EXECUTIVE SUMMARY

JOB SATISFACTION AT BAY MILLS COMMUNITY COLLEGE: WITH AND WITHOUT TUITION REIMBURSEMENT

By Stacey Walden

Bay Mills Community College (BMCC) is a tribally controlled, academic and land grant institution, accredited by the Higher Learning Commission. Educational assistance and tuition reimbursement policies have been a part of the organizational culture at BMCC for many years (Bay Mills Community College, 2017). To better understand the role tuition reimbursement has had in creating job satisfaction, the following research question will be addressed: How does tuition reimbursement influence job satisfaction among the full-time faculty and staff at Bay Mills Community College? The researcher must determine:

- The current level of job satisfaction at BMCC
- In what ways tuition reimbursement changes reported job satisfaction
- How job satisfaction differs for those who have and have not used tuition reimbursement.

To address these questions, a literature review was done which focused on job satisfaction, how it has been measured, organizational advantages such as increases in productivity and morale, the nature of tuition reimbursement programs, how job satisfaction has been influenced by tuition reimbursement, and methods to increase job satisfaction. Previous literature has found that job satisfaction was increased when employees felt engaged; and benefits, such as tuition reimbursement, strengthen employee engagement.

To investigate further, this research study was conducted through a quantitative descriptive research design in which the phenomenon of job satisfaction was measured, and how
tuition reimbursement influenced that phenomenon. These measurements were collected through the distribution of a survey to faculty and staff at BMCC. Data analysis was performed by interpreting results of both descriptive and inferential statistics. Fifty-eight percent of the full-time staff and faculty responded to a survey, anonymously, via an on-line survey website.

Data analysis found job satisfaction was high at Bay Mills Community College, with all mean scores falling at or above average. Tuition reimbursement was found to positively influence job satisfaction in 94% of reported cases. However, there was no significant difference in overall job satisfaction between employees who had used tuition reimbursement (Group A), and those who had not used the program (Group B). However, individual survey item responses were found to have significant differences from Group A and Group B in two cases, and almost significant in two other cases.

Conversely, Group B scored lower in their opinion that tuition reimbursement was a valuable benefit to them. The researcher recommended a comprehensive benefit analysis to evaluate the equity of the benefit package. Group A scored lower in their opinion that their professional contributions were valued at Bay Mills Community College. Almost significant was Group A’s opinion that they were recognized when completing a job well and liking the opportunities they had for an increase. This was linked to the perception that they lacked the opportunity to use their recently acquired knowledge on the job. As a result, the researcher recommended to develop a Personal Performance Plan to implement new knowledge into the classroom and workplace.

A final finding of low job satisfaction among those preferring not to answer demographic questions, prompted the researcher to recommend management implement a regular climate survey to create a mechanism by which employee concerns could be comfortably communicated.
JOB SATISFACTION AT BAY MILLS COMMUNITY COLLEGE:
WITH AND WITHOUT TUITION REIMBURSEMENT

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Chapter I: Problem Definition

Background

Job satisfaction, as defined by Edwin Locke in 1976, is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences (as cited in Chaita, 2014, p. 2). Another job satisfaction pioneer and scholar, Spector (1997), identified it as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Employers have long recognized that job satisfaction has led to good organizational behaviors, higher levels of work productivity, and a more successful organization (Armstrong, 2009; Gyamfi, 2014; Tafao-Helsham, 2001). Job dissatisfaction has led to negative performance metrics, such as absenteeism, lack of productivity, communication issues, disciplinary actions, turnover, and subsequently, a loss of expert knowledge when individuals have left the organization (Komba, 1996).

Professional development is a future focused, educational, training, or relationship building program designed to enhance the knowledge and capabilities of an employee. Professional development can increase employee loyalty and job satisfaction, while advancing technical or expert information, all of which provide great benefit to an organization. A common method to provide professional development is through tuition reimbursement for formal education. Research has estimated that 56 percent of employers offer tuition reimbursement for undergraduate studies, and 52 percent offer it for graduate studies (SHRM, 2015). Employees feel rewarded when the employer invests in them (Noe, 2017).

Bay Mills Community College (BMCC) is a tribally controlled, academic and land grant institution, accredited by the Higher Learning Commission. BMCC offers Associate’s Degrees, vocational certificates, and articulation programs to traditional and non-traditional students,
Native American and non-Native American students, in both on-campus and distance learning formats. BMCC’s mission includes integrating traditional Native American values in a student-centered, academic enriching experience. Ensuring faculty and staff are qualified, trained, and educated are a piece of this mission; as such, educational assistance and professional development policies have been a part of the organizational culture at BMCC (Bay Mills Community College, 2017).

Professional development at Bay Mills Community College has included a full spectrum of opportunities ranging from formal education, job experiences, and interpersonal relationships, with delivery methods such as employer sponsored training, virtual learning, professional conferences, expanded job roles and special project assignments, mentoring programs, and an aggressive approach toward advanced formal education. The organization offers up to six hours per week of education leave, flexible work schedules for staff, sabbaticals for faculty, tuition free enrollment in on-line or on campus courses at BMCC, and employer-funded educational assistance programs (BMCC Personnel Policies Handbook, 2014).

