due to the nature of and conditions associated with part-time work such as job instability, inadequate pay, heavy workloads, and pieced together work (Fulton, 2000; Hamilton, 2005; Jackson, et al., 1993, Miller, 2001; Nutting, 2003). This study will provide insight into burnout among part-time faculty.

The term burnout dates back as far as the 1900s with the most noteworthy case by Schwartz and Will (1953), of Miss Jones. Miss Jones was a nurse who worked on a mental ward of a hospital (Maslach & Schaufeli, 1993; Schwartz & Will, 1953). During early exploration of the topic burnout was identified by many different names. As an example, in the case study by Schwartz and Will (1953), Miss Jones was identified as

having low morale. On the other hand, in 1974 Herbert J. Freudenberger published an article in which he formally identified, defined, and provided symptoms for the term which he referred to as burn-out. Freudenberger (1974) defined burn-out as a state of exhaustion characterized by fatigue, frustration, and negative/cynical attitudes. Physical and behavioral symptoms of burn-out which Freudenberger also identified included exhaustion, fatigue, poor immune function, headaches, gastrointestinal upset, sleeplessness, shortness of breath, somatic disorders, irritation, frustration, emotional instability, feeling overburdened, having a suspicious attitude, risk-taking behaviors, drug use, alcohol use, excessive rigidity, stubbornness, inflexibility, negative/cynical attitudes, heavy involvement at work, and an unwillingness to change or accept change.

Burnout Definitions

Despite Freudenberger's work, his definition was too vague to allow concrete measurement of the concept, so a plethora of subsequent research was conducted. Perlman and Hartman (1982) conducted a review of previous literature from 1974 to 1981, which yielded 48 publications related to burnout. Some definitions of burnout which were developed from Freudenberger's work and subsequent research are as follows. Ginsburg (1974) defined burnout as "a response to chronic stress of 'making it to the top' as a business executive;" Maslach (1976) defined burnout as "distancing, cynical or negative attitudes, detachment;" Berkeley Planning Associates (1978) defined burnout as "estrangement from clients, co-workers, job and agency" (In Perlman & Hartman, 1982, p. 284). Maslach and Pines (1979) defined burnout as "a total emotional and physical exhaustion" (pp. 284-291). Cherniss (1980a) stated that burnout was "a syndrome of job stress and withdrawal that seriously impedes the effectiveness of a

community caregiver" (p. 40). Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (p. 99).

In an attempt to synthesize the abundance of research and definitions of burnout Perlman and Hartman (1982) created a comprehensive definition of burnout. Perlman and Hartman defined burnout as "a response to chronic emotional stress with three components: (a) emotional and/or physical exhaustion, (b) lowered job productivity, and (c) overdepersonalization" (p. 293). Other definitions of burnout which have emerged since Perlman and Hartman's work include research by Pines and Aronson (1988) who defined burnout as "a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding" (p. 9); and Shirom (1989) who stated that burnout was "a combination of physical fatigue, emotional exhaustion, and cognitive weariness" (p. 33). For the purpose of this study Maslach and Jackson's (1981) definition was used. Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (p. 99).

Measures of Burnout

In addition to these definitions, previous research revealed many measures of burnout. For example, Berkeley Planning and Associates (1978) created a measure of burnout (no name indicated) which included four burnout sub-scales that when combined yielded a total burnout score ranging from not burned out to high burn out. Another example is the Burnout Scale developed by Freudenberger and Richelson's (1980). The

Burnout Scale is a 15 item questionnaire which one responds to on a Likert scale ranging from 1 = no or little change, to 5 = a great deal of change. Scores on each of the 15 items are then summed to get one's total burnout score, and there are five levels of burnout depending on the burnout score range. For instance a score of 0-25 means a respondent is not burned out; however a score of 60 or above means a respondent is burned out and at risk for physical and psychological harm (Freudenberger & Richelson, 1980).

Maslach and Jackson (1981) developed the Maslach Burnout Inventory which includes three components of burnout: emotional exhaustion, depersonalization, and personal accomplishment, using a 22 item questionnaire. From these items three subcale scores (one score for each burnout component) and a total burnout score are obtained. One's level of burnout is determined based on the combination of scores on the three burnout subscales. Like Maslach and Jackson (1981), Pines and Aronson (1988) also developed a measure of burnout which included three components: physical, emotional, and mental exhaustion, however Pines and Aronson's (1988) measure only yielded a single burnout score (Pines & Aronson, 1988). The Burnout Measure which was adapted from Pines, Aronson, and Kafry's (1981) Tedium Measure is a 21 item questionnaire which respondents indicate the frequency of the items ranging from 1 = never to 7 = always. Another measure of burnout that included three subscales is the Copenhagen Burnout Inventory (1999), which was developed by the National Institute of Occupational Health, Copenhagen (Kristen, Borritz, Valladsen, & Christensen, 2005). The Copenhagen Burnout Inventory is a 19 item questionnaire which encompass three subscales of burnout: personal burnout, work burnout, and patient burnout (Kristen, et al., 2005; Winwood & Winefield, 2004). The items are rated on a five-point Likert scale

ranging from 1 (very high degree) to 5 (very low degree). The personal and work burnout items are frequency items, and the patient burnout items are rated based on intensity (Winwood & Winefield, 2004).

The Oldenburg Burnout Inventory originated in Germany in 1998, but was not introduced to English speaking audiences until a publication in 2003 (Demerouti, Bakker, Vardakou, & Kantas, 2003). Unlike the Copenhagen Burnout Inventory, Maslach Burnout Inventory, and the Burnout Measure, the Oldenburg Burnout Inventory only includes two subscales, which are exhaustion and disengagement. These two subscales are assessed with 13 items (Demerouti, et al., 2003). Some other measures of burnout include the Meier Burnout Assessment Scale, Emener-Luck Burnout Scale, The National Burnout Survey, the Teacher Attitude Scale, the Perceptual Job Burnout Inventory, the Energy Depletion Index, the Staff Burnout Scale (SBS), the Burnout Assessment Inventory (BAI), The Shirom-Melamed Burnout Measure and the Teacher Stress Index (Schaufeli, & Enzmann, 1998; Schaufeli, Enzmann, & Girault, 1993; Shirom, 2003).

Of the previous measures, The Maslach Burnout Inventory and the Burnout Measure are the two most common and widely used self-report measures of burnout (Corcoran, 1985; Enzmann, Schaufeli, Janssen, & Rozeman, 1998; Schaufeli, & van Dierendonck, 1993). However, the Maslach Burnout Inventory is the most widely used method of measuring burnout (Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Maslach & Jackson, 1981) and most of the previous studies on faculty burnout have also included the Maslach Burnout Inventory. Thus, the Maslach Burnout Inventory was used in this study.

Previous Burnout Research

The previously mentioned definitions and measures of burnout originated from burnout research which has and continues to grow since its conception (See Halbesleben & Buckley, 2004; Perlman & Hartman, 1982; Schaufeli & Buunk, 2003; Shirom, 1989). As noted earlier there is an abundance of early research on burnout so it would be impractical and redundant to review them all. Thus the studies which follow are those which have been most cited by subsequent burnout researchers, or were conducted by one of the early burnout researchers (i.e. Maslach, Freudenberger, Cherniss, Pines, Aronson, Schaufeli, Shirom, etc), or further clarified the burnout concept, or summarized the state of the burnout literature, or was referenced by several of the early burnout researchers.

One of the first empirical studies on burnout was conducted by Berkeley Planning Associates. Their findings revealed that burnout was viewed as a preventable disorder which resulted from the interaction between person factors such as age, work experience, gender, and supervisory responsibility; organizational structure which includes caseload and degree of formalized rule observation; and management processes such as supportiveness, strength of program leadership, communication, and degree of innovation (Berkeley Planning Associates, 1977). More importantly from this research a definition and measure of burnout were developed. The measure of burnout (no name indicated) included four burnout sub-scales that when combined yielded a total burnout score ranging from not burned out to high burn out. Overall Berkeley Planning and Associates (1977) found that their measure of burnout was valid and as they predicted, burnout correlated with person factors, organizational factors, and management factors. These findings provided support for the importance of the interaction or fit between the person

and the environment in which one works. Along with their findings Berkeley Planning Associates (1977) provided suggestions for avoiding worker burnout.

Around 1980 burnout research slowly began to change and expand with a focus not only on how to define it, but other features of the burnout phenomenon such as its progression. Cherniss (1980a) is credited with pioneering the expansion of burnout research into how it develops. In *Staff Burnout: Job Stress in the Human Services*, he briefly reviewed the existing burnout research starting with Freudenberger (1974) then reviewed other contributors at that time such as Maslach (1976) and Berkeley Planning Associates (1977). Cherniss (1980a) also proposed his own definition of burnout and a transactional model of burnout which consists of" job stress, worker strain, and psychological accommodations" (p. 18). Later he applied this transactional model to human service workers and found they experienced job stress which caused an imbalance between their resources and internal and/or external demands. If the workers were not able to cope with this imbalance burnout occurred. Additionally, Cherniss indicated the importance of the effects of person factors, the work environment, and the nature of the work itself on the development of burnout and provided support for Maslach's (1976) view of burnout as a response to job stress.

Frustrated with the state of the burnout research (i.e. being descriptive and predominantly based on clinical observations), Maslach and Jackson (1981) created a definition of burnout, created, then tested a measure of burnout. Maslach and Jackson's model of burnout included three components: emotional exhaustion, depersonalization, and personal accomplishment. These three components made up the Maslach Burnout Inventory (MBI).Validity of the MBI was tested by examining burnout among

"physicians, police, psychiatrists… nurses, social workers, and counselors" (Maslach & Jackson, 1981, pp. 110-111). In testing the validity of the MBI, Maslach and Jackson (1981) also considered the effect of demographics which they thought were related to burnout; such as gender, ethnicity, age, marital status, and education. Overall, they found differences in burnout scores for the different occupations they examined, and based on demographics (Maslach & Jackson, 1981). From this body of research, burnout was established as a legitimate phenomenon which could be measured as well as properly identified (Cordes & Dougherty, 1993). Many subsequent researchers, such as the ones mentioned below, adopted Maslach and Jackson's (1981) definition of burnout and employed the MBI as a measure of burnout, or used it as a comparison or more definitive starting point in constructing their own definition and/or measure of burnout.

Pines, Aronson, and Kafry (1981) were interested in the burnout phenomenon and how well it matched a concept they referred to as tedium. They defined tedium as "a state of physical, emotional, and mental exhaustion" (p. 15). Burnout and tedium were defined the same way with the only difference between the two concepts being that burnout affected those who work in people centered occupations which are emotionally draining. In addition to defining burnout and tedium, Pines, Aronson, and Kafry (1981) conducted research in which they determined the signs of tedium and burnout, identified when burnout and tedium were likely to occur, identified consequences of burnout and tedium, examined the effect of demographic variables such as gender and profession on burnout and tedium; and created then tested a measure of burnout and tedium. This measure was entitled the Tedium Measure and was tested and validated over a six year period (1974-1980) among 3,916 workers in the United States, Japan, Canada, and Israel, including but

not limited to community college and university faculty (Pines, et al, 1981). Using this research as a foundation, Pines and Aronson (1988) clarified the meaning of burnout (See Pines & Aronson, 1988, p. 9), formally switched from using tedium and burnout interchangeably to just using burnout, altered the Tedium Measure, renamed the Tedium Measure the Burnout Measure, conducted research to validate the Burnout Measure, compared results of their results to research by Pines and colleagues (1981) as well as other previous research which examined the occurrence of burnout and the relation of burnout to other variables such as gender. With acknowledging Maslach's work as a foundational piece in the construction of Pines and colleagues (1981, 1988) definition and measure of burnout, from this research an alternative to Maslach's definition and measure of burnout were provided.

As a follow-up to Perlman and Hartman (1982), Shirom (1989) reviewed and synthesized the burnout research published up to 1985. As part of this review Shirom emphasized the contributions of Maslach (1982), Pines, Aronson, and Kafry (1981); and Cherniss (1980a, 1980b). Shirom (1989) mentioned from Maslach (1982), Maslach's definition of burnout, the Maslach Burnout Inventory, and research with various samples in which both of these have been used and validated. Shirom (1989) made note of Pines, Aronson, and Kafry's (1981) definition of burnout, the Burnout Index/Measure, and how their research compared to Maslach's research. Shirom (1989) concluded by providing a definition of burnout, supporting the development of a perspective of burnout based on Hobfoll's Conservation of Resources theory; and a summary of the state of the burnout literature.

In addition and subsequent to Shirom's (1989) review of the burnout literature a vast number and array of burnout research has been conducted. According to R.A. Boudreau and R.J. Boudreau (2009) who created a bibliography which included burnout research since 1964, over 10,000 references related to burnout exist. While each may contribute something to the understanding of burnout, the following seem to provide the most comprehensive information about the history, state, and suggestions for future burnout research. Of importance are Freudenberger's (1989) review of burnout since he coined the term in a 1974 article. Freudenberger (1989) referenced Maslach and Jackson (1981) and provided support for the use of their definition of burnout as well as use of the Maslach Burnout Inventory. Similar to Freudenberger (1989) and other researchers who reviewed the burnout literature, Cordes and Dougherty (1993) conducted a review of the burnout literature. This review is of importance because it included updates of information since the 1980s and it emphasized the importance of examining burnout in non-human service occupations.

Maslach, Schaufeli, and Leiter (2001) also performed an exhaustive review of the burnout literature. This piece of literature is of importance because it provides an update of the burnout literature into the twenty-first century, definitely established and supported the MBI as the most widely used and accepted measure of burnout; provided a theoretical framework for burnout resulting from an interaction between the person and the environment; and provided suggestions for future research which included conducting more international research. Schaufeli and Buunk (2003) provided a review of the burnout literature spanning 25 years and an update on the status of the burnout phenomenon. This article is of importance because it is the most recent extensive review

of the burnout literature which could be located. From this previous research one may conclude the following:

1. Burnout is a real phenomenon and not a pop psychology term.
2. Burnout is a multifaceted concept and varies depending on how you look at it.
3. Burnout affects people in different occupations differently.
4. Burnout is caused by a variety of factors including, but not limited to person or demographic factors and organizational factors.
5. Maslach's definition of burnout and the Maslach Burnout Inventory are the most widely accepted and used definition and measure of burnout.

Burnout in Part-Time Faculty

Though the previously reviewed research provides insight into the burnout phenomenon, little of it includes burnout in postsecondary faculty. Thus, one may make assumptions about burnout based on this research however, in order to understand it in relation to part-time faculty, studies which focus on burnout in part-time faculty must be reviewed. This section includes research on how part-time faculty are affected by burnout.

Klausner and Green (1984) examined burnout among 155 dental educators at the University of Michigan. Participants completed the Maslach Burnout Inventory (1981), and a demographic sheet (Klausner & Green, 1984, p. 91). Most of the participants were males, the average age was 42 years old, the average years of teaching experience was 11 years, over half were untenured, almost half had part-time appointments, and most maintained a private dental practice in addition to teaching (Klausner & Green, 1984).

Klausner and Green found a significant relationship between years of teaching, emotional exhaustion, and depersonalization intensity such that those who had less than 10 years of teaching experience had higher emotional exhaustion and depersonalization intensity scores. There was a significant relationship between burnout frequency and academic rank such that instructors experienced depersonalization more often than faculty in higher academic ranks. There also was a significant relationship between maintaining a private practice and burnout frequencies and intensities such that those who maintained a private practice experienced more depersonalization and reduced personal accomplishment more often (Klausner & Green, 1984). Overall, dental educators experienced moderate burnout, with moderate emotional exhaustion and depersonalization, but low reduced personal accomplishment. Part-time dental educators (those classified as instructors) had burnout levels similar to dental educators as a whole, except they had high depersonalization (Klausner & Green, 1984).

