Student Name

Course ID: Course Name

Professor Name

Date
Annotated Bibliography


A survey was used to determine if there is a relationship as well as an effect of motivation on teaching and research performance among faculty. The participants yielded 110 usable surveys from a Nigerian university. Data was analyzed using Pearson’s correlation, linear regression, and Cronbach’s alpha to establish the reliability of the scales utilized. The authors found a moderate, positive correlation between motivation and teaching performance. The authors suggest that since there is a time cost and possibly other non-reimbursed expenses associated with research, that faculty would conduct more research if financial support were provided. Relevance is the tie to faculty compensation and job satisfaction.


Using Herzberg’s hygiene factors (enrichment theory), faculty from five AACSB accredited and five non-AACSB accredited universities in Missouri were surveyed to determine whether salary is a hygiene factor contributing to job satisfaction. The 311 business faculty surveyed were from 10 different Missourian universities and included predominantly male (64%) and AACSB accredited institutions (74.6%) respondents. ANOVA and chi-square were used to determine that gender was better at predicting rank than the reverse. In addition, male instructors were more likely to be full professors than females were and rank was better at predicting AACSB accreditation. Salaries were higher at AACSB schools, which is intuitive if they have more full professors. The ANOVA showed that women earned an average of $0.85 to every $1.00 earned by male faculty. However, women at AACSB schools earned more than men teaching at non-AACSB accredited institutions further illustrating the higher overall compensation paid by AACSB affiliated schools. Tie to Herzberg’s theory and job satisfaction in a future study.

To evaluate the difference between lecturers and learners perceptions regarding student feedback evaluations, the researchers sent surveys to 250 Taiwanese students and 10 faculty members. Using 25 students per faculty member, the areas of course content, learning conditions, interaction, attitudes towards teachings, and faculty responsiveness were explored. Data was analyzed using MANOVA, cluster analysis using the K-means method, and Cronbach’s alpha to determine that acceptable reliability was present. No significant differences in perceptions towards the value of student evaluations of teaching performance were found. Students rated importance of the factors as content, learning condition, interaction, attitudes towards teaching, and responsiveness. On average, lecturers had higher self-assessments ratings and greater indicators that they would use feedback / suggestions in the future. The article points to the need for further research into the perceptions surrounding student evaluations and relationship to job satisfaction.


Faculty commitment was researched using the existing theoretical framework that demographic factors contribute to attitudinal commitment and turnover intentions. The Organizational Commitment Questionnaire was distributed through personal contacts and referrals to the faculty at five Saudi Arabian universities. Using multiple regression, descriptive statistics, and Cronbach’s alpha to show good reliability, the demographic factors of age, tenure, education level, rank, and university status (public / private) were analyzed. The non-probability, snowball-sampling method was used to obtain 65 usable surveys. Results indicated that tenure was positively correlated with organizational commitment, which seems intuitive and aligns with previous research findings. Similar to previous research cited in the literature review, age was not correlated with commitment, but higher education levels were negatively
associated. The article points to previous research in traditional ground institutions that might be replicated in a faculty job satisfaction study.


Survey data was analyzed to determine the attitude of faculty members towards student evaluations. Using the Teacher Attitude towards Students’ Evaluation instrument, the attitude of 144 full time professors of various ranks at a Pakistani University was analyzed using descriptive statistics. Data indicated that 57% of the faculty had a neutral attitude. The article points to the need for additional research on this topic. Possibly tie to faculty job satisfaction.


This article compared foundational course students of full time faculty to those assigned to adjunct faculty. The authors addressed the possibility of grade inflation being more prevalent among adjuncts. The sample included 2,597 finance students at one institution. The surveys were collected from 230 students assigned to 158 adjuncts and 2,367 students scheduled with 942 full time faculty members. Data was analyzed using non-parametric, two-tailed tests of difference, and chi square tests of independence. The researchers determined that students who were taught exclusively by full time faculty performed at a higher level in subsequent finance courses than those who were assigned to adjuncts. The article points for the need to compare students who had full time instructors with those taught by only adjunct professors to determine if there is indeed a significance difference. This might be an interesting factor to include in the proposed faculty job satisfaction study.

Building on the theoretical foundation of Hertzberg’s job satisfaction and hygiene factors using the General Social Survey combined with a 6-item scale, faculty at two Pakistani public universities were surveyed. Questionnaires were delivered personally and by postal mail with multiple follow-up requests to obtain 331 usable surveys to determine the impact of job satisfaction with dimensions of organizational commitment. Data was analyzed using stepwise regression that explained about 10% of the commitment variance. In addition, t-tests, Durban Watson, and Spearman rank correlations were used. The factors of work satisfaction, supervision quality, pay satisfaction, coworkers, and promotional opportunities were found to have a positive influence on organizational commitment, which was in agreement with previous research. Note to review reference list and read related studies and tie to proposed research in faculty job satisfaction.


The University Teacher’s Evaluation Rating Questionnaire and Costello Achievement Motivation Scale and Job Satisfaction Scale were used to measure motivation, performance, and job satisfaction among university faculty in Pakistani and Malaysian public and private institutions. Participants were evenly divided between Pakistani and Malaysian universities, totaling 120 department heads and professors. The ratio of public to private participants was equivalent in Pakistan, but 20 public and 40 private university employees participated from Malaysia. The stated purpose was to compare differences in job performance, achievement motivation, and satisfaction. Data was analyzed using descriptive statistics and t-tests. The results indicated that Malaysian participants had greater achievement motivation than Pakistani faculty did, and in public Malaysian institutions, better performance levels. Pakistani public sector faculty had greater job satisfaction than private institutions, but the author noted that compensation was much higher in those universities. Use in proposed faculty job satisfaction study.

The authors explored the relationship between attitudes towards research demonstrated by faculty and the impact on teaching. The study was based on the concept that active researchers would be more current in their discipline, which would make them better instructors using a theoretical framework based on the theory of reasoned action, the theory of planned behavior, and self-perception theory.

Questionnaires were sent to 1,000 faculty members at the Association of Advance Collegiate Schools of Business (AACSB) institutions netting 136 usable surveys. Respondents included mainly master's prepared faculty (81.1%) and represented a variety of business disciplines. Correlational analysis results show that 62% agreed or strongly agreed that researching and publishing activities made them better instructors. The article points to an opportunity to explore the theoretical foundations further as they relate to faculty performance and motivation, which could be useful in a faculty job satisfaction study.


An electronic survey was used to explore the characteristics and effect of merit pay plans on teaching performance at 219 U.S. 4 year colleges and universities. Using descriptive statistics, correlational analysis, and an analysis of variance (ANOVA), the authors examined the relationship between the size of merit pay increases and the effect on a faculty member's motivation to perform. Randomly selecting 20 faculty members at each institution resulted in 490 usable surveys. No significant effect on individual performance was found between merit pay and faculty teaching performance. However, the faculty perceived that merit pay had some effect on faculty performance in general. Of note, 23% of the represented institutions did not provide either verbal or written feedback to faculty members regarding their teaching performance. Possibly include this topic when surveying participants regarding job satisfaction.


Data from the staff at the Economic and Business Administration and from the Faculty of Education at the University of Tartu was used to determine the role of performance appraisals in motivating and
compensating faculty. Descriptive statistics were used to evaluate the 65 usable survey responses and 5 interviews collected. The surveys asked whether there should be an appraisal system, if the review process was understood, and whether the current system should be changed. The literature review indicated that pay for performance plans focus on historic data and noted that studies found that a congruence of individual and organizational needs provided the greatest motivation, which could also be used in a job satisfaction study.