The hallmark benefit in the educational assistance program is a tuition reimbursement of $5,250 annually, for which all full-time faculty and staff are not only eligible, but encouraged to utilize. The supervisor must review and approve the request based on factors such as suitability for current or future positions the employee may hold. The program requires the learning institution be accredited and the employee must demonstrate continued academic success (BMCC Personnel Policies Handbook, 2014).

Professional development and continuing education is a prevailing characteristic of the organizational culture at Bay Mills Community College. In the 2014-15 and 2015-16 school years, 32% of full time faculty and staff were enrolled at institutions of higher learning, of
which, 8% graduated from their respective programs, which included several Education Specialists and Master’s degrees, and one Bachelor’s level degree (BMCC Catalog, 2014-16; BMCC Catalog, 2015-17). The attainment of these degrees provided a benefit to BMCC beyond increasing knowledge capital; it also increased job satisfaction, employee loyalty, and a collective organizational pride.

Research Problem

The mission statement of Bay Mills Community College includes providing the Native American communities of Michigan with qualified, dedicated, educated, student-centered staff and faculty (BMCC Catalog, 2015-2017). BMCC is located on rural Native American reservation located in Michigan’s rugged Upper Peninsula. The geographic isolation, the severe weather, and small town life can be challenging for prospective employees. Additionally, a state-funded university located within the region compete for the limited trained and educated human resources that are available. These factors become barriers in obtaining qualified and credentialed staff.

In response to these challenges, BMCC has offered tuition reimbursement as a method to attract individuals, retain valuable employees already within the organization, and to assist faculty and staff in attaining necessary credentials. Beyond those benefits, tuition reimbursement has been recognized as an investment in employees which represents future organizational earnings, an increase in knowledge capital, increased in productivity and creativity, and increased student success outcomes—All of which, can increase job satisfaction.
Measuring job satisfaction is a good way to determine current organizational climate and to drive growth and improvement. BMCC should determine which criteria provide job satisfaction to its employees, understand how job satisfaction is influenced by various organizational factors, and collect data to measure job satisfaction. To better understand the role tuition reimbursement plays in creating job satisfaction, the following research question and four sub-questions have been addressed:

How does tuition reimbursement influence job satisfaction among the full-time faculty and staff at Bay Mills Community College?

1) What are the factors that constitute job satisfaction at Bay Mills Community College?

2) How do Bay Mills Community College employees report on job satisfaction?

3) For those employees who have used the program, in what ways does tuition reimbursement change reported job satisfaction?

4) How does job satisfaction differ between those employees who have utilized tuition reimbursement opportunities from those who have not?

Research Objective

This research was conducted so Bay Mills Community College could evaluate the continued effectiveness of the tuition reimbursement program in its intent to provide job
satisfaction. Job satisfaction has many important implications for an organization such as increased productivity, decreased turnover, and increase in overall organizational performance. The results of this research will provide recommendations for the possible improvements in the program. Additionally, the job satisfaction portion of the research will serve as a guide for organizational improvement and show the leaders of BMCC which areas need to be targeted to improve employee satisfaction and overall performance. Further, the job satisfaction data will provide a benchmark by which to compare future job satisfaction research.

Through an on-line survey, 62 full-time employees were invited to provide data on job satisfaction and use of the tuition reimbursement program at Bay Mills Community College. Thirty-six respondents provided anonymous responses to 20 survey questions from the quality of the organizational culture, respect, the evaluation and motivation techniques in use, the management systems utilized, the satisfaction with the pay and benefits, the comfort of the work environment, and the overall task enjoyment at Bay Mills Community College. The study recognized areas of concern, evaluated the happiness of the tuition reimbursement program and how job satisfaction may be increased in the future. The recommendations have been given to administration and the Board of Regents. Secondary audiences that benefit from this research include other tribally controlled colleges, other academic institutions, and other tribally operated businesses.

Tuition reimbursement demonstrates an investment in faculty and staff, and displays Bay Mills Community College’s commitment to the long-term success of its employees, and to the organization. The practical aspect of tuition reimbursement includes a larger number of instructors will hold advanced degrees, which will allow BMCC to offer higher level programs
such as Bachelor’s Degree programs. Those factors contribute to a better academic experience for students, which is essential to its mission.

Assumptions

Two assumptions were made by the researcher in this study. First, an assumption was made that the respondent’s score indicating various levels of agreement provided a measurement of job satisfaction. Second, the researcher assumed the seven job satisfaction indicators used within the model were in high importance to the staff at BMCC.