Jackson, Barnett, Stajich, and Murphy (1993) conducted a longitudinal study to assess the relationship between burnout and demographic variables among 429 school of pharmacy faculty. Participants completed the Maslach Burnout Inventory (1986), a demographic questionnaire, and an open-ended questionnaire which listed 28 potentially stressful life and work events. Like the dental educators in Klausner and Green's (1984) study, overall, faculty in this study were found to experience moderate burnout (Jackson, et al., 1993). Additionally, burnout was significantly related to age, gender, academic rank, tenure status, salary, major work activity, hours worked per week, and marital status. Younger faculty, female faculty, assistant professors (in comparison to professors), non-tenured faculty, faculty with 12-month contracts had significantly higher

emotional exhaustion scores; those with salaries over $55,000 scored lower on emotional exhaustion and higher on personal accomplishment compared to faculty who made less than $55,000 per year; faculty who worked less than 40 or 40-50 hours per week had significantly higher emotional exhaustion scores than other faculty; faculty whose primary activity was teaching, had higher personal accomplishment scores than faculty whose major activity was administration; and single faculty had higher emotional exhaustion levels compared to married faculty (Jackson, et al., 1993). Overall, part-time school of pharmacy faculty had moderate burnout levels, which were in the same range as the full-time pharmacy faculty; however some part-time faculty (assistant instructors) had higher emotional exhaustion, depersonalization, and higher reduced personal accomplishment than all of the other faculty, both part-time and full-time (Jackson, et al., 1993).

Byrne (1998) examined factors that contribute to burnout among faculty from a high school and a community college in New York. Community College faculty were included if they were adjunct faculty at the community college as well as taught night classes at the high school. Of the 73 community college adjuncts, 93% indicated they were burned out (Bryne, 1998). Contrary to previous research findings, Byrne found that student academic and disciplinary problems and an administration which supported bureaucracy were the two main causes of burnout for community college faculty. Other factors such as low pay and fear of students, were also indicated as causes of burnout; though they were not as supported and problems with administrators and students.

Brewer and McMahan (2003) examined the relationship of stress, burnout, and demographic variables in postsecondary Industrial and Technological (I/T) faculty. Of

the 133 faculty included in this study, most were white, male, full-time faculty, and tenured. Job Stress was measured using Spielberger and Vagg's Job Stress Survey, and burnout was measured using the Maslach Burnout Inventory (1996/3rd Edition). Overall, Brewer and McMahan (2003) found that most Industrial and Technological (I/T) faculty experienced moderate burnout. Additionally, the variables gender and time devoted to research were significantly related to burnout (Brewer & McMahan, 2003). Results were not presented for part-time faculty independently of full-time faculty due to the low number of part-time faculty (3.8%) included in this study (Brewer & McMahan, 2003). While providing support for the occurrence of burnout in faculty, and a connection between gender and faculty, the results of this study have limited generalizability to part-time faculty because of the small number of part-time faculty which were included.

More recently, Brown (2009) compared burnout levels among 64 community college faculty, of which 59.4% were part-time faculty. Brown (2009) used the Maslach Burnout Inventory to measure burnout; and developed a measure to assess the difference in burnout among full-time and part-time community college faculty. Overall Brown (2009) found that part-time faculty experienced low burnout levels, while full-time faculty experienced moderate burnout levels. Since the difference between full-time and part-time community college faculty was not statistically significant, Brown concluded that there was no difference in burnout among full-time and part-time community college faculty.

As evidenced by the previously reviewed studies, the research on burnout in part-time faculty is sparse and inconsistent. The limited nature of the previously reviewed

literature warrants the need for further study which may be based on the following conclusions. From the previously reviewed studies one may conclude:

1. Part-time faculty burnout levels range from low (See Brown, 2009) to moderate (See Klausner & Green, 1984; Jackson, et al., 1993).
2. Burnout is related to personal factors or demographic variables, but which factors and how is debatable.
3. Faculty status and/or institution type may affect burnout levels.
4. Maslach's definition of burnout and the Maslach Burnout Inventory (MBI) are the preferred definition and measure of burnout (80% of the previously reviewed studies included the MBI).

Conceptual Framework: The Maslach Burnout Inventory

The term "burn out" was coined and defined in 1974 by Herbert J. Freudenberger (Shirom, 1989). An abundance of research on burnout emerged within the six years following Freudenberger's work, but it was disorganized and inconsistent (Freudenberger, 1989; Shirom, 1989). With each new publication on burnout, came a new definition, symptoms, and ways of describing someone who was experiencing the burnout phenomenon (Freudenberger, 1989). This inconsistency in definitions, symptoms, and descriptions, muddied the burnout research waters and caused the term to be viewed as a "pop psychology" term (Freudenberger, 1989; Maslach & Jackson, 1981; Shirom, 1989). In an attempt to overcome this stigma and to solidify the burnout concept, Maslach and Jackson (1981) conducted a body of research in which they created a definition, measure of burnout, and provided empirical support for the burnout concept.

Maslach and Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (p. 99).

The measure Maslach and Jackson (1981) created to accompany their definition of burnout, is the Maslach Burnout Inventory, which focuses on three components: Emotional exhaustion, depersonalization, and reduced personal accomplishment. As a result of these creations and empirical support, Maslach's definition and the Maslach Burnout Inventory have become the most widely used and accepted definition and measure of burnout (Corcoran, 1985; Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Schaufeli, & van Dierendonck, 1993; Shirom, 2003). Thus, even when other researchers propose other definitions and measures of burnout, Maslach and her colleagues are credited for their contributions. More specifically, most of the researchers after Maslach have used Maslach's definition and the Maslach Burnout Inventory as the foundation for creating their own definition and measure. As examples, Pines and Aronson (1988), Shirom (1989), and the creation of the Copenhagen Burnout Inventory are based on Maslach's work. The definitions of burnout proposed by Pines and Aronson (1988), Shirom (1989), and which accompanies the Copenhagen Burnout Inventory all include emotional exhaustion (sometimes referred to as psychological or mental exhaustion), which is a major component of Maslach's definition. In addition to this, the Copenhagen Burnout Inventory also includes three components of burnout, like the Maslach Burnout Inventory (Winwood & Winfield, 2004).

Overall, Maslach's definition and measure of burnout serve as the foundation for others' research, and it is the most widely used and accepted measure and definition of

burnout (Corcoran, 1985; Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Schaufeli, & van Dierendonck, 1993; Shirom, 2003) among professionals. Additionally, most of the previous research on burnout in part-time faculty has included Maslach's definition and measure. For these reasons, Maslach Burnout Inventory and Maslach's definition of burnout served as the foundation for this empirical study.

Chapter Summary

Burnout affects people from all walks of life, but especially those with occupations which involve working with people (Maslach & Jackson, 1981; Maslach, Jackson, & Leiter, 1996). Postsecondary faculty work heavily with people such as students, administrators, and other faculty, and thus they are susceptible to burnout (Blix, et al., 1994). When one examines postsecondary faculty burnout research and includes parameters such as employment status (full-time vs. part-time) and type of postsecondary institution (two-year vs. four-year), the occurrence of burnout varies. Of interest in the current study is burnout in part-time faculty at four-year postsecondary institutions. Part-time faculty are of importance because the nature of their jobs (i.e. low pay, heavy workloads, and pieced together work) makes them prone to burnout (Fulton, 2000; Hamilton, 2005; Jackson, et al., 1993, Miller, 2001; Nutting, 2003). Although, how burnout occurs in part-time faculty varies from researcher to researcher. For instance, Brown (2009) examined burnout among community college faculty and found low burnout levels among part-time faculty. However, Klausner and Green (1984) examined burnout among university dental faculty and found part-time faculty experienced moderate burnout levels; while Jackson and colleagues (1993) examined burnout in university pharmacy faculty and found moderate overall burnout levels in part-time

faculty, but differences in three burnout components based on the type of part-time faculty (lecturer, assistant instructor, and instructor).

The studies mentioned are a few of the small number of studies the researcher located on burnout in part-time faculty at postsecondary institutions. This limited number of studies indicates research on burnout in part-time faculty at postsecondary institutions is scarce. The differing results are an indication that the limited research is also inconsistent. Accordingly, there is a gap in the literature when it comes to part-time faculty at four-year postsecondary institutions; thus this study was needed. In the chapter that follows the researcher will provide a methodology for examining burnout and factors which contribute to burnout in part-time faculty in a postsecondary institution.

CHAPTER 3

METHODS

According to the U.S. Department of Education, in fall 2009, 58% of postsecondary instructional faculty were part-time faculty, and this number is expected to continue to increase (Knapp, Kelly-Reid, & Ginder, 2010, Table 1). With the continued reliance on part-time faculty, it is imperative that more research be conducted which focuses on this population. Previous research on part-time faculty has shown that many part-time faculty are over-worked, underpaid, lack benefits, and are frustrated with their faculty status (Antony & Valadez, 2002). In addition to being frustrated, part-time faculty experience stress and burnout (Brown, 2009; Jackson, Barnett, Stajich, & Murphy, 1993). This stress and burnout may be attributed to the demands of pieced together work or other factors, but it is uncertain. Since the previous research on burnout in part-time faculty, is limited and inconsistent, the purpose of this exploratory study was to examine burnout in part-time faculty at a four-year postsecondary institution.

Research Questions

1. What is the instructional workload (i.e. number of postsecondary institutions teaching at, number of courses taught, and number of credit hours taught per semester) of part-time faculty at a four-year postsecondary institution?
2. What is the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among part-time faculty at a four-year postsecondary institution?

3. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty?
4. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by gender?
5. What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by age?

Maslach's burnout level was determined based on the combination of subscale scores: Emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson, & Leiter, 1996). One's burnout level was classified as low, moderate, or high, and was determined by taking the score on Maslach's Burnout subscales and coding each as low, moderate, or high. For instance, if one had high emotional exhaustion, high depersonalization, and high reduced personal accomplishment (i.e. low personal accomplishment), one was said to be experiencing a high degree of burnout. The ranges for determining low, moderate, or high, varied for each subscale and depended on the population, such as part-time faculty, being studied (Maslach, Jackson, & Leiter, 1996). The predetermined cutoff scores for postsecondary faculty are: Low EE is mean ≤ 13, moderate EE is mean 14-23, high EE is ≥ 24, low DP is mean ≤ 2, moderate DP is mean 3-8, high DP is mean ≥ 9, low RPA (i.e. high personal accomplishment) is mean ≥ 43, moderate RPA is mean 42-36, high RPA is mean ≤ 35 (Maslach, Jackson, & Leiter, 1996).

Participants

Participants in this study were a convenience sample of part-time instructional faculty at a public four-year university in the Midwest (referred to here-on as Midwestern). Graduate teaching assistants were excluded unless they indicated they were teaching part-time in addition to their assistantship. Part-time faculty at a four-year postsecondary institution were the focus of this study because according to a national study, 59% of part-time faculty work at four-year institutions compared to 41% at community colleges (American Federation of Teachers [AFT], 2010). A second reason part-time faculty were the focus of this study is because the number of part-time employed in higher education has outpaced full-time faculty since the mid 1970s (Schuster & Finkelstein, 2006, p. 39). Additionally, part-time instructional faculty at a four-year postsecondary institution were the focus of this study because the existing literature on this population is limited and inconsistent. Part-time instructional faculty from all departments of a public four-year Midwestern university were included in order to increase the sample size, because all departments have increased their use of part-time faculty over the past two decades (NEA Higher Education Staff, 2007), and because most of the previous studies (See Brewer & McMahan, 2004; Jackson, et al., 1993; Klausner & Green, 1984) which focused on burnout in part-time faculty, included only one department, therefore there is a dearth in the research.

Instrumentation

Demographic Questions

In order to collect demographic information, and to classify part-time faculty as moonlighters, freeway flyers, or auxiliary participants answered demographic questions created by the researcher (See Appendix A). Items such as age and gender were included on the demographic questionnaire. Part-time faculty were classified as moonlighters, freeway flyers, or auxiliary based on their primary source of income, the number of postsecondary institutions at which they taught courses that semester, and the number of courses taught in a given semester. Part-time faculty were classified as moonlighters if they obtained most of their income from means other than teaching, but supplemented their income by teaching *one or more* classes at *one* university. Part-time faculty were classified as freeway flyers if they obtained most of their income by teaching, and taught *two or more* classes at *two or more* universities in a given semester[6]. Faculty who taught one or more classes at one or more universities in a given semester, and who did not fit into either (moonlighters or freeway flyers) category, such as part-time faculty who obtained most of their income from a combination of teaching and non-teaching, or retirement, and taught at two universities or more; or part-time faculty who obtain most of their income from teaching but only taught at one university, were classified as auxiliary[7].

[6] Part-time faculty workload could vary greatly among freeway flyers.
[7] Part-time faculty workload could vary greatly among auxiliary part-time faculty.

The Maslach Burnout Inventory (MBI).

In addition to completing a demographic questionnaire, participants completed The Maslach Burnout inventory, which is a 22 item questionnaire. From these 22 items three subcale scores (one score for each burnout component: emotional exhaustion, depersonalization, and reduced personal accomplishment) and a total burnout score are obtained. One's level of burnout is determined based on the combination of scores on the three burnout subscales. The Maslach Burnout Inventory (1996) is currently in its third edition (Maslach, Jackson, & Leiter, 1996). The Maslach Burnout Inventory has three versions; the Maslach Burnout Inventory Human Services Survey (MBI-HSS or MBI), the Maslach Burnout Inventory Educators Survey (MBI-ES), and the Maslach Burnout Inventory General Survey (MBI-GS) (Fitzpatrick, 2005). The Maslach Burnout Inventory- Educators Survey (See Appendix B) was used in this study because it is geared toward educators, who were the participants in this study; and it is the same as the original Maslach Burnout Inventory (MBI-HSS or MBI) except the word recipient has been replaced with the word student (Fitzpatrick, 2005). Both the Maslach Burnout Inventory (MBI-HSS or MBI) and the Maslach Burnout Inventory Educators Survey are 22-item self-report questionnaires, which assess the three components of burnout: emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA). An example of an emotional exhaustion item is "I feel depressed at work" (Maslach, Jackson, Leiter, Schaufeli, & Schwab, 1996). An example of a depersonalization item is "I don't really care what happens to some students" (Maslach, Jackson, Leiter, Schaufeli, et al., 1996). An example of a reduced personal

accomplishment item is "I have accomplished many worthwhile things in this job" (Maslach, Jackson, Leiter, Schaufeli, et al., 1996).

Each of these 22 items is rated on a 7-point frequency scale ranging from 0 = never, to 6 = everyday (Maslach, Jackson, & Leiter, 1996). Responses for each subscale are added and one score is given for each subscale, producing three subscale scores (Maslach, Jackson, & Leiter, 1996). Subscale scores can be classified as low, moderate, or high based on predetermined scoring cutoffs; and one's level of burnout[8], which also can be classified as low, moderate, or high, is determined based on the combination of these subscale scores (Maslach, Jackson, & Leiter, 1996). For instance, if one has high emotional exhaustion, high depersonalization, and low personal accomplishment (high reduced personal accomplishment), one is said to be experiencing a high degree of burnout. Reduced personal accomplishment is determined by reversing the personal accomplishment scale on the MBI-ES or when one has a low personal accomplishment score; however in this study, high reduced personal accomplishment will be referred to as reduced personal accomplishment (RPA), and low reduced personal accomplishment will be referred to as personal accomplishment (PA). Overall cutoff scores are 0-16 = low EE, 17-26 = moderate EE, 27-54 = high EE; 0-6= low DP, 7-12 = moderate DP, 13-30 = high DP; 0-31 = RPA (low PA), 32-38 = moderate RPA, and 39-42 = PA (low RPA) (Maslach, et al., 1996). The cutoff scores for postsecondary faculty are as follows: low emotional exhaustion $M \leq 13$, moderate emotional exhaustion M = 14-23, high emotional exhaustion $M \geq 24$; low depersonalization $M \leq 2$, moderate depersonalization M = 3-8, high depersonalization $M \geq 9$; low reduced personal accomplishment (high personal

[8] Contrary to popular belief, burnout is a continuous variable (not a dichotomous variable) and people experience different levels of it (Maslach, et al., 1996).

accomplishment) $M \geq 43$, moderate reduced personal accomplishment M = 42-36, high reduced personal accomplishment (low personal accomplishment)$M \leq 35$ (Maslach, Jackson, & Leiter, 1996). However, cutoff scores are *not* provided for part-time faculty at postsecondary institutions.