Scope/Delimitations

While the construct of job satisfaction and tuition reimbursement programs are broad in scope, the data examined here is specific to the full-time faculty and staff of Bay Mills Community College. The research was not intended to be a comparison of extrinsic (monetary cost) and intrinsic (benefit) analysis, nor was it a measure of the financial success of the institution. The research was not a measure of academic success of the faculty and staff while enrolled in the tuition reimbursement endeavors, nor was it a measure of student success at BMCC. This research was not a measure of student satisfaction with their instructor, nor was it a measure of enrollment at BMCC. The scope of this research paper was to measure of job satisfaction among full-time faculty and staff at Bay Mills Community College, as it related to tuition reimbursement.
Chapter II: Review of the Related Literature

Introduction to the Literature

This research focuses on the influence tuition reimbursement programs have had upon job satisfaction, with the goal of understanding what is already known and documented, and how that may relate to the full-time faculty and staff at Bay Mills Community College. As there is no literature that applied specifically to this group, the following literature review focused on the phenomenon of job satisfaction, job satisfaction evaluation models, organizational advantages such as increases in productivity and morale, the nature of tuition reimbursement programs, how job satisfaction has been influenced by tuition reimbursement, and methods to increase job satisfaction.

Previous literature has found that job satisfaction was increased when employees feel engaged and that benefits such as tuition reimbursement strengthen employee engagement. While extensive literature is broad and general regarding job satisfaction and tuition reimbursement programs, this chapter explains the definition of job satisfaction, the associated benefits for the employer, the motivation for employees to use tuition reimbursement programs, the influence of tuition reimbursement on the employee, and the benefits realized by the organization.

Presentation of the Literature

Definition of job satisfaction. Job satisfaction, as defined by Edwin Locke, is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences (as cited in Chaita, 2014). According to Spector (1997), job satisfaction can be
defined as the degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs. While Shaikh, Bhutto & Maitlo (2012) defined job satisfaction as the positive emotional state of the employee after appraisal of his or her job and performance.

Gyamfi (2014) defined job satisfaction as the essence of positive feelings resulting from recognition from a job experience, which are seen in performance metrics, employee retention rates, productivity, and organizational commitment, among other things. Job satisfaction has a positive correlation with organizational factors like job enrichment, incentives, rewards, pay, job design, organizational climate, job rotation, organizational culture, supervisor and co-worker relations (Gyamfi, 2014). Additionally, researchers have found good pay and the opportunity for growth are key elements to job satisfaction (Chaita, 2014). Other findings indicate that good pay, opportunity for growth, employment stability, and atmosphere at work are great job satisfiers (Chaita, 2014; Sypniewska, 2014).

Job satisfaction evaluation models. Over the years, many researchers had developed methods by which to measure job satisfaction. There exist many bodies of research, tools, models, and instruments to measure job satisfaction. There are measurement tools for purchase, organizations to contract that will perform independent surveys, annual national benchmarking surveys, and many more, all with varying level of credibility. Three credible and peer-reviewed models are reviewed in this literature.

The job satisfaction survey (JSS). Spector (1985) developed the Job Satisfaction Survey (JSS) in response to a need for a satisfaction tool specific to human service, public and nonprofit sector organizations. The JSS is based upon the theoretical position that attitudinal responses to a job statements indicate job satisfaction or dissatisfaction. Further, that an attitude toward a job
would represent a reaction or tendency to stay with a satisfying job and quit a dissatisfying job (Spector, 1985).

Spector’s (1985) JSS is a 36- item survey that covers nine satisfaction indicators or categories: satisfaction with pay, promotional opportunities, fringe benefits, contingent rewards (appreciation and recognition), supervision, co-workers, nature of the work itself, communication, and work conditions. The survey items were written in the form of a statement, to which respondents agreed or disagreed upon a six point Likert scale. The wording direction of each item was alternated, which required reverse scoring. The results of the research were that the JSS and model were reliable and valid, but also that job satisfaction and its effects are the result of many complex interactions between individuals and organizations, thus making it difficult to pinpoint one factor (Spector, 1985).

**SERVQUAL modified for higher education.** Comm & Mathaisel (2000) adapted a commonly used satisfaction tool to be used specifically for measuring job satisfaction in the higher education industry. The tool, SERVQUAL, is meant to measure customer service quality. The researchers adapted seventy statements along the following job satisfaction determinants: work load, work atmosphere, decision making/involvement, ethics/fairness, customer focus/communications, supervision, goals and objectives, training and development, pay; and benefits. The questionnaire was divided into 2 sections, one to determine the perception of the quality of the job satisfaction determinant, one to determine the level of importance of that determinant to the employee. The respondents indicated their level of agreement, along a 6 point Likert scale: strongly agree, agree, partly agree/partly disagree, disagree, strongly disagree, or don’t know.
Comm & Mathaisel found the use of this tool effective for determining information to better meet the needs of employees (2000). In fact, in their research study, one of the primary findings indicated that an investment in worker education can boost employee loyalty and corporate profits.

**Employee satisfaction model for higher education.** Chen et al., (2006) developed an employee satisfaction model specifically for educational institutions after examination of the survey crafted by previous researchers such as Spector (1985) and Comm & Mathaisal (2006). Chen and associates’ model was based upon six dimensions, or criteria, in which to measure job satisfaction: Work Environment, Pay and Benefits, Management Systems, Result Feedback and Motivation, Respect, and Organization Vision. The questionnaire contained 39 survey items, over three sections. Section 1 collected demographic data; Section 2 was an importance survey in which respondents scored items from 1 (low importance) to seven (high importance); and Section 3 was the satisfaction survey in which respondents scored items from 1 (extremely dissatisfied) to 7 (extremely satisfied).

Chen et al. (2006) results included the successful creation of a model and a measurement instrument for higher education. The researchers recommended institutions of higher learning try to understand the values of the teacher and offer creative solutions when problems arise. Finally, consider the quality of the job and work environment, instead of offering more money to the employee, to keep a high quality of school morale.
Figure 21: Job Satisfaction Model Comparison

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Organizational advantages. Armstrong (2009) found job satisfaction resulted in many advantages for the organization such as economic security, promotes employee loyalty, increases organizational commitment, and more. Gyamfi (2014) states job enrichment, which occurs though enhancing loyalty and organizational commitment, provides psychological meaningfulness in the lives of employees. Further, French (year) found a relationship exists between the perceived responsibility for the employee’s well-being belonging to the supervisor/employer and the employee’s reported sense of personal meaning (happiness), organizational fit, and job satisfaction. Therefore, it can be deduced that job satisfaction benefit the employer in an economical manner, provides psychological importance in the life of the employee, and is the responsibility of the employer to create, maintain, and enhance.

Increase in productivity & quality of work. Employees who are satisfied with their job will become motivated to provide better services and increase their work productivity, which is a benefit to the employer (Tafao-Helsham, 2001). Job satisfaction increases the emotional
connection an employee has to the organization, which creates a level of pride and contributes to
a sense of competitiveness, which directly impact their cognitive output and creativity (Matthias,
Gouthier, & Rhein, 2011). Chen & Silverthorne concluded job satisfaction had a positive
correlation with job performance (2005).

Organizations realize a certain benefit from the development and education of their staff,
beyond an increase in job satisfaction and organizational commitment. An investment in
employees to acquire knowledge results in an improved project success rate (Holden, 2002). In a
comparison of students who were paying their own tuition versus those who were being funded
by their employers, Erickson (1986) found that students who were funded by their employer
were more focused on professional advancement than those who paid their own tuition.

In fact, in the health care industry, Ali and Reisel (2014) confirmed a link between job
satisfaction and patient satisfaction. Specifically, theoretical framework of the study was nurses
who feel job satisfaction have a high level of organizational citizenship behaviors, which
enhance the experience of the patient and the delivery of care. Generalized to other industries,
job satisfaction leads to improved delivery of service.

Desimone et al. (2013) showed that professional development of teachers affected
performance of elementary students. Specifically, teachers who participated in professional
development were more likely to adapt instructional strategies that included advanced topics and
novel problem solving techniques. The result was when teachers emphasized advanced topics,
student achievement grew more quickly; and conversely, when the emphasis was of basic topics,
the student achievement grew more slowly.

Organizational commitment & morale. Job satisfaction strongly impacts organizational
commitment (Bolon, 1997). Organizational commitment further connects an individual to an
organization, which reduces the likelihood of turnover (Meyer, 2004). Naman (2009) found tuition reimbursement directly influenced teachers to stay committed at a low performing school, in an otherwise undesirable school district. Imran et al. (2014) found employees with a positive attitude toward have a stronger organizational commitment and better performance than those employees who do not. Further, positive attitude toward work was increased when employees reported had job satisfaction.

Additionally, job satisfaction has been proven to affect employee morale and well-being. Tafao-Helsham (2001) confirmed that job satisfaction enhances interpersonal skills which improves employee morale to better accomplish organizational goals. French (2006) confirmed when an employee feels congruence with the employer’s mission and purpose, the employee reports increased happiness and emotional well-being, which was positively related to job satisfaction. Silverthorne (2004) research results indicate a good person-organization fit has a positive impact on job satisfaction and organizational commitment and a negative impact on turnover. Chen & Silverthorne (2005) found job satisfaction was linked to lower job stress, and consequently, lower intention to leave a position.

Saranya (2014) found that encouragement of self-confidence is the primary method in which to increase job satisfaction, which will result in positive workforce relations and employees will report good feelings about their bosses and co-workers. French recommends that employers promote cause (vision) alignment and encourage employee strengths so they find meaning in their work which would contribute to increased congruence, which will increase organizational commitment and increase job satisfaction (year). Be sure to share information about culture of the organization, make sure it is in line with your prospective employees (Silverthorne, 2004).
Tuition reimbursement programs. Tuition reimbursement programs have long been an important component of the employee development strategies of many employers (Dougherty & Woodland, 2009). Research has shown that job enrichment is enhanced by tuition reimbursement as part of a development program (Gyamfi, 2014). Further, that tuition reimbursement was a successful method to provide professional development and to retain employees (Pattie, Benson, & Baruch, 2006).

Obiefule (2012) found employers were more likely to view tuition reimbursement as an investment in the employee and the organization, while employees were more likely to view tuition reimbursement as a benefit of employment. Cameron et al (2013) reported employees considered tuition reimbursement to provide have an indirect benefit of increased future earning power. Naman (2009) found tuition reimbursement a significant financial incentive and characterized it as a $20,000 bonus over the course of four years.