Reliability and validity of the Maslach Burnout Inventory – Educators Survey were established by Iwanicki and Schwab (1981) and Gold (1984). Iwanicki and Schwab (1981) tested the reliability and validity of the Maslach Burnout Inventory- Educator's survey against data from Maslach and Jackson's (1979) standardization of the original Maslach Burnout Inventory. Iwanicki and Schwab determined that the MBI-ES was as reliable as the MBI, and the three subscales were appropriate for use with educators. In reference to validity, "Iwanicki and Schwab reported Cronbach alpha estimates of .90 for Emotional Exhaustion, .76 for Depersonalization, and .76 for Personal Accomplishment" (Maslach, Jackson, & Leiter, 1996, p. 29). About three years after Iwanicki and Schwab (1981), Gold (1984) tested the reliability and validity of the Maslach Burnout Inventory – Educators Survey, by comparing Iwanicki and Schwab's (1981) data from 469 California educators to data from 462 California students. Gold determined Cronbach alpha estimates of .88 for Emotional Exhaustion, .74 for Depersonalization, and .72 for Personal Accomplishment (Maslach, Jackson, & Leiter, 1996). Consistent with Iwanicki and Schwab (1981), Gold (1984) found that the three subscales of the Maslach Burnout Inventory were appropriate for use with educators and thus valid.

Open-Ended Follow-Up Questions

In addition to the demographic questionnaire and the Maslach Burnout Inventory-Educators Survey, participants completed seven open-ended follow-up questions. These questions were intended to provide insight and/or explanations for burnout levels, differences in burnout levels, and the demographic factors which may contribute to burnout in part-time faculty at a four-year postsecondary institution.

1. Do you find part-time/contingent work satisfying? Why or why not?
2. What motivates you to work in a contingent faculty position?
3. What are your biggest challenges in part-time/contingent work?
4. What are your biggest rewards in part-time/contingent work?
5. What are the most stressful parts of part-time/contingent work?
6. If offered a full-time faculty position would you take it? Why or why not?
7. If offered a full-time non-teaching position would you take it? Why or why not?

Procedures

As the first step in the data collection process, the researcher obtained approval (See Appendix C) from Midwestern's Institutional Review Board (IRB). In order to gain access to the desired sample, the researcher then contacted Midwestern's Provost and requested permission to gain access to the e-mail addresses of part-time instructional faculty. A copy of the IRB approval letter was e-mailed to the Provost. The Provost then sent an e-mail to the Director of Institutional Research (IR), granting permission (See Appendix D). Upon approval from the Provost, the researcher sent an e-mail requesting the e-mail addresses of all part-time instructional faculty currently teaching at

Midwestern, to the Director of Institutional Research. A follow-up phone call was made for clarification on which part-time faculty were to be included, then a file containing the part-time faculty members' e-mails was sent to the researcher.

After obtaining IRB approval, and while awaiting approval from the Provost, the researcher also obtained approval from the test publisher (Mind Garden, Inc.) to use the survey online. After submitting the necessary documentation and paying a fee, permission was granted to use the survey (See Appendix E). The researcher then put the survey for this study online, including providing individualized survey links for participants, and the necessary copyright note at the bottom of each page of the survey which contained the MBI. In order to ensure content validity of the survey, the researcher pilot tested the survey with a sample of part-time faculty who were working for at least one four-year postsecondary institution, and were not working as a part-time faculty member at Midwestern. The pilot study participants answered the survey questions consistent with how the researcher intended them to be answered, and no changes or suggestions were made to the survey by the pilot participants. Following pilot testing, using Survey Monkey (an online survey tool), the researcher sent an e-mail to Midwestern's part-time instructional faculty, which explained the nature of the study, asked for participation, and provided a link to the online survey (See Appendix F). The link provided participants access to an online survey which included the demographic questionnaire (See Appendix A), the Maslach Burnout Inventory Educators Survey (See Appendix B), and seven open-ended questions (See Appendix G). If the participant completed the survey, it was understood that he or she had granted consent.

One week after sending the initial e-mail, the researcher sent a follow-up e-mail (See Appendix H) encouraging faculty to complete the survey if they had not, and thanking them if they had. One week after the first follow-up, a second follow-up e-mail (See Appendix I) was sent and in this follow-up e-mail the researcher also offered to provide a paper-and-pencil copy of the survey upon request. The follow-up e-mails were originally supposed to be sent two weeks apart, but due to timing of the semester, they were sent a week a part. Approximately ten days after the second follow-up invitation was e-mailed to participants, the researcher closed the survey due to a lack of responses.

Data Analyses

For this exploratory study, using Excel and SPSS statistical software, the researcher computed descriptive statistics, and several Multivariate Analysess of Variance (MANOVAs).

RQ1: What is the instructional workload (i.e. number of postsecondary institutions teaching at, number of courses taught, and number of credit hours taught per semester) of part-time faculty at a four-year postsecondary institution?

RQ1 Data Analysis: Descriptive statistics such as frequencies and percentages were computed to answer the first research question. This method of analysis was used because there is no standard measure of part-time faculty instructional workload and this question is only meant to provide insight into the instructional workload of part-time faculty, and to help classify part-time faculty as moonlighters, freeway flyers, or auxiliary.

RQ 2: What is the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among part-time faculty at a four-year postsecondary institution?

RQ2 Data Analysis: Descriptive statistics such as means and standard deviations were computed to answer the second research question. This method of analysis was used because burnout level, as expressed as the burnout subscale scores on each component (Emotional exhaustion, depersonalization, and reduced personal accomplishment) of burnout on the Maslach Burnout Inventory Educators Survey, are computed as means for groups, and because the researcher was only trying to determine the level of burnout in a population which had rarely been studied.

RQ3: What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty?

RQ3 Data Analysis: A one-way MANOVA was used to answer the third research question. A MANOVA was used because there was one independent variable and more than one dependent variable. The independent variable was faculty status (moonlighters vs. freeway flyers vs. auxiliary). Each of the burnout subscale scores (emotional exhaustion, depersonalization, and reduced personal accomplishment) were treated as a dependent variable. Post-hoc (Bonferroni Method) analyses were run for statistically significant results of the MANOVA.

RQ4: What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by gender?

RQ4 Data Analysis: A factorial MANOVA was used to answer the fourth research question. A factorial MANOVA was used because there was more than one independent variable and more than one dependent variable. The independent variables were gender (male vs. female) and faculty status (moonlighters vs. freeway flyers vs. auxiliary). Each of the burnout subscale scores (emotional exhaustion, depersonalization, and reduced personal accomplishment) were treated as a dependent variable. Post-hoc (Bonferonni Method) analyses were run for statistically significant results of the MANOVA.

RQ5: What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by age?

RQ5 Data Analysis: A factorial MANOVA was used to answer the fifth research question. A factorial MANOVA was used because there was more than one independent variable and more than one dependent variable. The independent variables were age group (20-39, 40-54, 55+) and faculty status (moonlighters vs. freeway flyers vs. auxiliary). Each of the burnout subscale scores (emotional exhaustion, depersonalization, and reduced personal accomplishment) were treated as a dependent variable. Post-hoc (Bonferonni Method) analyses were run for statistically significant results of the MANOVA.

Open-Ended Questions: Participants completed seven open-ended follow-up questions (See Appendix G).

Open-Ended Question Data Analysis: For the seven open-ended questions, themes were presented and percentages for some themes were also provided where necessary. If a theme did not have enough responses to ensure anonymity, it was not included. Also, any identifiable information was edited out in order to ensure confidentiality.

Study Limitations

While conducting this exploratory study was beneficial and established more of a foundation for examining burnout in part-time faculty at four-year post-secondary institutions, it had its limitations. This study had limited generalizability because of the sample. Since this study only focused on part-time faculty at a four-year institution, it was not necessarily generalizable to part-time faculty at other postsecondary institutions such as community colleges, seminary schools, etc. Additionally, since the sample came from a school in the Midwest, the generalizability was also limited to Midwestern universities with similar profiles.

A second limitation to this study was the self-report method. Since participants completed surveys, there was the possibility that some of the data reported may not have been entirely accurate or participants may have discussed the questionnaire with one another. The reporting of inaccurate information is a risk run by any researcher in any self-report study, and is thus virtually impossible to avoid. Despite the possibility of receiving false information, since burnout is such a common phenomenon the risk of social desirability is low, thus the researcher was confident that the participants provided

information which was correct to the best of their ability and no intentional deception occurred. The researcher is also confident in the results of the self-reported measure because particiapant responses were anonymous.

Another limitation was the limited power of the study, due to the small number of usable survey responses. Typically, online survey response rates are less than 40% (Cook, Heath, & Thompson, 2000). Though there was limited power, this sample size allowed the researcher to use a larger alpha to test for significance, which is more appropriate for an exploratory study. As Cohen (1992) indicated, a larger alpha is appropriate for use in exploratory studies, such as alpha = .10, even though it increases the risk of a Type I error, relationships between some variables may not be found significant with a smaller alpha thus missing important results and implications.

CHAPTER 4

RESULTS

The increase in the number of part-time faculty in higher education has outpaced the increase in the number of full-time faculty (Schuster & Finkelstein, 2006). Since the number of part-time faculty in higher education has increased, factors which negatively affect their job performance, and thus the student learning environment, should be examined. One such factor is burnout, which puts part-time faculty at risk for consequences, such as neglect of teaching, decreased self-esteem, depression, alcohol abuse, drug abuse, etc (Eastman, 1996). As evidenced by the limited number of articles presented in the literature review, previous research on burnout in part-time faculty is also inconsistent. In accordance with this, the purpose of this study was to examine burnout in part-time faculty at a four-year postsecondary institution. In the sections that follow the researcher will present the results of this quasi-experimental exploratory study starting with the participants, response rates, demographics of the participants, other results by research question, and trends from the open-ended questions.

Participants

Participants in this study were part-time instructional faculty at a four-year postsecondary institution in the Midwest (referred to here-in as Midwestern). The original sample consisted of 422 part-time faculty, but when their e-mail addresses were loaded into SurveyMonkey (an online survey tool) only 420 received an e-mail invitation because two had previously opted out of receiving survey invitations from SurveyMonkey. Participants were included if they were teaching at least one class in the

Spring 2011 semester at Midwestern, and were classified as part-time faculty (i.e. having an appointment of less than 75%). Graduate teaching assistants were *excluded* unless they indicated they were also teaching part-time apart from their assistantship. From the 420 invited, 135 people responded. The response rate from those invited was 32%. However, only 113 of the 135 participants provided useable responses for the Maslach Burnout Inventory, which is essential to research questions two through five. The adjusted response rate for this study was 26.9%. Survey responses were considered useable as long as at least 75% of the survey (See Appendix A & B) was completed, including primary source of income, number of postsecondary institutions teaching at, number of courses teaching, Maslach Burnout Inventory, etc.

Demographics

As indicated in Table 1, of the 113 respondents, the majority (91.2%) identified themselves as Non-minority (i.e. Caucasian), over half (61.1%) identified themselves as female, and almost half (46%) indicated they were age 55 and older. Approximately two-thirds indicated they had at least a Master's degree, while 25% held a doctorate. When asked about their years of teaching experience, approximately 41% responded 10 years or more, while 36% responded less than five years. Over half of the respondents (52.2%) taught most of their courses in the College of Education or the College of Arts and Sciences. However, other colleges were well represented such as the College of Fine Arts, College of Business, and College of Nursing. In addition to the previous variables, participants were asked how many other jobs (teaching and/or non-teaching) they worked, and their primary source of income. Over two-thirds indicated that they worked one or more other jobs. In reference to primary source of income, approximately $^{1}/_{3}$

indicated teaching was their primary source of income, while $^{1}/_{3}$ indicated non-teaching was their primary source of income (See Table 1).

Table 1

Part-Time Faculty Demographics

Variable	Number	Percent
Race/Ethnicity		
Non-minority (Caucasian)	103	91.2
Minority	9	8.0
No response	1	0.9
Gender		
Male	42	37.2
Female	69	61.1
No response	2	1.8
Age		
20-39 years	28	24.8
40-54 years	32	28.3
55 years or older	52	46.0
No response	1	0.9
Education		
Master's Degree	72	63.7
Doctorate	28	24.8
Professional Degree	11	9.7
No response	2	1.8
Experience		
Less than five years	41	36.3
5-9 years	26	23.0
10 years or more	46	40.7

Note. Percentages may not add up to 100% due to rounding.

Table 1 continued

Part-Time Faculty Demographics

Demographic	Number	Percent
College		
College of Arts & Sciences	27	23.9
College of Business Admin.	10	8.8
College of Education	32	28.3
College of Fine Arts & Com.	14	12.4
College of Nursing	11	9.7
Other	19	16.8
Other Jobs		
None	34	30.1
One	48	42.5
Two	21	18.6
Three or more	10	8.8
Primary Income Source		
Teaching	34	30.1
Non-teaching	37	32.7
Combination	20	17.7
Retired	22	19.5
Part-Time Faculty Type		
Moonlighters	34	30.1
Freeway Flyers	17	15.0
Auxiliary	62	54.9

Note. Percentages may not add up to 100% due to rounding. For primary source of income, Combination = a combination of teaching and non-teaching.

Also as indicated in Table 1, part-time faculty were categorized as one of three types of part-time faculty (moonlighters, freeway flyers, or auxiliary). Louziotis' (2000) definitions of two types of part-time faculty were used as a basis for creating the definitions for the three types of part-time faculty in this study. Louziotis' (2000) two types of part-time faculty were "those who teach occasionally and have other endeavors that they devote the majority of their time to (i.e. practitioners), and those who string together a series of part-time teaching positions in order to teach full-time" (p. 48). Today Louziotis' first type of part-time faculty (practitioners) is also referred to as moonlighters, and the second type of part-time faculty is also referred to as freeway flyers or academic gypsies. However, in this study those two definitions were too vague and did not encompass all part-time faculty. Thus, for this study, part-time faculty were classified as one of three types: moonlighters, freeway flyers, or auxiliary; based on primary source of income, number of postsecondary institutions teaching at, and number of courses teaching in a semester.

The first type of part-time faculty, moonlighters, were classified as such if they obtained most of their income from non-teaching, but supplemented their income by teaching one or more classes at one postsecondary institution. Of the 113 respondents, approximately $^{1}/_{3}$ were classified as moonlighters, which means they taught at least one course at one postsecondary institution in a semester, but teaching was not their primary source of income. The second type of part-time faculty, freeway flyers, were classified as such if they obtained most of their income from teaching, and taught two or more classes at two or more postsecondary institutions in a semester. Only 15% were classified as freeway flyers, which means teaching was their primary source of income and they taught

two or more courses at two or more postsecondary institutions in a semester. The third type of part-time faculty, auxiliary, were classified as such if they taught one or more courses at one or more postsecondary institutions, but did not fit into the freeway flyers or moonlighters categories. The majority (56.4%) were classified as auxiliary (See Table 1), which means they indicated their primary source of income was retirement or a combination of teaching and non-teaching, or indicated their primary source of income was teaching, but taught one or more classes at one postsecondary institution, or indicated their primary source of income was non-teaching, but taught at more than one postsecondary institution.