Cameron et al. (2013) findings stated cost had been identified as a top barrier for employees entering educational opportunities independently. However, other researchers reported employee motivations for seeking tuition reimbursement were primarily intrinsic in nature, such as personal achievement, pride, personal goals, social and self-esteem rewards, or for the sake of obtaining the knowledge (Tafao-Helsham, 2001; Sankey & Manchin, 2014). Extrinsic motivations, or those that might result in a tangible reward, such as pay increases or promotion, were merely secondary motivations. A key point regarding job satisfaction and motivations was satisfaction was reported higher when motivation was intrinsic rather than extrinsic.

Erickson (1986) found that there were differences in motivations for enrollment among undergraduate versus graduate students. Bachelor’s degree student’s enrolled intending to
overcome a perceived deficiency in comparison with their co-workers. Conversely, Master’s degree students, were more secure in their careers and were seeking to enhance their knowledge.

While Sypniewska (2014) found that professional development opportunities have little direct impact on the overall report of job satisfaction, Guffey et al (1997) confirmed a significant positive relationship between educational assistance and organizational commitment. Results of tuition reimbursement showed participants had increased levels of satisfaction and expressed a low need for seeking employment with another organization (Larson, 2008). Several studies have shown that organizations that embrace professional development and tuition reimbursement programs have higher employee retention rates and low employee turnover (Flaherty, 2007; Garcia et al., 2002)

Best practices should be utilized for fair and consistent tuition reimbursement policies. Bonsick (2016) offered tips for an organization to be successful with a tuition reimbursement program: a) the program should be as close to one hundred percent reimbursement as possible; b) programs to support employees facing challenges while continuing education should be implemented; and c) the program must be made available to all eligible without bias of unique learning needs. Guffey et al. (1997) recommends that employers should perform a benefit analysis to ensure tuition reimbursement is a value to employees. If the benefit is not desired by each employee, that it cannot act as a motivational factor and will not increase organizational commitment (Guffey et al, 1997).

Komba (1996) found in his research that disparity in a funeral benefit among government workers created resentment, dissatisfaction, and inequity as the employees who had not had the need to utilize the benefit felt they were providing similar inputs, but being under-rewarded.
Similarly, Grover (1991) found there were fairness issues that existed when benefit would not be used by all, as there were some that did not stand to gain by using a particular benefit.

The literature reviewed displayed an overarching theme of ensuring that employees who have used tuition reimbursement or any professional development opportunity have a successful transfer of knowledge upon program completion. Guffey (1997) found a significant positive relationship between educational assistance and organizational commitment, also that the commitment increases if it is a job-related course or a degree has been completed. Kianto et al. (2016) and Larson (2008) have found the acquisition and successful transfer of knowledge from the classroom to the job result in reports of high levels of job satisfaction.

Pattie, Benson & Baruch (2006) found the risk of turnover rises when the employees pursued a degree unrelated to their current job. Further, Obiefule (2012) found that employees stay with the employer while receiving tuition reimbursement, but will leave the organization after graduation if there is a lack of opportunity to utilize their newly acquired knowledge. Consequently, job satisfaction is not solely a result of tuition reimbursement, but also the ability to use the new skills.

**Organizational change models for increasing job satisfaction.** There are organizational change models developed with the intent to increase job satisfaction. Pattie Benson & Baruch (2006) found that tuition reimbursement programs can increase general human capital, and are good for increasing organizational commitment. In their study, they also recommend refining tuition reimbursement programs to strategically implement graduate programs for employees that are related to the employee job or that allow them to use the skills that they had learned in their PD program.
Stumph et al. (2013) state change programs attempt to increase the employee’s value to the organization, but it is not always communicated or perceived by the employee. But by ensuring the employee is informed, self-worth and intrinsic motivation can be increased. If a change program is not communicated openly, cynicism can develop, which will result in dissatisfaction and employee withdrawal (Stumph, 2013).

Also, to develop leaders, give them the discretion to make decisions, even if it results in mistakes or learning opportunities, it shows they trust the judgment of employees. They need to allow employees to take reasonable risks in performing their jobs.

In her research at a community college, Morgan found that satisfaction was present in employees when he or she reported being engaged in meaningful work and when the importance of mission and vision were instilled early in their employment (year). Morgan makes the following recommendations for creating or improving job satisfaction:

(a) Develop personalized performance programs that contain individualized action plans and professional development activities. The employee and supervisor should develop the performance program together, document the plan, and check off goals as they are achieved. To accomplish this effectively, supervisors must be trained in to give effective feedback and coach for performance.

(b) The organization must be values driven and the employee must buy in to the values starting in the hiring process. To accomplish this, the mission, vision, and goals must be established and employees must understand how the they guide behavior. The mission, vision, and goals must be discussed in the initial interview.
Offer mentoring and relationship building opportunities such as new employee orientation, staff meetings, workshops, conferences, training that occurs in the workplace, and trust or teambuilding experiences.

Management must implement regular climate survey to obtain employee feedback. It is important for employees to contribute in this manner and it is important to management to have this data.