Research Questions

Research Question One Results

Research Question One (RQ1) states: "What is the instructional workload of part-time faculty at a four-year postsecondary institution?" For postsecondary faculty, including part-time faculty, there is not a standard definition of, or way of computing instructional workload (Allen, 1997; Ehrlich, 2003). Thus, in this study instructional workload was defined as the number of postsecondary institutions teaching at, number of courses taught, and number of credit hours taught per semester. Frequencies and percentages were calculated in order to answer RQ1. As indicated in Table 2, 75% of the part-time faculty in this study worked at one postsecondary institution and approximately 43% taught one course, while over half taught two courses or more. At Midwestern, 12 credits per semester are considered a full-time teaching load for non-tenured and non-tenure track faculty such as part-time faculty. Based on 12 credit hours as full-time, only approximately 18% of the part-time faculty in this study could be classified as teaching

full-time. Thus, overall most (80%) of the part-time faculty in this study taught part-time, even when the courses they taught at other postsecondary institutions were included in calculating their instructional workload.

Table 2

Part-Time Faculty Instructional Workload

Variable	Number	Percent
Number of Institutions		
One	85	75.2
Two or more	28	24.8
Number of Courses		
One	49	43.4
Two	30	26.5
Three	15	13.3
Four or more	19	16.8
Number of Credit Hours		
Less than 12 hours	90	79.6
12 hours or more	20	17.7
No response	3	2.7

Note. Percentages may not add up to 100% due to rounding. For number of credit hours 12 hours or more are equal to full-time at Midwestern.

Research Question Two Results

Research Question Two (RQ2) states: "What is the level of Maslach's burnout (EE, DP, and RPA) among part-time faculty at a four-year postsecondary institution?" Maslach's burnout was determined by using the Maslach Burnout Inventory Educators Survey (MBI). The MBI is a 22-item self-report questionnaire (See Appendix B), which

is answered on a seven-point frequency scale ranging from 0 = never, to 6 = everyday (Maslach, Jackson, & Leiter, 1996). The MBI assesses the three components of burnout: emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA). Emotional exhaustion is feeling one's emotional resources have been used up, and having a lack of energy (Maslach & Jackson, 1981). Depersonalization is the development of negative, callous attitudes toward one's clients and a view that clients are deserving or responsible for their problems. Reduced personal accomplishment is having a negative view toward oneself and feelings of decreased competence, especially in reference to work (Maslach & Jackson, 1981).

The items for each burnout component are combined to form three burnout subscale scores (Maslach, Jackson, & Leiter, 1996). The subscale scores are an indication of one's burnout level, and can be classified as low, moderate, or high based on predetermined scoring cutoffs (See Table 3 Note). For groups, such as part-time faculty, each burnout subscale score is expressed as a mean, and the same predetermined cutoffs are used as for individual subscale scores. The combination of the three subscale scores yield a burnout level of low, moderate, or high. For instance, if one has high emotional exhaustion, high depersonalization, and low personal accomplishment (high reduced personal accomplishment), one is said to be experiencing a high level of burnout (Maslach, Jackson, & Leiter, 2006).

Means and standard deviations were computed in order to answer RQ2. Part-time faculty experienced a moderate level of burnout. A moderate burnout level was based on part-time faculty experiencing low emotional exhaustion (M_{EE} = 9.68, *SD* = 9.56), moderate depersonalization (M_{DP} = 3.00, *SD* = 3.67), and moderate reduced personal

accomplishment (M_{RPA} = 39.07, *SD* = 7.01). Low emotional exhaustion means that respondents felt emotionally drained a few times a year or less. Moderate depersonalization means respondents experienced negative, callous feelings a few times a month, in reference to students and students' problems. Moderate reduced personal accomplishment means respondents felt competent a few times a month, in their work as part-time faculty members.

Table 3

Maslach's Burnout Subscale Scores for Part-Time Faculty

Variable	*M*	*SD*	Level
Emotional Exhaustion (EE)	9.68	9.56	Low
Depersonalization (DP)	3.00	3.67	Moderate
Reduced Personal Accomplishment (RPA)	39.07	7.01	Moderate

Note. The predetermined cutoff scores for postsecondary faculty are:
Low EE is mean ≤ 13, moderate EE is mean 14-23, high EE is ≥ 24,
Low DP is mean ≤ 2, moderate DP is mean 3-8, high DP is mean ≥ 9,
Low RPA (i.e. high personal accomplishment) is mean ≥ 43, moderate RPA is mean 42-36, high RPA is mean ≤ 35 (Maslach, Jackson, & Leiter, 1996).

In addition to the level of burnout for part-time faculty as a whole, the burnout level by part-time faculty type was also determined (See Table 4). Based on the predetermined cutoff scores for postsecondary faculty, moonlighters experienced low burnout, as determined by low emotional exhaustion, low depersonalization, and low reduced personal accomplishment (i.e. personal accomplishment (PA)). A low level on all of the burnout components means that respondents felt emotionally drained a few times a year

or less (i.e. Low EE), experienced negative, callous feelings towards students and students' problems a few times a year or less (i.e. Low DP), and felt competent in their work as a part-time faculty member once a week or more (i.e. Low RPA/high PA). Freeway flyers however, experienced moderate burnout, as determined by moderate EE, moderate DP, and moderate RPA. Moderate scores on all of the burnout components means that respondents felt emotionally drained a few times a month, experienced negative, callous feelings towards students and students' problems a few times a month, and felt competent a few times a month, in their work as part-time faculty members. Like the moonlighters, the part-time faculty classified as auxiliary, also experienced low burnout; as determined by low EE, low DP, and moderate RPA. A low level on all of the burnout components means that respondents felt emotionally drained a few times a year or less (i.e. Low EE), experienced negative, callous feelings towards students and students' problems a few times a year or less (i.e. Low DP), and felt competent in their work as a part-time faculty member once a week or more (i.e. Low RPA/high PA). Thus, moonlighters and auxiliary part-time faculty experienced a low level of burnout, while freeway flyers experienced a moderate level of burnout.

Table 4

Burnout Subscale Scores by Part-Time Faculty Type

Part-Time Faculty Type	n	EE *M(SD)*	DP *M(SD)*	RPA *M(SD)*
Moonlighters	34	7.56 (*6.57*)	2.59 (*3.06*)	38.35 (*6.49*)
Freeway Flyers	17	17.76 (*11.48*)	4.71 (*3.67*)	37.47 (*8.49*)
Auxiliary	62	8.63 (9.*39*)	2.76 (*3.90*)	39.90 (*6.85*)

Note. The predetermined cutoff scores for postsecondary faculty are:
Low EE is mean ≤ 13, moderate EE is mean 14-23, high EE is ≥ 24,
Low DP is mean ≤ 2, moderate DP is mean 3-8, high DP is mean ≥ 9,
Low RPA (i.e. high personal accomplishment) is mean ≥ 43, moderate RPA is mean 42-36, high RPA is mean ≤ 35 (Maslach, Jackson, & Leiter, 1996).

Research Question Three Results

Research Question Three (RQ3) states: "What is the difference in the level of Maslach's burnout among moonlighters, freeway flyers, and auxiliary part-time faculty?" To answer RQ3, a Multivariate Analysis of Variance (MANOVA) was conducted to determine the mean differences in Maslach's burnout level as expressed by burnout subscale scores (emotional exhaustion, depersonalization, reduced personal accomplishment), between types of part-time faculty (moonlighters, freeway flyers, and auxiliary).

Results of the MANOVA revealed statistically significant differences in emotional exhaustion among the three types of part-time faculty, $F(2, 110) = 8.22$, $p < .001$. For depersonalization, $F(2, 110) = 2.23$, $p = .113$; and for reduced personal accomplishment, $F(2, 110) = 1.06$, $p = .351$ (See Table 5); however these results were not statistically

significant. Since the significance levels for depersonalization and reduced personal accomplishment were less than $p = .05$, there was not a statistically significant difference among the three types of part-time faculty for depersonalization and reduced personal accomplishment. Additionally, the R square (r^2) for emotional exhaustion was $r^2 = .13$. R square is the amount of variance of the dependent variable associated with each independent variable (Green & Salkind, 2005). Accordingly, 13% of the variance in the level of emotional exhaustion was due to part-time faculty type.

Table 5

MANOVA for Differences in Burnout Levels Among Part-Time Faculty

Variable	*SS*	*df*	*MS*	*F*	*Significance*	r^2
Part-Time Faculty Type						
EE	1,332.62	2	666.31	8.22	.000***	.130
DP	58.86	2	29.43	2.23	.113	.039
RPA	104.01	2	52.01	1.06	.351	.019
Error						
EE	8,911.91	110	81.02			
DP	1,453.14	110	13.21			
RPA	5,405.42	110	49.10			
Total						
EE	20,836.00	113				
DP	2,529.00	113				
RPA	178,007.00	113				

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$ ***.

Since the results of the MANOVA for emotional exhaustion were statistically significant, Bonferroni post hoc analyses were conducted. Per the Bonferroni Method, each comparison was tested using a significance level of $p = .017$ or .05/3 (3 is the number of dependent variables) to control for Type I error. A Type I error is the probability of rejecting the null (no differences will be found) when you should not (Gall, Gall, & Borg, 2007, pp. 138-139). Comparisons were statistically significant for freeway flyers vs. moonlighters, and freeway flyers vs. auxiliary, both at $p = .001$ (See Table 6). Additionally, a confidence interval (CI) of 98.3% indicates that the population from which this sample of respondents was gathered, would show the same statistically significant difference. The CI is an indication of the level of certainty that the population mean with fall within a certain range (Gall, Gall, & Borg, 2007, p. 147).

Table 6

RQ3. Bonferroni Post Hoc Comparisons for Differences in Emotional Exhaustion for Part-Time Faculty

Variables	Mean Difference	Std. Error	Significance	98.3% CI LB	98.3% CI UB
Freeway Flyers vs. Moonlighters	10.21	2.67	.001***	3.59	16.60
Freeway Flyers vs. Auxiliary	9.14	2.46	.001***	3.38	15.33
Moonlighters vs. Auxiliary	-1.07	1.92	1.00	-5.45	3.96

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$ ***. LB = Lower bound. UB = Upper bound.

However, there was not a statistically significant difference in the level of emotional exhaustion between moonlighters and auxiliary. Thus for RQ3, there was a statistically significant difference in the level of emotional exhaustion when comparing types of part-time faculty. Based on the result of the post hoc analysis one may conclude that the significance (p = .001) found in emotional exhaustion is due to the freeway flyers, indicating that this group experiences a higher level of emotional exhaustion than moonlighters and auxiliary part-time faculty.

Research Question Four Results

Research Question Four (RQ4) states: "What is the difference in the level of Maslach's burnout (EE, DP, RPA) among moonlighters, freeway flyers, and auxiliary part-time faculty by gender?" A MANOVA was conducted to determine the mean differences between part-time faculty (moonlighters, freeway flyers, and auxiliary) and gender (males vs. females) on Maslach's burnout subscales (EE, DP, and RPA). As indicated in Table 7, a statistically significant main effect was found for emotional exhaustion among the three types of part-time faculty, $F(2, 105) = 9.008$, $p < .001$. A main effect is the mean difference caused by each independent variable (Mertler & Vannatta, 2005). The main effect for emotional exhaustion among males and females (i.e. based on gender) was not statistically significant, $F(1, 105) = .369$, $p = .545$. The interaction between part-time faculty and gender, for emotional exhaustion, also was not statistically significant, $F(2, 105) = 1.735$, $p = .181$. The R squared for this MANOVA was $r^2 = .163$, which means that 16.3% of the variance in emotional exhaustion was due to part-time faculty type, gender, and the interaction between part-time faculty type and gender.

Additionally, none of the MANOVA results for depersonalization and reduced personal accomplishment were statistically significant. The main effect for depersonalization by part-time faculty type was, $F(2, 105) = 2.015$, $p = .138$. The main effect for depersonalization by gender was, $F(1, 105) = .037$, $p = .848$. The interaction between gender and part-time faculty type, for depersonalization was, $F(2, 105) = .241$, $p = .786$. The main effect for reduced personal accomplishment by part-time faculty type was, $F(2, 105) = 2.015$, $p = .138$. The main effect for reduced personal accomplishment by gender was, $F(1, 105) = .037$, $p = .848$. The interaction between gender and part-time faculty type, for reduced personal accomplishment was, $F(2, 105) = .241$, $p = .768$. The R squared for this MANOVA was $r^2 = .046$, which means that less than 5% of the variance in depersonalization was due to part-time faculty type, gender, and the interaction between part-time faculty type and gender. The R squared for this MANOVA was $r^2 = .028$, which means that less than 3% of the variance in reduced personal accomplishment was due to part-time faculty type, gender, and the interaction between part-time faculty type and gender.

No post hoc analyses were conducted since none of the results were statistically significant for depersonalization and reduced personal accomplishment. Additionally, since the main effect for gender was not statistically significant and the interaction for gender and part-time faculty type, were not statistically significant for any of the burnout subscales (EE, DP, RPA), gender alone is not a statistically significant predictor of level of burnout for part-time faculty at a four-year postsecondary institution. When gender is paired with part-time faculty type, gender is also not a statistically significant predictor of level of burnout for part-time faculty at Midwestern.

Table 7

MANOVA for Burnout Levels by Part-Time Faculty Type and Gender

Variable	*SS*	*df*	*MS*	*F*	*Significance*	r^2
Emotional Exhaustion						
Part-Time Faculty Type	1,444.15	2	722.08	9.01	.000***	.146
Gender	29.61	1	29.61	0.37	.545	.004
Type PTF X Gender	278.14	2	139.07	1.74	.181	.032
Error	8,416.93	105	80.16			
Depersonalization						
Part-Time Faculty Type	53.68	2	26.84	2.02	.138	.037
Gender	.49	1	.49	0.04	.848	.000
Type PTF X Gender	6.42	2	3.21	0.24	.786	.005
Error	1,398.87	105	13.23			
Reduced Personal Accomplishment						
Part-Time Faculty Type	55.44	2	27.72	0.54	.582	.010
Gender	3.98	1	3.98	0.08	.781	.001
Type PTF X Gender	39.82	2	19.91	0.39	.678	.007
Error	5,355.44	105	51.00			

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$ ***.

The results of the MANOVA for emotional exhaustion among part-time faculty type were statistically significant, thus Bonferroni post hoc analyses were conducted. Bonferonni comparisons were tested using a significance level of .006 or .017/3 (the number of comparisons). As indicated in Table 8, Bonferroni comparisons were statistically significant for freeway flyers vs. moonlighters, and freeway flyers vs. auxiliary ($p = .001$ for both comparisons). This may lead one to conclude that freeway

flyers had significantly higher emotional exhaustion than moonlighters and auxiliary part-time faculty. Additionally, a CI of 95% indicates that the population from which this sample of respondents was gathered, would show the same statistically significant difference. Comparisons were not significant for moonlighters vs. auxiliary part-time faculty.

Table 8

RQ4. Bonferroni Post Hoc Comparisons for Differences in Emotional Exhaustion for Part-Time Faculty

Variable	Mean Difference	Std. Error	Significance	95% CI LB	95% CI UB
Freeway Flyers vs. Moonlighters	10.10	2.67	.001***	3.59	16.60
Freeway Flyers vs. Auxiliary	9.35	2.46	.001***	3.38	15.33
Moonlighters vs. Auxiliary	-0.74	1.94	1.00	-5.45	3.96

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$***. LB = Lower bound. UB = Upper bound.