Summary of the Literature

The literature reviewed has explained the concept phenomenon of job satisfaction, discussed job satisfaction evaluation models, organizational advantages such as increases in productivity and morale, the nature of tuition reimbursement programs, how job satisfaction has been influenced by tuition reimbursement, and methods to increase job satisfaction. Job satisfaction is the result of various organizational factors like job enrichment, incentives, rewards, pay, job design, organizational climate, job rotation, organizational culture, supervisor and co-worker relations. Successful tuition reimbursement programs can influence job satisfaction through employee retention rates, productivity, and organizational commitment.

Employees seek tuition reimbursement opportunities primarily due to intrinsic motivations, such as the reward for the learning and self-improvement itself. Secondarily, employees have extrinsic motivations such as a promotion or increase in duties and pay. Tuition reimbursement influences the employees in many ways such as an increase in job satisfaction, increase in well-being, interpersonal rewards, job enrichment, employment stability, self-confidence, and a positive work atmosphere. Organizations can benefit from tuition reimbursement programs because there will be lower turnover rates, higher retention of employees, job enrichments,
improved project success, and employees focused on professional success. Additionally, stronger job performance will result in reaching organizational objectives.
Chapter III: Research Methodology

Research Approach

The literature review addressed the concept of job satisfaction and the associated benefits for the employee and the employer, as well as the motivation for employees to use tuition reimbursement programs. This research project determines the ways that tuition reimbursement influenced job satisfaction of the full-time faculty and staff at Bay Mills Community College. This research has been conducted through a quantitative descriptive research design in which the phenomenon of job satisfaction was measured and how tuition reimbursement influenced that phenomenon. These measurements have been collected through the distribution of a survey to faculty and staff at BMCC. Data analysis was performed by interpreting results of both descriptive and inferential statistics.

Data Collection Approach and Procedures

Data collected. Detailed information has been examined to answer the main research question posed in this paper. In what ways does tuition reimbursement influence job satisfaction at Bay Mills Community College? To answer this research question, the following sub-questions have been posed:

1) What are the factors that constitute job satisfaction at Bay Mills Community College?

2) How do Bay Mills Community College employees report on job satisfaction?

3) For those employees who have used the program, in what ways does tuition reimbursement change reported job satisfaction?
4) How does job satisfaction differ between those employees who have utilized tuition reimbursement opportunities from those who have not?

The first sub-question examined what factors determine overall job satisfaction at Bay Mills Community College. The data needed to determine which factors influence job satisfaction are the employee attitudes on several indicators of job satisfaction. Survey questions provided data to determine importance of organizational culture, supervisory co-worker relations, job evaluation & motivation, management & leadership, pay & benefits, work environment, and task enjoyment. The second sub-question required data regarding the employee opinions of job satisfaction at Bay Mills Community College. The third sub-question examined how tuition reimbursement has influenced the reported job satisfaction for those employees who have used the program. The data required is the employee opinions of how tuition reimbursement affected their job satisfaction.

The final sub-question examined how job satisfaction differs among employees who have utilized the tuition reimbursement program versus those who have not. The employee response to tuition reimbursement usage allowed for the division of the entire group into two sub-groups. The job satisfaction data of each sub-group was then analyzed and compared utilizing a t-test. Other data necessary for this research study include simple biographical and demographic data that allowed for further interpretive analysis. These data include the highest level of education attained, how long the employee has been with the organization, if the employee is also an instructor, and the age of the employee.
Table 1.2: Linkage Table—Data Collection Methods

<table>
<thead>
<tr>
<th>Primary Research &amp; Sub-Questions</th>
<th>Data Needed to Answer Question</th>
<th>Data Collection Sources and Methods</th>
</tr>
</thead>
</table>
| Primary: How does tuition reimbursement influence job satisfaction of the full-time faculty and staff at BMCC? | • What is the current level of job satisfaction at BMCC?  
• What are the factors that determine job satisfaction at BMCC? | • The data has been collected from employees of BMCC.  
• Survey item available in Appendix C. |
| 1. What are the factors that constitute job satisfaction at BMCC? | • Employee opinions on various indicators that influence job satisfaction at BMCC. | • Survey items evaluate organizational culture, relationships, evaluation & motivation, management & leadership, pay & benefits, work environment, and task enjoyment. |
| 2. How do BMCC employees report on job satisfaction indicators? | Employee reports of job satisfaction. | • Survey included questions, answered on a Likert scale, to determine current job satisfaction. |
| 3. For those employees who have used the program, in what ways does tuition reimbursement influence reported job satisfaction? | • Self-report opinion data from employees who have used tuition reimbursement. | • Survey included specific questions about tuition reimbursement and its effect upon job satisfaction. Yes/no and open-ended questions to discover other important elements. |
| 4. How does job satisfaction differ between those who have utilized tuition reimbursement from those who have not? | • Employee usage of tuition reimbursement program. | • Survey included a question to determine usage. |

**Data Collection Procedures.** The target population was the faculty and staff of the Bay Mills Community College. For the purposes of this research, part-time staff, adjunct instructors, or contracted vendors were excluded from survey as only full time employees are eligible for the tuition reimbursement program. The entire full-time population of Bay Mills Community College was invited via email to partake in the survey. Sixty-two full-time faculty and staff members received an invitation to take the survey via email. A link to the survey was provided in the email. Thirty-six responses were received, representing a 58% survey return rate. All
responses were delivered anonymously to the researcher, via an on-line survey service. As the entire population group was a manageable amount, there was no need to sample a section of the group.