Research Question Five Results

Research Question five (RQ5): "What is the difference in the level of Maslach's burnout (EE, DP, and RPA) among moonlighters, freeway flyers, and auxiliary part-time faculty by age?" A MANOVA was conducted to determine the mean differences between types of part-time faculty (moonlighters, freeway flyers, and auxiliary), and age (20-39, 40-54, & 55+) of part-time faculty, on Maslach's burnout subscales (emotional exhaustion, depersonalization, and reduced personal accomplishment). There was a

statistically significant main effect on emotional exhaustion for part-time faculty type, $F(2, 103) = 6.796$, $p < .01$; and age, $F(2, 105) = 5.002$, $p < .01$ (See Table 9). These statistically significant main effects reveled that separately, part-time faculty type and age significantly affect emotional exhaustion. However, the interaction between type of part-time faculty and age, was not statistically significant for emotional exhaustion, $F(4, 103) = 0.70$, $p = .591$. Thus, when combined age and part-time faculty type do not have a statistically significantly affect on level of emotional exhaustion.

While some of the results of the MANOVA for emotional exhaustion were statistically significant, *none* of the results for depersonalization and reduced personal accomplishment were significant (See Table 9). The result of the main effect for type of part-time faculty on depersonalization was, $F(2, 103) = 2.262$, $p = .109$; the main effect for age on depersonalization was, $F(2, 103) = 2.312$, $p = .104$; and the result of the interaction between part-time faculty type and age, on depersonalization was, $F(4, 103) = 1.414$, $p = .234$. The result of the main effect for type of part-time faculty on reduced personal accomplishment was, $F(2, 103) = 1.428$, $p = .244$; the main effect for age on reduced personal accomplishment was, $F(2, 103) = .412$, $p = .664$; and the result of the interaction between part-time faculty type and age, on reduced personal accomplishment was, $F(4, 103) = .704$, $p = .591$. Since none of the results were significant for depersonalization and reduced personal accomplishment, no post hoc analyses were conducted. The R squared was .241, which means that 24% of the variance in emotional exhaustion was due to age, part-time faculty type, and the interaction between age and part-time faculty type.

Table 9

MANOVA for Burnout Levels by Part-Time Faculty Type and Age

Variable	*SS*	*df*	*MS*	*F*	*Significance*	r^2
Emotional Exhaustion						
Part-Time Faculty Type	1,011.08	2	505.54	6.80	.002**	.117
Age	744.21	2	372.11	5.00	.008**	.089
Type PTF X Age	309.98	4	77.49	1.04	.389	.039
Error	7,661.63	103	74.39			
Depersonalization						
Part-Time Faculty Type	55.47	2	27.73	2.26	.109	.042
Age	56.71	2	28.34	2.31	.104	.043
Type PTF X Age	69.37	4	17.34	1.41	.234	.052
Error	1,262.92	103	12.26			
Reduced Personal Accomplishment						
Part-Time Faculty Type	144.50	2	72.25	1.43	.244	.027
Age	41.66	2	20.83	0.41	.664	.008
Type PTF X Age	142.38	4	35.59	0.70	.591	.027
Error	5,210.41	103	50.59			

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$***.

The results of the MANOVA for emotional exhaustion among part-time faculty type were statistically significant, and the results for emotional exhaustion by age, was also statistically significant, thus Bonferroni post hoc analyses were conducted. Using the Bonferroni Method, each comparison was tested using a significance level of .006 or .017/3 (the number of comparisons). As indicated in Table 10, Bonferroni comparisons were statistically significant for freeway flyers vs. moonlighters ($p = .002$), and freeway

flyers vs. auxiliary (p = .008). Additionally, a confidence interval of 95% indicates that the population from which this sample of respondents was gathered, would show the same statistically significant difference. Comparisons were not significant for moonlighters vs. auxiliary part-time faculty.

Table 10

RQ5. Bonferroni Post Hoc Comparisons for Differences in Emotional Exhaustion Among Part-Time Faculty

Variable	Mean Difference	Std. Error	Significance	95% CI LB	95% CI UB
Freeway Flyers vs. Moonlighters	10.21	2.56	.000***	3.97	16.44
Freeway Flyers vs. Auxiliary	9.35	2.34	.000***	3.60	15.11
Moonlighters vs. Auxiliary	.85	1.85	1.000	-3.64	5.34

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$ ***. LB = Lower bound. UB = Upper bound.

Post hoc comparisons for age on level of emotional exhaustion revealed a statistically significant difference (See Table 11) between part-time faculty age 20-39 and part-time faculty age 55 and older (p = .001). The means difference between part-time faculty age 20-39 vs. 40-54, and 55+ vs. 40-54, were not statistically significant. Additionally, a confidence interval of 95% indicates that the population from which this sample of respondents was gathered, would show the same statistically significant difference. Based on the results of the Bonferroni post hoc comparison, one may conclude that part-time

faculty age 20-39 had significantly higher emotional exhaustion levels than 55+ year olds (p = .001).

Table 11

RQ5. Bonferroni Post Hoc Comparisons for Differences in Emotional Exhaustion by Age

Variable	Mean Difference	Std. Error	Significance	95% CI LB	95% CI UB
20-39 vs. 40-54	5.21	2.23	.064	-0.22	10.65
20-39 vs. 55+	7.33	2.02	.001***	2.41	12.25
40-54 vs. 55+	2.12	1.94	.833	-2.60	6.83

Note. $p < .05$*; $p \leq .01$**; $p \leq .001$ ***.

Open-Ended Questions

The following open-ended questions (OEQ) were asked in order to provide insight into the nature of part-time faculty working conditions and to help to explain the level of burnout experienced by part-time faculty and differences in burnout level for the three types of part-time faculty. The researcher analyzed the open-ended questions and identified trends based on responses to the different questions. Frequencies and percentages were also provide where appropriate (See Table 12).

Open-Ended Question One Results

Open-ended question one (OEQ1) states "Do you find part-time work satisfying? Why or why not?" A majority (85%) of the part-time faculty who responded to this

question answered "yes," 4.7% answered "maybe," and 10.3% answered "no" (See Table 12). When asked why, part-time faculty who answered "yes," listed the following reasons: (1) Enjoy teaching and/or enjoy teaching part-time. (2) Students - Enjoy educating, interacting with, and influencing students. (3) Other, including part-time work has more flexibility and does not require the responsibility or commitment of full-time work. While the majority of respondents indicated they were satisfied with teaching part-time, approximately 10% indicated they were not satisfied with teaching part-time because (1) Part-time faculty working conditions which include low pay, lack of benefits, not having an office, being disconnected from the university, being disconnected from their department/college, a lack of job security, teaching a large number of courses each semester, large class sizes, teaching at multiple institutions in a semester, lack of institutional support, being undervalued as a faculty member, parking, odd work hours, lack of control over course content, grading, poor relations with full-time faculty, boredom from teaching the same classes, limited student interactions outside of class, poor performance evaluations. (2) Other, such as being frustrated with teaching, and students who are unmotivated, unprepared, underprepared, have emotional issues, have behavioral issues, and don't view part-time faculty as "real" faculty. From these results one may conclude that most of the part-time faculty at Midwestern were satisfied with teaching part-time because they enjoyed teaching, enjoyed teaching part-time, and/or enjoyed educating students.

Open-Ended Question Two Results

Open-ended question one (OEQ2) states "What motivates you to work in a part-time faculty position?" Approximately 40% of respondents indicated they enjoyed teaching

and/or enjoyed teaching part-time; almost $^{1}/_{3}$ responded students- enjoy educating, interacting with, and influencing students; less than ¼ indicated that teaching part-time was a source of income; and approximately 10% indicated teaching part-time had more flexibility (See Table 12). Thus, one may conclude that part-time faculty at Midwestern taught part-time because they enjoyed teaching, enjoyed teaching part-time, and enjoyed educating students.

Open-Ended Question Three Results

Open-ended question three (OEQ3) states "Do you have any challenges in your role as a part-time faculty member?" As indicated in Table 12, over ¾ of respondents answered "yes." Respondents indicated that part-time faculty working conditions, students, and other issues such as personal problems, work-life family conflict, and working multiple jobs, where the most frequent challenges faced in teaching part-time. Of respondents, approximately $^{2}/_{3}$ indicated that the biggest challenge of being a part-time faculty member, was part-time faculty working conditions such as include low pay, lack of benefits, not having an office, being disconnected from the university, etc (See OEQ1).

Open-Ended Question Four Results

Open-ended question four (OEQ4) states "What are your biggest rewards in part-time work?" Approximately 75% of respondents indicated that educating, and interacting with students, was their biggest reward. Other responses included enjoyed teaching and/or enjoyed teaching part-time, and other such as teaching part-time provides a source of income, may be a stepping stone to teaching full-time, and allows for flexibility in one's

schedule (See Table 12). From these results one may conclude that educating and/or interacting with students is the biggest reward for part-time faculty at Midwestern.

Open-Ended Question Five Results

Open-ended question five (OEQ5) states "What are the most stressful parts of part-time work?" Approximately 75% of respondents indicated that the most stressful part of being a part-time faculty member, was part-time faculty working conditions (See Table 12) such as low pay, lack of benefits, not having an office, being disconnected from the university, being disconnected from their department/college, a lack of job security, teaching a large number of courses each semester, large class sizes, teaching at multiple institutions in a semester, lack of institutional support, being undervalued as a faculty member, parking, odd work hours, lack of control over course content, grading, poor relations with full-time faculty, boredom from teaching the same classes, limited student interactions outside of class, poor performance evaluations, etc. Unprepared, underprepared, emotionally unstable, and unmotivated students also were a stressor for almost 21% of respondents, followed by other things such as work-life family conflict, age related issues, and childcare. Based on these results one may conclude that the conditions associated with working as a part-time faculty member were the most stressful part of working as a part-time faculty member, and thus may offer an explanation for the burnout level of part-time faculty at Midwestern.

Open-Ended Question Six Results

Open-ended question six (OEQ6) "If offered a full-time faculty position would you take it? Why or why not?" Of the 113 respondents, 109 answered this question, and

40.4% indicated they would take a full-time teaching job, 45% indicated they would not take a full-time teaching job, and 14.7% indicated they might take a full-time teaching job if offered one. When asked why or why not, 40.8% responded "Yes, prefer to teach full-time". However, 39.4% responded " No, prefer to teach part-time because of flexibility; working full-time already or retired; and 19.7% responded " Maybe, want full-time work, but don't want to get a doctorate or do research or committee work, or want the time commitment of full-time faculty work" (See Table 12). From these results one may conclude that part-time faculty at Midwestern are divided between wanting to teach full-time and not wanting to teach full-time.

Open-Ended Question Seven Results

Open-ended question seven (OEQ7) "If offered a full-time non-teaching position would you take it? Why or why not?" As indicated in Table 12, almost 2/3 (62.9%) of the respondents answered "no," followed by "maybe" (23.8%) and 13.33% responded "yes." When asked why or why not, Approximately 40% responded "No, enjoy teaching," over 1/3 responded "No, already employed full-time in non-teaching job, or retired," and over 1/4 responded "Yes, for job security, pay, benefits, and real world application". From this one may conclude that almost half of the respondents did not want to work a full-time non-teaching job because they either enjoyed teaching or preferred teaching part-time.

Table 12

Part-Time Faculty Open-Ended Responses

Variable	Number	Percent
OEQ1: Satisfying		
Yes	91	85.0
No	11	10.3
Maybe	5	4.7
Total	107	
OEQ1: Why Satisfying		
Enjoy Teaching	44	47.3
Students	42	45.2
Other	7	7.5
Total	93	
OEQ1: Why Not Satisfying		
Part-Time Faculty Conditions	9	69.2
Other	4	30.8
Total	13	
OEQ2: Motivates		
Enjoy Teaching	51	36.2
Students	43	30.5
Source of Income	33	23.4
Flexibility	14	9.9
Total	141	
OEQ3: Face Challenges		
Yes	78	77.2
No	23	22.8
Total	101	

Note. Question responses may not add up to 100 because some respondents indicated multiple responses. Percentages may not add up to 100% due to rounding.

Table 12 continued

Part-Time Faculty Open-Ended Responses

Variable	Number	Percent
OEQ3: Challenges		
Part-Time Faculty Conditions	52	64.2
Students	18	22.2
Other	11	13.6
Total	81	
OEQ4: Rewards		
Students	89	76.1
Enjoy	19	16.2
Other	9	7.7
Total	117	
OEQ5: Stress		
Part-Time Faculty Conditions	75	74.3
Students	21	20.8
Other	5	5.0
Total	101	
OEQ6: Want Full-Time Teaching Job		
Yes	44	40.4
No	49	45.0
Maybe	16	14.7
Total	109	
OEQ6: Why/Why Not Full-Time Teaching Job		
Prefer Teaching Full-Time	29	40.8
Prefer PT/Already Empl/ Retired	28	39.4
Commitment of Full-Time Teach	14	19.7
Total	71	

Note. Question responses may not add up to 100 because some respondents indicated multiple responses. Percentages may not add up to 100% due to rounding.

Table 12 continued

Part-Time Faculty Open-Ended Responses

Variable	Number	Percent
OEQ7: Want Full-Time Non-Teaching Job		
Yes	14	13.3
No	66	62.9
Maybe	25	23.8
Total	105	
OEQ7: Why/Why Not Full-Time Non-Teaching Job		
Job Security	15	26.3
Prefer Teaching Full-Time	20	35.1
Prefer PT/Already Empl/Retired	22	38.6
Total	57	

Note. Question responses may not add up to 100 because some respondents indicated multiple responses. Percentages may not add up to 100% due to rounding.

Open-Ended Questions by Part-Time Faculty Type (PTFT)

When the results of the open-ended questions were broken down by part-time faculty type, some of the numbers were quite small (less than 10). Thus results by part-time faculty type will only include percentages instead of raw numbers.

Open-Ended Question One Results by PTFT

Open-ended question one (OEQ1) states "Do you find part-time work satisfying? Why or why not?" For this question, of those who responded less freeway flyers indicated they were satisfied with part-time faculty work. Over 60% of freeway flyers

indicated they were satisfied with part-time faculty work, compared to approximately 91% of moonlighters and 88% of auxiliary part-time faculty. Even though less freeway flyers indicated they were satisfied than moonlighters and auxiliary, 75% of freeway flyers indicated they "enjoyed teaching and/or enjoyed teaching part-time" compared to approximately 52% of moonlighters and approximately 41% of auxiliary. In conjunction with being less satisfied with part-time faculty , disproportionally more freeway flyers were not satisfied with part-time faculty work. Almost 1/3 of freeway flyers were not satisfied with part-time faculty work compared to 3.1% of moonlighters and 8.5% of auxiliary part-time faculty. The reasons for the dissatisfaction were the same for all three groups: (1) Part-time faculty working conditions (2) Other, such as being frustrated with teaching and students. From these results one may conclude that freeway flyers enjoy part-time faculty work, even though they are less satisfied with part-time faculty work.

Open-Ended Question Two Results by PTFT

Open-ended question two (OEQ2) states "What motivates you to work in a part-time faculty position?" Results were comparable for moonlighters, freeway flyers and auxiliary part-time faculty. All respondents, regardless of part-time faculty type, indicated they were motivated to work in a part-time faculty position because (1) they enjoyed teaching and/or enjoyed teaching part-time (2) students- enjoy educating, interacting with, and influencing students (3) teaching part-time was a source of income (4) teaching part-time had more flexibility. From these results one may conclude that the part-time faculty in this study are motivated to teach part-time because they enjoy teaching, and educating students.

Open-Ended Question Three Results by PTFT

Open-ended question three (OEQ3) states "Do you have any challenges in your role as a part-time faculty member?" All freeway flyers who responded indicated they faced challenges in their role as a part-time faculty member, compared to 77.4% of moonlighters and 71.4% of auxiliary part-time faculty. From these results one may conclude that freeway flyers face more challenges than other part-time faculty.

Open-Ended Question Four Results by PTFT

Open-ended question four (OEQ4) states "What are your biggest rewards in part-time work?" Less than 60% of freeway flyers who responded to this question indicated that students were their biggest reward, compared to almost 90% of moonlighters and approximately 74% of auxiliary part-time faculty who responded. From these results one may conclude that while freeway flyers feel rewarded by working as a part-time faculty member, they are motivated differently than moonlighters and auxiliary part-time faculty.

Open-Ended Question Five Results by PTFT

Open-ended question five (OEQ5) states "What are the most stressful parts of part-time work?" Overall, respondents indicated the most stressful parts of part-time work were (1) part-time faculty working conditions (2) Unprepared, underprepared, emotionally unstable, and unmotivated students (3) other things such as work-life family conflict, age related issues, and childcare. When examined by part-time faculty type, how respondents ranked the most stressful parts of part-time work was different. Moonlighters ranked students first, part-time faculty working conditions second, and other as third. Freeway flyers ranked part-time faculty working conditions first, other as second, and

students as third. Auxiliary ranked part-time faculty working conditions first, students second, and other third. Since the part-time faculty who responded differed based on part-time faculty type, one may conclude that what causes stress in part-time faculty work, is different based on part-time faculty type.

Open-Ended Question Six Results by PTFT

Open-ended question six (OEQ6) "If offered a full-time faculty position would you take it? Why or why not?" A majority (93.8%) of the freeway flyers who responded to this question indicated that they would take a full-time faculty position if offered one, compared to less than 1/4 of moonlighters and almost 40% of auxiliary part-time faculty. Thus, one may conclude that the freeway flyers in this study would prefer to teach full-time instead of part-time, but moonlighters and auxiliary faculty prefer to teach part-time.

Open-Ended Question Seven Results by PTFT

Open-ended question seven (OEQ7) "If offered a full-time non-teaching position would you take it? Why or why not?" The freeway flyers who responded to this question were split just about evenly answering "yes," "no,", and maybe. However, most moonlighters and auxiliary who responded, consistently answered "no" or "maybe." This would lead you to conclude that most freeway flyers want to be employed full-time, but would prefer to be employed as a full-time faculty member. However, most moonlighters and auxiliary in this study do not want full-time work, either teaching or non-teaching.

Summary

In this study the researcher examined burnout in part-time faculty at a four-year postsecondary institution. By computing means and standard deviations the researcher found that part-time faculty experienced a moderate level of burnout, however when level of burnout was examined by part-time faculty type there was a difference among the types of part-time faculty. Moonlighters and auxiliary part-time faculty experienced a low level of burnout, while freeway flyers experienced a moderate level of burnout. MANOVA and Bonferroni post hoc analyses revealed that emotional exhaustion was the only component of burnout which was statistically significantly related to the independent variables in the study. Specifically, freeway flyers (p = .001 for both comparisons) experienced statistically significantly more emotional exhaustion than moonlighters and auxiliary. In reference to demographic variables thought to be related to level of burnout, age was statistically significantly related to emotional exhaustion, such that part-time faculty age 20-39 experienced a higher level of emotional exhaustion than part-time faculty age 55 and older. However, gender was not statistically related to emotional exhaustion or any of the other burnout components. Based on these results one may conclude that part-time faculty as a whole, experience a low level of burnout, and the level of burnout is affected by part-time faculty type and age. In the chapter that follows the researcher will discuss and interpret the results of this study.

CHAPTER 5

DISCUSSION

Since the 1970s, the number of part-time faculty has increased in higher education and as such they have become essential to the functioning of higher education (Strom-Gottfried & Dunlap, 2004). Despite this importance and the increasing number of part-time faculty in higher education, the study of burnout in part-time faculty at four-year postsecondary institutions is a topic with little exposure. In this study the researcher examined burnout in part-time faculty at a four-year postsecondary institution. In this chapter the researcher will provide the problem and purpose statements, discuss and interpret the results of the study (from Chapter Four), indicate limitations of the study, provide recommendations, and end with general conclusions which may be reached from this study.

Problem Statement and Purpose of the Study

Postsecondary faculty have very stressful jobs and are highly susceptible to burnout due to their high interaction with people, such as students, other faculty, staff, and administrators (Blix, Cruise, Mitchell, & Blix, 1994); the multitude of roles they play in the university setting (Gmelch, Lovrich, & Wilke, 1984); and their responsibility for the student learning environment (Guglielmi & Tatrow, 1998). When postsecondary faculty, such as part-time faculty, experience burnout the faculty member, postsecondary institution, and student learning environment, are negatively affected. Even though the study of burnout in part-time faculty has important implications for higher education, previous research on burnout in postsecondary faculty is inconsistent and limited (See Chapter Two). Furthermore, the research on burnout in part-time faculty at four-year

postsecondary institutions is usually included with research on burnout in full-time faculty at four-year postsecondary institutions. In fact, to date, the author has not located a published study which focuses exclusively on burnout in part-time faculty at four-year postsecondary institutions.

Since previous research on burnout in part-time faculty is limited and inconsistent, the purpose of this exploratory quasi-experimental study was to examine burnout in part-time faculty at a four-year postsecondary institution. As part of this examination the researcher determined burnout levels and examined how the demographic variables gender and age, contributed to the burnout levels in part-time faculty at a four-year postsecondary institution.

Discussion and Interpretation of Results

Demographics Discussion and Interpretation

Participants in this exploratory quasi-experimental study were part-time faculty from a four-year postsecondary institution in the Midwest (referred to here-on as Midwestern). Participants completed an on-line survey which consisted of the Maslach Burnout Inventory Educators Survey (See Appendix B), demographic questions (See Appendix A), and seven open-ended questions (See Appendix G). Of the 420 part-time faculty invited to participate in this study, 113 provided useable surveys. As a result the response rate for this study was approximately 27%. Since the response rate was so small, this study's findings are limited to the part-time faculty at Midwestern who responded to this study. Thus, the discussion and interpretations are in reference to this study's

respondents, instead of Midwestern's part-time faculty and/or all part-time faculty at four-year postsecondary institutions.

As shown in Table 1, a majority of the faculty in this study were non-minority which is consistent with previous researchers (See Antony & Valadez, 2002; NEA Higher Education Staff, 2007) who stated that the number of minorities teaching in higher education is increasing, but still remains less than 25%. Based on those who responded to this study, one may conclude that the majority of the respondents in this study were non-minority faculty. In this study approximately half of the respondents were age 55 and older, and approximately ¼ were under age 40. This is consistent with previous research (See NEA Higher Education Staff, 2007) which revealed that part-time faculty are likely to be under age 35 or age 65 and older. Since over half of the respondents were age 55 and older, it appears that the respondents in this study may have been ready for retirement or retired.

More than half (61.1%) of the respondents in this study were females, which is consistent with previous research (See Hamilton, 2005) which indicates that women are more likely to be employed as part-time faculty than men (Danowitz Sagaria & Agans, 2007; NEA Higher Education Staff, 2007). However, it is inconsistent with Antony and Valadez (2002) who found that more part-time faculty were more likely to be males (52.6%). Being that over half of the respondents were female, one may conclude that more women responded to this study than men. Two-thirds of the respondents in this study worked for the College of Education, or the College of Arts & Sciences, or the College of Fine Arts & Communication. Data from the National Center for Education Statistics show that women are more apt to work in education, health sciences,

agriculture/home economics, social sciences, fine arts, and humanities (Danowitz Sagaria & Agans, 2007). The findings of this study are consistent with previous research especially since 61.1% of the respondents in this study were women. Thus one may conclude that the respondents in this study were more likely to work in the College of Education, the College of Arts & Science, and the College of Fine Arts & Communication. This in turn appears to have contributed to the higher number of women who responded to this study.

A Master's degree was the highest level of education for almost 2/3 of the respondents in this study, and a doctorate was the highest degree for approximately 25% of the respondents in this study. A Master's degree is typically the minimum degree required to teach in higher education, thus this finding is consistent with industry practice and previous research which revealed that part-time faculty usually have a Master's degree (NEA Higher Education Staff, 2007). From the findings of this study one may conclude that the respondents in this study had a Master's degree or higher. In addition to their education level, respondents in this study had at least 10 years of experience, or less than five years of experience. Participants in a recent national study on part-time faculty showed similar experience, in that 40% had over 10 years of experience, and 25% had five years or less of teaching experience. Based on years of teaching experience one may conclude that the respondents in this study were more apt to be in the beginning or end of their teaching career.

In addition to teaching at Midwestern, the part-time faculty who responded in this study worked other jobs (both teaching and non-teaching). Approximately 70% worked one or more jobs in addition to teaching at Midwestern (i.e. they worked two jobs or

more). This is consistent with a recent national study on part-time faculty which revealed that 66% of part-time faculty worked one or more jobs in addition to teaching (American Federation of Teachers [AFT], 2010). Since 70% of the part-time faculty in this study worked more than one job, it is possible that the burnout level of the part-time faculty in this study may have been affected by the number of jobs they had, regardless if it was a teaching or non-teaching job.

A final demographic of note in Table 1 was the type of part-time faculty (moonlighters, freeway flyers, and auxiliary) who responded to this study. In this study moonlighters referred to those who obtained most of their income from non-teaching, but taught a class or more at one postsecondary institution; whereas freeway flyers were those whose primary source of income was teaching, and taught two or more courses at two or more colleges or universities in order to maintain a decent living wage. Since there are some faculty who may not fit into either the moonlighter or freeway flyer categories, such as part-time faculty who obtain most of their income from a combination of teaching and non-teaching, and also teach at two universities or more; or part-time faculty who obtain most of their income from teaching but only teach at one university; or retirees who teach part-time, a third category of part-time faculty was used. In this study this third category of part-time faculty was referred to as "auxiliary."

Approximately 30% of the respondents in this study were classified as moonlighters, 15% as freeway flyers, and 60% as auxiliary. This result supports the existence of a third type of part-time faculty on which little previous research has focused. With the exception of researchers such as Berret (2011), previous researchers (See Curtis & Jacobe, 2006; Hamilton, 2005; Louziotis, 2000) usually acknowledge the

existence of two main types: moonlighters and freeway flyers. From the respondents of this study one may conclude that at least three types of part-time faculty are necessary for categorizing the part-time faculty who responded to this study. The reason over half of the respondents in this study could be classified as auxiliary is unclear. However it could be due to the broad definition of auxiliary faculty, and the strict definitions of freeway flyers and moonlighters used in this study. It is also possible that even if the definitions for freeway flyers and moonlighters were more relaxed, that more of the part-time faculty in this study may still have been classified as auxiliary. Since more auxiliary part-time faculty than moonlighters and freeway flyers responded in this study, more research needs to be conducted which looks at auxiliary part-time faculty and how they are affected by phenomena such as burnout.

When compared to previous research, it is apparent that overall the part-time faculty who responded to this study were consistent in demographic characteristics such as ethnicity, age, education level, etc, to the part-time faculty who have responded in other studies. Thus, one may conclude that while the sample in this study was small, it appears that the respondents in this study are similar to other part-time faculty who responded in previous studies.

Research Question One Discussion and Interpretation

Research Question One (RQ1) states: "What is the instructional workload (i.e. number of postsecondary institutions teaching at, number of courses taught, and number of credit hours taught per semester) of part-time faculty at a four-year postsecondary institution?" In the current study, approximately 24% of part-time faculty worked for two

or more postsecondary institutions. This low number of postsecondary institutions is consistent with previous research (See NEA Higher Education Staff, 2007) which indicated that only 12% of part-time faculty worked for more than one postsecondary institution. This is surprising to the researcher because research on part-time faculty would lead one to believe that part-time faculty who teach at multiple institutions, such as freeway flyers, are the majority of part-time faculty. Since almost ¼ of the part-time faculty who responded to this study, worked at two or more postsecondary institutions, more research needs to be conducted on part-time faculty instructional workload and this research should include the number of postsecondary institutions when determining part-time faculty instructional workload.

In addition to the number of postsecondary institutions, as indicated in Table 2, roughly 55% of the part-time faculty who responded in this study, taught two or more courses; and approximately 80% taught less than 12 credit hours in the semester in which the study was conducted. Despite the number of postsecondary institutions, most of the part-time faculty in this study could be classified as teaching part-time even when combining all of the hours taught at multiple institutions. From the findings of this study one may conclude that the part-time faculty who responded to this study generally taught part-time, even when the courses they taught at other postsecondary institutions were tallied. One may also conclude that since only ¼ of the respondents in this study taught at more than one postsecondary institution, that respondents were less likely to be freeway flyers (i.e. those whose primary source of income is teaching and teach two or more courses at two or more postsecondary institutions).

Research Question Two Discussion and Interpretation

Research Question Two (RQ 2): "What is the level of Maslach's burnout among part-time faculty at a four-year postsecondary institution?" Part-time faculty (moonlighters, freeway flyers, auxiliary) who responded to this study experienced a moderate level of burnout. A moderate overall burnout level is an indication that the part-time faculty who responded in this study experienced burnout, a few times a month. This was not surprising because it was consistent with previous researchers such as Klausner and Green (1984) who examined burnout among university dental faculty and found part-time faculty experienced moderate burnout levels; and Jackson and colleagues (1993) who examined burnout in university pharmacy faculty and found moderate overall burnout levels in part-time faculty, but differences in the level of burnout based on the type of part-time faculty (lecturer, assistant instructor, and instructor). This information was however inconsistent with previous researchers such as Brown (2009) who found that part-time faculty experienced a low level of burnout. If part-time faculty experience burnout a few times a month, and there are five months in a semester (fall and spring) there is an stronger likelihood of the student learning environment and thus students being negatively affected. Thus, reasons for a moderate burnout level need to be explored.

As indicated by respondents' answers to the open-ended questions in this study, a moderate burnout level may be due to the challenges faced (OEQ3) by respondents. As indicated in Table 12, approximately 80% of the part-time faculty who responded indicated they faced challenges such as part-time faculty working conditions and students. Challenging part-time faculty working conditions included low pay, a lack

benefits, not having an office space, a lack of job security, teaching a large number of courses each semester, a lack of institutional support, being undervalued, grading, odd work hours, and limited student interaction outside of class. However, 85% of part-time faculty who responded to this study also indicated that they found part-time work satisfying (OEQ1). The top two reasons for this satisfaction included enjoyed teaching/teaching part-time, and students. The same top two reasons were indicated by respondents when asked the biggest rewards in part-time faculty work (OEQ4). Students were the commonality in the answers for all of these questions, and students are an essential part of the education process. It is possible that the moderate burnout level experienced is due more to the working conditions of the respondents experienced at Midwestern, and this burnout level is not a high level of burnout because of the satisfaction experienced by educating and influencing students.

When burnout was examined by part-time faculty type, moonlighters experienced a low level of burnout, freeway flyers experienced a moderate level of burnout, and auxiliary part-time faculty experienced a low level of burnout. The low level of burnout experienced by moonlighters and auxiliary part-time faculty is consistent with Brown (2009) who also found that part-time faculty experienced a low level of burnout. The low level of burnout experienced by moonlighters and auxiliary, who made up majority (85%) of the part-time faculty in this study, may be explained by the satisfaction experienced by respondents as a result of teaching part-time. In this study, 85% of the part-time faculty who responded indicated that working as a part-time faculty member was satisfying. Thus, the satisfaction of teaching part-time (i.e. personal accomplishment) may serve as a buffer against burnout in moonlighters and auxiliary part-time faculty.

The moderate overall burnout level for part-time faculty in this study is consistent with the moderate level of burnout experienced by freeway flyers and the moderate level of burnout experienced by lecturers in a study by Azeem and Nazir (2008). The moderate level of burnout experienced by freeway flyers in this study is of importance, because a moderate level of burnout means that freeway flyers experienced burnout a few times a month, and freeway flyers by definition work at two or more postsecondary institutions, which means that there is a stronger likelihood that students will be negatively affected by the part-time faculty member's burnout and more students are at risk of being affected. When open-ended question results were broken down by part-time faculty type, freeway flyers were less satisfied than moonlighters and auxiliary part-time faculty. This may explain why freeway flyers experienced a moderate burnout level, compared to the low level experienced by moonlighters and auxiliary.