**Instrumentation.** A twenty-item survey was distributed. No specific measurement model was used, however, the researcher designed the survey incorporating model elements from previous researchers: Spector (1985) and his Job Satisfaction Survey (JSS), and Chen et al. (2006) and their Employee Satisfaction Model for Higher Education.

**Part I.** Thirteen survey questions were written to evaluate job satisfaction, written in similar style as Spector’s (1995) JSS, in which the respondent was instructed to give one response, along a Likert scale: (1) strongly disagree, (2) somewhat disagree, (3) neutral \ neither disagree nor agree, (4) somewhat agree, or (5) strongly agree. The questions were developed were based upon of seven job satisfaction criteria or indicators: organizational culture, respect, evaluation and motivation, management systems, pay and benefits, work environment, and task enjoyment.

*Figure 32: Job Satisfaction Model at BMCC*
The researcher developed a model specific to Bay Mills Community College, as illustrated in Figure 32 above, which was based upon the models of Spector (1985) and Comm & Mathaisal (2000), that were presented in the literature review. The models Spector (1985) and Comm & Mathaisal (2000) were carefully reviewed and eliminated from consideration for this research as they were too long for the purposes of this study. Similarly, Chen et al. (2006) was also eliminated from consideration as it was too specific to instructional staff for this research. The full survey can be seen in Appendix C.

Questions 1 and 2 were intended to measure job satisfaction indicator of Organizational Culture. In Question 1, the measurable element is “Strategic Plan, Vision, Future Development”. As such, the question “The goals of BMCC are in line with my values” was developed. In Question 2, the measurable element was “Reputation, Image, Accreditation Status, or Charitable Activities”. Therefore, the question, “I am proud to work for BMCC” was developed. Both questions allow the researcher to infer the employee’s level of satisfaction with the organizational culture, specifically with the vision and image of Bay Mills Community College.

Questions 3 and 4 were intended to measure the job satisfaction indicator of Respect. In Question 3, the measurable element is “Respect Displayed for Professional Knowledge”. As such, the question created was, “My professional knowledge is an asset to BMCC”. In Question 4, the measurable element was “Mutual Respect Among Staff”. Therefore, the question created was, “I work with competent individuals”. Both questions allow the researcher to infer the employee’s level of satisfaction with respect felt at the institution, among peers and by administration.

Questions 5 and 6 were intended to measure the job satisfaction indicator of Evaluation & Motivation. In Question 5, the measurable element was “Recognition & Reward. As such, the
question created was, “I am recognized when I complete a job well.”. In Question 6, the measurable element was “Inclusion in Decision Making Process”. Therefore, question created was, “My contributions are valued at BMCC.”. Both questions allow the researcher to infer the employee’s satisfaction with the level of recognition and rewards he or she receives.

Questions 7 and 8 were intended to measure the job satisfaction indicator of Management Systems. In Question 7, the measurable element was Clear and Fair Policies (Promotion, Discipline). As such, the question created was, “Policies are applied consistently”. In Question 8, the measurable element was “Management Ability (Leadership, Communication skills)”. As such, the question created was, “My manager has strong leadership abilities.”. Both questions allow the researcher to infer the employee’s level of satisfaction with the management at BMCC.

Questions 9, 10, and 11 were intended to measure the job satisfaction indicator of Pay & Benefits. In Question 9, the measurable element was the Salary System. As such, the question created was, “I like the opportunities I have for a salary increase”. In Question 10, the measurable element was Benefits, Retirement & Security. Therefore, the question created was, “I feel secure in my employment”. In Question 11, the measurable element was Educational Subsidies, Training & Development Opportunities. Therefore, the question created was “Educational assistance is a valuable benefit to me.”. All the questions allow the respondent to rate how the pay and benefits contribute to job satisfaction at Bay Mills Community College.

Question 12 was intended to measure the job satisfaction indicator Work Environment. The measurable element was Facilities, Technology, & Perks. As such the question created was “My work environment at BMCC is comfortable”. This question allows the respondent to rate how much the physical workspace contributes to the level of job satisfaction that the employee feels.
Question 13 was intended to measure the Task Enjoyment job satisfaction indicator. The measurable element was Genuine Interest in the Work Performed. Therefore, the question created was “I like the tasks I am asked to perform.”. This allows the respondent to rate the his or her enjoyment for the job.