Research Question Three Discussion and Interpretation

Research Question Three (RQ3) states: "What is the difference in the level of Maslach's burnout among moonlighters, freeway flyers, and auxiliary part-time faculty?" As determined by a MANOVA, the differences in burnout level among the three types of part-time faculty in this study were significant, such that freeway flyers had statistically significantly (p = .001) higher emotional exhaustion than moonlighters and auxiliary part-time faculty. This result is consistent with Azeem and Nazir (2008) who found a significant difference in level of emotional exhaustion among faculty. Azeem and Nazir examined burnout among 300 faculty and found that lectures had higher emotional exhaustion than professors and readers. From this finding one can conclude that the current study provides support for part-time faculty type being statistically significantly

related to the level of emotional exhaustion in that part-time faculty in this study who usually pieced together their work (i.e. freeway flyers), are more susceptible to emotional exhaustion than other types of part-time faculty who responded to this study. Also like Azeem and Nazir (2008), the researcher in the current study did not find any statistically significant differences in the level of depersonalization or reduced personal accomplishment. Since reduced personal accomplishment and depersonalization were not found to be statistically significant, it is possible that like previous researchers (See Cordes & Dougherty, 1993; Cropanzano, Rupp, & Byrne, 2003; Shirom, 1989) in this study, emotional exhaustion may be the only significant component of burnout. Thus, any efforts to combat burnout in part-time faculty should focus on emotional exhaustion.

A possible reason why freeway flyers experienced a statistically significantly higher level of emotional exhaustion than moonlighters and auxiliary part-time faculty may be found in the open-ended questions broken down by part-time faculty type. Less (62.5%) freeway flyers indicated they were satisfied with working as a part-time faculty member, compared to 90.6% of moonlighters and 88.1% of auxiliary part-time faculty. In conjunction with less part-time faculty being satisfied with part-time faculty work, disproportionally more freeway flyers (31.3% vs. 3.1% moonlighters vs. 8.5% auxiliary) indicated they were not satisfied. However, 75% of freeway flyers who responded indicated that they enjoyed teaching compared to approximately 52% of moonlighters and approximately 41% of auxiliary. Thus, freeway flyers experiencing moderate emotional exhaustion could be because they are not satisfied with working as a part-time faculty member, but enjoy it none-the-less.

Another explanation why the freeway flyers in this study experienced higher emotional exhaustion, may be because as they indicated in the open-ended responses, they would prefer to work as a full-time faculty member, and some would even be willing to work in a full-time non-teaching capacity. A majority (93.8%) of the freeway flyers who responded indicated they wanted to teach full-time, compared to 20.l6% of moonlighters and 37.3% of auxiliary part-time faculty. This may lead one to conclude that part-time faculty experience higher emotional exhaustion as a result of having the desire to work full time, but working as a part-time faculty member. Thus, working part-time is a factor which contributes to burnout in the freeway flyers at Midwestern who responded to this study.

Research Question Four Discussion and Interpretation

Research Question Four (RQ4): "What is the difference in the level of Maslach's burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) among moonlighters, freeway flyers, and auxiliary part-time faculty by gender?" Results of a MANOVA revealed that gender combined with part-time faculty type, and gender alone were not statistically significantly related to level of burnout for respondents in this study. These findings were surprising to the researcher because gender had been found to be related to level of burnout by Blix and colleagues (1994), Gmelch and colleagues (1986), Swagger (2010), Tumkaya (2006), and Watts and Robertson (2011). The results of the current study are however, consistent with and provide support for findings by Yildirim (2008) who found no statistically significant relationship between burnout and demographics such as age, gender, and marital status. From this one may conclude that gender is not a significant predictor of burnout for the part-time faculty who responded to

this study, and male and females in this study experienced comparable levels of burnout. Thus, any interventions for combating burnout should focus on dealing with burnout itself and not worry about any possible differences among groups based on gender. The open-ended questions were not examined by part-time faculty type due to confidentiality issues as a result of the small sample size of this study.

Research Question Five Discussion and Interpretation

Research Question five (RQ5): "What is the difference in the level of Maslach's burnout (EE, DP, and RPA) among moonlighters, freeway flyers, and auxiliary part-time faculty by age?" Results of a MANOVA revealed that for those who responded, age was statistically significantly related to level of emotional exhaustion, but not related to depersonalization and reduced personal accomplishment. The finding of age being significantly related to burnout is consistent with Maslach, Schaufeli, and Leiter (2002). Post hoc comparisons using the Bonferroni method revealed that respondents in this study who were under age 40, experienced higher levels of emotional exhaustion than respondents age 55 and older. These findings are consistent with and provide support for Tumkaya (2006) as well as Watts and Robertson (2011) who found that younger part-time faculty are more susceptible to higher levels of emotional exhaustion. Alternatively, these findings are counter to Yildirim (2008), who found no relationship between burnout level and age; however the relationship of age combined with part-time faculty not being significant, is consistent with Yildirim's findings. From these findings one may conclude that age (alone) significantly affected the emotional exhaustion in part-time faculty who responded in this study, such that younger part-time faculty have higher emotional exhaustion than older part-time faculty. Thus, one's age significantly affects one's

burnout level so burnout interventions need to be different based on age and younger faculty may need more attention.

Open-Ended Questions Discussion and Interpretation

The open-ended questions were used to help explain the results of the research questions, thus interpretations are provided with the research questions. Details for each of the open-ended questions may be found in Table 12. Overall, from the open-ended questions in this study, one may conclude the following.

Most (85%) of the part-time faculty in this study found part-time work satisfying (OEQ1), even though they experienced a low to moderate level of burnout. Thus, satisfaction could serve as a buffer against experiencing a high level of burnout for the part-time faculty in this study. Part-time faculty who responded in this study indicated that working as a part-time faculty member was satisfying because they enjoyed teaching and/or teaching part-time, and they enjoyed interacting with and educating students. These reasons were also the top two motivators for teaching part-time.

While most part-time faculty who responded in this study found working as a part-time faculty member satisfying, a majority (95.1%) did however see part-time faculty working conditions and students as the major challenges and stressors of the job. These findings are consistent with researches such as Feldman & Turnley (2001) and King (2002). Working conditions which were indicated as challenges and stressors for respondents included low pay, a lack of benefits, a lack of job security, not having office space, being disconnected from the college/division in which one teaches, etc. Since the

part-time faculty who responded in this study found teaching stressful and satisfying, it appears that working conditions may be the major factor which contributes to stress and therefore emotional exhaustion in part-time faculty who responded to this study.

Even though the part-time faculty who responded in this study experienced satisfaction and stress as a result of working as a part-time faculty member at Midwestern, respondents were divided on obtaining full-time employment regardless if it were a full-time teaching position or a full-time non-teaching position (See Table 12). This is consistent with research by Feldman and Turnley (2001) as well as Miller (2001), and Nutting (2003) who concluded that some part-time faculty are part-time by choice while others would prefer to work full-time. From these findings and the consistency with previous research, it appears that the desire of part-time faculty who responded to this study, to work full-time as a faculty member or in a non-teaching job, is not a good determining factor in explaining the level of burnout for respondents in this study.

Open-Ended Questions by Part-Time Faculty Type Discussion and Interpretation

When results of the open-ended questions are broken down by part-time faculty type, one may conclude the following:

The freeway flyers who responded in this study were less satisfied with working as part-time faculty members than moonlighters and auxiliary part-time faculty. Most (93.8%) of the freeway flyers who responded in this study would prefer to teach full time, and some would even consider working full-time in a non-teaching job. However, moonlighters and auxiliary part-time faculty who responded in this study, preferred to

teach part-time and were also not interested in obtaining full-time teaching and/or non-teaching employment. Based on these differences between freeway flyers, moonlighters, and auxiliary one may conclude that working as a part-time faculty member at multiple institutions may be a contributing factor to burnout in part-time faculty who piece together their work in order to survive, such as freeway flyers.

The freeway flyers who responded in this study unanimously indicated that they faced challenges working as a part-time faculty member, and 80% indicated they faced stress. However what caused stress for the part-time faculty in this study differed based on part-time faculty type. Thus one may conclude that working as a part-time faculty member has challenges and is stressful, but what causes that stress varies by part-time faculty type. More research needs to be done in this area to clarify this.

Limitations

The major limitations in this study were response rate, sample size, vague definition, and generalizability. Typically, online survey response rates are less than 40% (Cook, Heath, & Thompson, 2000). The original response rate for this study was 32%, but the adjusted response rate was approximately 27% (N = 113). Both response rates are less than 40%; however the number of participants was consistent with a study by Feldman and Turnley (2001) which included 105 non-tenure track teaching faculty and research associates at a large state university. Porter (2004) recommends sending out at least two follow-up reminders in order to improve the response rate for surveys. Per this suggestion, two follow-up e-mails were sent. Another reason the response rate may have been low was because of the time of year. The survey was administered toward the end of

the semester which can be a busy time of the semester due to finals. Another possible explanation for the low response rate is during the data collection an incident occurred at Midwestern which could have been seen as an infringement upon the academic freedom of part-time faculty. The issue was resolved, but the timing of the survey with the incident may have made some part-time faculty very suspicious and thus they did not respond to the survey. Only 135 people responded, but after removing unusable surveys there were 113 respondents. A small sample size usually means the study has limited power and that may cause a Type II error, the probability of not rejecting the null (no differences will be found) when you should (Mertler & Vannatta, 2005). Based on the guidelines for examining group differences as in the case of ANOVA or MANOVA, by Wilson Van Voorhis and Morgan (2007), an adequate sample size would have been 180-270, with the actual number depending on the number of variables and the number of levels for the variables for each research question.

After conducting the study, the researcher realized that more part-time faculty than expected, could be classified as auxiliary, thus the other types (moonlighters and freeway flyers) had lower numbers (See Table 1). This is probably because the definition of auxiliary part-time faculty was too vague. In this study auxiliary included part-time faculty who taught a course or more at one or more postsecondary institutions, and did not fit into the moonlighters or freeway flyers categories. Auxiliary included retirees, who were heavily represented in the study, and part-time faculty, who obtained most of their income from a combination of teaching and non-teaching, as well as those whose primary source of income was non-teaching and they taught at two or more postsecondary institutions (See Table 1). It is possible some of the auxiliary part-time

faculty could have been classified as freeway flyers or moonlighters. Another limitation is limited generalizability, because this study is specific to part-time faculty who work in at least one four-year postsecondary institution in the Midwest. Accordingly the results of this study are only generalizable to part-time faculty who responded to this study and not necessarily all part-time faculty who work at Midwestern and/or those who work at a four-year postsecondary institution in the Midwest.

Recommendations

For Higher Education

Working as a part-time faculty member has benefits and risks for the postsecondary institution, faculty member, and the student learning environment. From the results of this study the following recommendations are suggested. A recommendation for administrators is to continue hiring part-time faculty because even though they experience low to moderate burnout, they are still satisfied with working as part-time faculty members and find it rewarding. Thus part-time faculty are more likely to continue teaching part-time, which provides an inexpensive source of faculty for postsecondary institutions. It is also recommended that administrators at other postsecondary institutions follow the hiring trend at Midwestern, which includes hiring mostly retirees and those whose primary source of income is not teaching. This is beneficial because these groups tended to experience lower levels of burnout, and these populations provide expertise in their field at a discounted price.

A recommendation for part-time faculty is to continue teaching part-time because it is rewarding, benefits students, helps one stay connected to his/her discipline, and

provides a source of income. A recommendation for younger part-time faculty and those who piece together work is to be aware that burnout is possible as a result of teaching part-time. In order to combat the burnout which may result from teaching part-time, part-time faculty should not make teaching their primary source of income. A way of doing this would be to secure a full or part-time position at the postsecondary institution in which they would like to teach. This is of importance because part-time faculty who have indicated their primary source of income was teaching, and who worked at multiple postsecondary institutions (i.e. freeway flyers) experienced moderate emotional exhaustion.

In order to benefit part-time faculty, the postsecondary institution, and thus the student learning environment, part-time faculty should be treated better and put on more equal ground with full-timers. This stems from part-time faculty in this study indicating that the nature/conditions associated with part-time faculty work were the biggest stressors and challenges of working as a part-time member. Ways to promote better treatment of part-time faculty include improved working conditions such as better pay, benefits, etc; establishing a part-time faculty advisory group; orientation for part-time faculty; increasing faculty support and services such as later hours for faculty technology services, having an administrative assistant available during the evening hours, etc. An option for putting part-time faculty on "equal ground" would be creating a position such as a part-time faculty liaison who would provide an orientation and serve as a "go to" source for part-time faculty. Another option would be to provide part-time faculty with opportunities for professional development, via on-campus workshops and by providing funding for off-campus conferences. A third option would be to improve and/or create

procedures and standard documents in addition to basic course information, such as contact lists for different questions. A fourth, but more controversial option would be to create one-year contracts for all part-time faculty, such as at Ocean County (OCC) in New Jersey. According to a proposal by administrators at OCC, part-time faculty would have a yearly non-tenured and non-tenure track contract that would pay them similar to full-time and/or tenure track faculty with the same level of experience and/or education (Moltz, 2011). These part-time faculty would teach more courses, but also have some of the same amenities as full-time faculty, such as benefits (i.e. health, sick leave, etc). Some, such as the president of Jon Larson College, see this a form of union busting (Moltz, 2011), but it may be more beneficial for postsecondary institutions like Midwestern. A fifth and final option would be to create a union for part-time faculty to help them obtain more equality on campus.

The previously listed options would be beneficial for the postsecondary institution, the part-time faculty member and the student learning environment. The postsecondary institution would benefit because there would be a more standardized way of dealing with part-time faculty, good part-time faculty could be retained longer, poorly performing part-time faculty could have the opportunity to improve, and part-time faculty would have a way of developing skills important to the postsecondary institution. The part-time faculty member would benefit as a result of more job security, better working conditions, and feeling more valued by the institution ; all of which would help guard against burnout. Students would benefit by part-time faculty having opportunities to improve their skills, being there longer instead of just semester-to-semester, and having more time outside of class for students. Students may have the option of connecting with

them outside of class and getting in contact with them, which researchers such as Benjamin (2002) and Jaeger (2008) indicated were essential to success for postsecondary students.

For Future Research

The following are suggestions for future research based on the findings of the current study. More research is needed on part-time faculty instructional workload. Specifically, the number of postsecondary institutions needs to be considered and/or included when examining part-time faculty workload. A second suggestion is to examine burnout in part-time faculty using different demographics. Gender was not statistically significantly related to any of the burnout components, but other factors such as years of teaching experience, number of jobs, and College (i.e. College of Education) in which one teaches most of his/her courses, should be taken into consideration. The College in which one teaches, may prove to be difficult because of sample size limitations. Since part-time faculty differ by institutional characteristics, future researchers should compare part-time faculty at multiple institutions. For instance, compare part-time faculty at four-year institutions to part-time faculty at other four-year postsecondary institutions, and at community colleges. Another suggestion is to examine part-time faculty who teach strictly online. Several participants mentioned this in the "Other Questions or Comments" section of the survey.

A fifth suggestion is to alter the Maslach Burnout scale which currently ranges from 0 = "never" to 6 = "everyday." This was also suggested in the "Other Questions and Comments" section of the survey. Participants indicated that since most of them teach

about once a week or so that the scale should have a shorter time frame (i.e. eliminate any reference to everyday). A sixth suggestion for future research is to refine the definition of auxiliary faculty so it is more clear, and allows those who indicate that their primary source of income is a combination of teaching and non-teaching, to be absorbed into the freeway flyer and moonlighter groups based on the number of institutions and number of courses. For instance, if they taught one or more courses at one postsecondary institution, they would be classified as moonlighters; but if they taught two or more courses at two or more postsecondary institutions, they would be classified as freeway flyers. This should decrease the size of the auxiliary group and increase the power of the study for the other two groups. Another recommendation is for future researchers to examine retirees as a separate type of part-time faculty. Since so many of the auxiliary part-time faculty indicated they were retired, it might be of interest to conduct a follow-up qualitative study, as well as to include retirees as another type of part-time faculty. The final recommendation for future research is to increase the number of studies which focus exclusively on burnout in part-time faculty at four-year postsecondary institutions.

Conclusions

The purpose of this study was to examine the level of Maslach's burnout (emotional exhaustion, depersonalization, reduced personal accomplishment) among part-time faculty and determine if there were differences in burnout level by part-time faculty type (moonlighters, freeway flyers, auxiliary), age, and gender. As a result of conducting this study, one may conclude the following about the part-time faculty who responded to this study. Note, if the sample size had been larger one might be able to

generalize these results to part-time faculty in general and/or the part-time faculty at Midwestern.

1. The part-time faculty who responded to this study experienced a low to moderate level of burnout, and emotional exhaustion was the most important component of burnout for respondents.
2. Freeway flyers (part-time faculty whose primary source of income is teaching, and teach two or more courses at two or more postsecondary institutions) in this study experienced statistically significantly higher levels of emotional exhaustion than other types of part-time faculty and this may be due to working at multiple institutions.
3. For the respondents in this study, burnout level was affected by demographic variables such as age, with younger faculty being more susceptible to burnout; however gender was not significantly related to burnout.

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APPENDIX A

DEMOGRAPHIC QUESTIONS

Are you teaching at _____ (insert university name) *this* semester?

☐ Yes ☐ No

Did you teach at _____ (insert university name) *last* semester?

☐ Yes ☐ No

Are you teaching at another four-year postsecondary institution *this* semester?

☐ Yes ☐ No

Did you teach at another four-year postsecondary institution *last* semester?

☐ Yes ☐ No

How many postsecondary institutions are you teaching at *this* semester?

☐ None ☐ One ☐ Two ☐ Three or more

How many postsecondary institutions did you teach at *last* semester?

☐ None ☐ One ☐ Two ☐ Three or more

Are you a graduate teaching assistant?

☐ Yes, teaching as part of assistantship contract or stipend

☐ Yes, but also teaching part-time apart from assistantship

☐ No

Indicate your age: ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-54 ☐ 55+

Indicate your gender: ☐ Male ☐ Female

Indicate your primary race/ethnicity:

☐ Caucasian ☐ African American ☐ Asian

☐ Hispanic/Latino ☐ Native American ☐ Other (please indicate) _____

Indicate your highest education level:

☐ Bachelor's degree ☐ Master's degree (e.g. MA, MS, M.Ed.)

☐ Doctorate (e.g. Ph.D., Ed.D.) ☐ Professional degree (e.g. M.D., J.D.)

How many courses are you teaching *this* semester? *(Indicate the total number of courses you are teaching even if at different postsecondary institutions. Count multiple sections of the same course as separate courses.)*

☐ One ☐ Two ☐ Three ☐ Four or more

How many courses did you teach *last* semester? *(Indicate the total number of courses you taught even if at different postsecondary institutions. Count multiple sections of the same course as separate courses.)*

☐ One ☐ Two ☐ Three ☐ Four or more

How many credit hours are you teaching *this* semester? *(Indicate the total number of credit hours you are teaching even if at different postsecondary institutions. Please approximate the semester hours if the other institutions where you teach are not on a semester schedule.)*_____

How many credit hours did you teach *last* semester? *(Indicate the total number of credit hours you taught even if at different postsecondary institutions. Please approximate the semester hours if the other institutions where you teach are not on a semester schedule.)*

_____

How many other (teaching and/or non-teaching) jobs do you have?

☐ None ☐ One ☐ Two ☐ Three or more

Indicate the source of your other jobs. (Check all that apply)

☐ None ☐ Two-year college ☐ Four-year university ☐ Non-teaching

What is your primary source of income?

☐ Mostly teaching ☐ Mostly non-teaching

☐ Teaching & Non-teaching ☐ Retired

How many years have you been teaching at the postsecondary level?

☐ less than 5 years ☐ 5-9 years ☐ 10 years or more

Indicate the College in which you are teaching most of your classes this semester.

☐ College of Arts & Sciences ☐ College of Business Administration

☐ College of Education ☐ College of Fine Arts

☐ College of Nursing ☐ College of Optometry

☐ Division of Continuing Education ☐ Engineering

☐ Other (please indicate) _____

APPENDIX B

PERMISSION AND SAMPLE ITEMS FROM THE MBI

www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material;

Instrument: ***Maslach Burnout Inventory, Forms: General Survey, Human Services Survey & Educators Survey***

Authors
MBI-General Survey: Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson
MBI-Human Services Survey: Christina Maslach & Susan E. Jackson
MBI-Educators Survey: Christina Maslach, Susan E. Jackson & Richard L. Schwab

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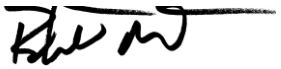
for his/her thesis research.

Three sample items from a single form of this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,



Robert Most
Mind Garden, Inc.
www.mindgarden.com

Per the permission above, the entire instrument may not be included or reproduced at any time in any other published material.

How often:

0	1	2	3	4	5
Never	A few times a year or less	Once a month or less	Once a week	A few times a week	Every day

1.	I feel depressed at work.
2.	I have accomplished many worthwhile things in this job.
3.	I don't really care what happens to some recipients.

Educators Survey Form

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, Indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way.

How often:

0	1	2	3	4	5
Never	A few times a year or less	Once a month or less	Once a week	A few times a week	Every day

1.	I feel depressed at work.
2.	I have accomplished many worthwhile things in this job.
3.	I don't really care what happens to some students.

Return to top

855 Oak Grove Avenue, Suite 215, Menlo Park, CA 94025
U.S.A.
Phone (650) 322-6300 Fax (650) 322-6398

APPENDIX C

IRB APPROVAL LETTER

[redacted]

OFFICE OF RESEARCH ADMINISTRATION

Interdepartmental Correspondence

Name: Christiane Hubbard-Valentine

Title: Maslach's Burnout in Part-Time Faculty: Moonlighters vs. Freeway Flyers vs. Auxiliary

The chairperson of the Human Subjects Committee for [redacted] has reviewed the above mentioned protocol for research involving human subjects and determined that the project qualifies for exemption from full committee review under Title 45 Code of Federal Regulations Part 46.101b. The time period for this approval expires one year from the date listed below. You must notify the Human Subjects Committee in advance of any proposed major changes in your approved protocol, e.g., addition of research sites or research instruments.

You must file an annual report with the committee. This report must indicate the starting date of the project and the number of subjects to date from start of project, or since last annual report, whichever is more recent.

Any consent or assent forms must be signed in duplicate and a copy provided to the subject. The principal investigator must retain the other copy of the signed consent form for at least three years following the completion of the research activity and they must be available for inspection if there is an official review of the [redacted] human subjects research proceedings by the U.S. Department of Health and Human Services Office for Protection from Research Risks.

This action is officially recorded in the minutes of the committee.

Protocol Number	Date	Signature - Chair
110224H	3/22/11	[signature]

APPENDIX D

PROVOST PERMISSION TO OBTAIN PART-TIME FACULTY

E-MAILS

RE: Permission Request – Dissertation
Mon, April 4, 2011 3:25:46 PM

Dear Chris,

Thanks for your follow up. Now that we have IRB approval, we can respond to your request. I have copied the Director of Institutional Research, to provide you with the emails, evenly split by gender. How large a sample do you need? Please let the Director of Institutional Research know what you need. I approve this request.

Thanks,
Provost

***Information was intentionally left off this form for confidentiality reasons.**

APPENDIX E

SURVEY (MBI) USE PERMISSION LETTERS

Re: MGAgree: Maslach Burnout Inventory - Educators Survey from Chris Hubbard-Valentine (Order # 16034) Fri, April 1, 2011 5:16:36 PM

From: "info@mindgarden.com" <info@mindgarden.com>
To: [redacted]

Thank you for your order and for completing our online use agreement. Please feel free to proceed with your survey.

Best,
Valorie Keller
Mind Garden, Inc.

Quoting [redacted]

Name: Chris Hubbard-Valentine
Email address: [redacted]
Phone number: [redacted]
Company/Institution: [redacted]
Order/Invoice number: 16034
Order Date: 4/1/11

Project Title: Maslach's Burnout in Part-Time Faculty
Instrument Name: Maslach Burnout Inventory - Educators Survey

I will compensate Mind Garden, Inc. for every use of this online form.

I will put the instrument copyright on every page containing question items from this instrument.

I will remove this form from online at the conclusion of my data collection.

I will limit access to this online form and require a login or uniquely coded url. Once the login/code is used that evaluation will be closed to use.

The form will not be available to the open Web.

I will include info@mindgarden.com on my list of survey respondents so that Mind Garden can verify the proper use of the instrument.

Method for Restricting Access:
I will use SurveyMonkey.com's E-mail Invitation Collector to allow my participants to access the survey and to keep the survey private.

Electronically signed on 4/1/11 by Chris Hubbard-Valentine.

APPENDIX F

SURVEY INVITATION E-MAIL

To: [Email]

From: [redacted]

Subject: Part-time Faculty

Body: Dear Faculty Member,

My name is Chris Hubbard-Valentine and I am a doctoral student in the Division of Educational Leadership and Policy Studies at the University of Missouri St. Louis. My dissertation advisor is Dr. Patricia Boyer, [redacted] I am interested in the experiences and perceptions of part-time postsecondary faculty and would greatly appreciate your participation in a research study I am conducting for my dissertation. The purpose of this study is to discover how being a part-time faculty member affects part-time faculty, and how part-time faculty view their job.

Participation will involve completing an online survey, which will take 15 to 20 minutes. Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the university. If you decide to participate, you are free to withdraw at any time. You are also free not to answer any questions you see fit.

Since the data collected from the survey may be perceived as sensitive, the following precautions will be taken in order to ensure confidentiality. A unique survey link will be provided to participants, which will only be available to the 400 part-time faculty invited to take the survey. No names will be linked to the survey link nor will the researcher track who has or has not taken the survey. Individual responses will NOT be shared with anyone at any institution except in aggregate form and/or in publication. Any identifiable information will be edited in order to ensure confidentiality. All data will be housed off-campus on a password protected drive and will only be accessible by the researcher and her advisor. The data will be destroyed after five years in accordance with APA guidelines.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

By completing the survey you are granting informed and free consent to be a participant in this study. In order to obtain a high response rate, two reminder e-mails will be sent to all participants regardless of survey completion or not.

Thank you in advance for completing the survey. Your participation is greatly appreciated. If you have any questions or comments, you may direct them to Chris Hubbard-Valentine at [redacted] or Dr. Patricia Boyer, [redacted].You may also contact the Chair of the university's Institutional Review Board (IRB) at (314) 516-5897.

Sincerely;
Chris Hubbard-Valentine

If you do not wish to receive any messages from SurveyMonkey.com, you may opt out using the following link.
https://www.surveymonkey.com/optout.aspx

APPENDIX G

OPEN-ENDED QUESTIONS

1. What motivates you to work in a part-time faculty position?
2. Do you find part-time work satisfying? Why or why not?
3. Do you have any challenges in your role as a part-time faculty member? If yes, please explain.
4. What are your biggest rewards in part-time work?
5. What are the most stressful parts of part-time work?
6. If offered a full-time faculty position would you take it? Why or why not?
7. If offered a full-time non-teaching position would you take it? Why or why not?

Please provide any other comments relevant to this issue.

APPENDIX H

SURVEY FIRST FOLLOW-UP E-MAIL

To: [Email]

From: [redacted]

Subject: [redacted] Part-time Faculty Questionnaire

Dear Faculty Member,

My name is Chris Hubbard-Valentine and I am a doctoral student in the Division of Educational Leadership and Policy Studies at the University of Missouri St. Louis. My dissertation advisor is Dr. Patricia Boyer, [redacted]. I contacted you previously via e-mail about participating in a research study I am conducting for my dissertation. If you have already participated in my IRB approved study, I thank you. However, if you have not had the opportunity I would like to re-invite you to be a participant in my study. For confidentiality reasons I did not track who has or has not completed the survey, thus everyone is receiving this follow-up e-mail regardless of participation status.

The purpose of this study is to discover how being a part-time faculty member affects part-time faculty, and how part-time faculty view their job. Participation will involve completing an online survey, which will take 15 to 20 minutes. Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the university. If you decide to participate, you are free to withdraw at any time. You are also free not to answer any questions you see fit.

Since the data collected from the survey may be perceived as sensitive, the following precautions will be taken in order to ensure confidentiality. A unique survey link will be provided to participants, which will only be available to the 400 part-time faculty invited to take the survey. No names will be linked to the survey link nor will the researcher track who has or has not taken the survey. Individual responses will NOT be shared with anyone at any institution except in aggregate form and/or in publication. Any identifiable information will be edited in order to ensure confidentiality. All data will be housed off-campus on a password protected drive and will only be accessible by the researcher and

her advisor. The data will be destroyed after five years in accordance with APA guidelines.

Here is a link to the survey:

https://www.surveymonkey.com/s.aspx

By completing the survey you are granting informed and free consent to be a participant in this study. In order to obtain a high response rate, reminder e-mails will be sent to all participants regardless of survey completion or not. I apologize if this is bothersome; however previous researchers (See Porter, 2004) have found that following up at least twice, increases survey response rates.

Thank you in advance for completing the survey. Your participation is greatly appreciated. If you have any questions or comments, you may direct them to Chris Hubbard-Valentine at [redacted] or Dr. Patricia Boyer, [redacted].You may also contact the Chair of the university's Institutional Review Board (IRB) at (314) 516-5897.

Sincerely;
Chris Hubbard-Valentine

APPENDIX I

SURVEY SECOND FOLLOW-UP E-MAIL

To: [Email]

From: [redacted]

Subject: [redacted] Part-time Faculty Questionnaire

Dear Faculty Member,

My name is Chris Hubbard-Valentine and I am a doctoral student in the Division of Educational Leadership and Policy Studies at the University of Missouri St. Louis. My dissertation advisor is Dr. Patricia Boyer, [redacted]. I contacted you previously via e-mail about participating in a research study I am conducting for my dissertation. If you have already participated in my IRB approved study, I thank you. However, if you have not had the opportunity I would like to re-invite you to be a participant in my study.

For confidentiality reasons I did not track who has or has not completed the survey, thus everyone is receiving this follow-up e-mail regardless of participation status. I apologize if this is bothersome; however previous researchers (See Porter, 2004) have found that following up at least twice, increases survey response rates.

The purpose of this study is to discover how being a part-time faculty member affects part-time faculty, and how part-time faculty view their job. Participation will involve completing an online survey, which will take 15 to 20 minutes. Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the university. If you decide to participate, you are free to withdraw at any time. You are also free not to answer any questions you see fit.

Since the data collected from the survey may be perceived as sensitive, the following precautions will be taken in order to ensure confidentiality. A unique survey link will be provided to participants, which will only be available to the 400 part-time faculty invited to take the survey. No names will be linked to the survey link nor will the researcher track who has or has not taken the survey. Individual responses will NOT be shared with

anyone at any institution except in aggregate form and/or in publication. Any identifiable information will be edited in order to ensure confidentiality. All data will be housed off-campus on a password protected drive and will only be accessible by the researcher and her advisor. The data will be destroyed after five years in accordance with APA guidelines.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

By completing the survey you are granting informed and free consent to be a participant in this study. If you would prefer to receive a paper-and-pencil copy of the survey instead, please e-mail me and I will gladly mail and/or fax the document to you.

Thank you in advance for completing the survey and for your patience in this process. Your participation is greatly appreciated. If you have any questions or comments, you may direct them to Chris Hubbard-Valentine at [redacted] or Dr. Patricia Boyer, [redacted].You may also contact the Chair of the university's Institutional Review Board (IRB) at (314) 516-5897.

Sincerely;
Chris Hubbard-Valentine