Table 2-3: Linkage Table—Survey Item Development

<table>
<thead>
<tr>
<th>Job Satisfaction Indicator</th>
<th>Measurable Element</th>
<th>Survey Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture</td>
<td>Strategic Plan, Vision, Future Development</td>
<td>The goals of BMCC are in line with my values.</td>
</tr>
<tr>
<td></td>
<td>Reputation, Image, Accreditation Status, Charitable Activities</td>
<td>I am proud to work for BMCC</td>
</tr>
<tr>
<td>Respect</td>
<td>Respect Displayed for Professional Knowledge</td>
<td>My professional knowledge is an asset to BMCC.</td>
</tr>
<tr>
<td></td>
<td>Mutual Respect Among Staff</td>
<td>I work with competent individuals.</td>
</tr>
<tr>
<td>Evaluation &amp; Motivation</td>
<td>Recognition &amp; Reward</td>
<td>I am recognized when I complete a job well.</td>
</tr>
<tr>
<td></td>
<td>Inclusion in Decision Making Process</td>
<td>My contributions are valued at BMCC.</td>
</tr>
<tr>
<td>Management Systems</td>
<td>Clear Fair Policies (promotion, discipline, etc.)</td>
<td>Policies are applied consistently.</td>
</tr>
<tr>
<td></td>
<td>Management Ability (leadership, communication skills)</td>
<td>My manager has strong leadership abilities.</td>
</tr>
<tr>
<td>Pay &amp; Benefits</td>
<td>Salary System</td>
<td>I like the opportunities I have for a salary increase.</td>
</tr>
<tr>
<td></td>
<td>Benefits, Retirement &amp; Security</td>
<td>I feel secure in my employment.</td>
</tr>
<tr>
<td></td>
<td>Educational Subsidies, Training &amp; Development Opportunities</td>
<td>Educational assistance is a valuable benefit to me.</td>
</tr>
<tr>
<td>Work Environment</td>
<td>Facilities, Technology, &amp; Perks</td>
<td>My work environment at BMCC is comfortable.</td>
</tr>
<tr>
<td>Task Enjoyment</td>
<td>Genuine Interest in the Work Performed</td>
<td>I like the tasks I am asked to perform.</td>
</tr>
</tbody>
</table>

Part II. Addressed tuition reimbursement utilization and how it has influenced job satisfaction of those who have used it. It also allowed the researcher to break the respondents into two groups: Group A, made up of those who used tuition reimbursement; and Group B, made up those who did not use tuition reimbursement. There were 3 yes or no question in this section, with answers of “no” ending the section for the respondent and redirecting them to Part
III of the survey. Answers of “yes” were directed to the next question. This section of the survey also contained open ended questions which captured additional qualitative reports of job satisfaction as influenced by tuition reimbursement programs.

Part III. This section contained demographic questions which will allow the researcher to complete a comparative analysis of job satisfaction among groups such as the respondents level of education, length of service with the organization, age bracket, and whether the respondent instructs courses.

As the researcher constructed the survey, reliability and validity has not yet been established. The instrument is considered reliable if it yields consistent responses; the instrument is considered valid if it measures what it is designed to measure (Central Michigan University, 2013). The researcher conducted pilot tests with employees of another tribal organization. However, it was not an educational institution, nor do the employees have the same type of tuition reimbursement plan. Those individuals qualified for incentives at a rate of $50 per credit hour and up to 6 hours per week of educational leave. I also did a pilot test with a non-tribal organization, that was an educational facility (local high school, not college level), with limited educational support. That facility only covered CEU or in-service training. As a result, the comments I received were not very relative, but they serve as a test-run of the process, ensured the survey items made sense, the process worked, and that the data arrived from survey monkey in a way that was usable and made sense.

Procedures. The survey was conducted using a web-based service called Survey Monkey. An invitation to participate in the survey was distributed to all employees of the organization via work email addresses. Participation in the survey was voluntary; and while invitations were tracked, responses were anonymous and unlinked to names or email addresses.
The researcher is a co-worker to the respondents. The email invitation contained an explanation of the survey, instructions, respondent protections, and an embedded link to the survey, as shown in Appendix B.

Sixty-two surveys were distributed, with a return rate of 58%. This rate of return was slightly above the target return rate of 50%. The researcher surmised that many respondents, as academics, have completed their own research projects and support the pursuit of knowledge, which led to a favorable return rate. Partially completed surveys were recorded as follows: all completed survey responses were scored as indicated by the respondent, and all incomplete survey questions were not counted toward computation of the measures of central tendency or the t-score. Surveys were collected in the Survey Monkey database and accessed only by the researcher, via confidential username and password. After the completion of the study the survey and responses were deleted from Survey Monkey.

Timing. Written permission was received from Bay Mills Community College on February 2, 2017. The research proposal was approved and permission to collect data was granted by Central Michigan University’s Master of Science in Administration Department on February 2, 2017. The researcher distributed the survey on February 8, 2017 and closed it for data on March 1, 2017. The data was analyzed and report written submitted for review on April 16, 2017.

Approach for Data Analysis and Synthesis

Sorting and organizing. Descriptive statistics were used to analyze the data collected from the survey questionnaires. The researcher organized survey data by exporting responses for each question from Survey Monkey to Excel spreadsheets for further analysis. The researcher
used Survey Monkey graphic reporting tool and Excel spreadsheets to allow for preliminary
notations and examination of the data. Mean responses for each question were computed for
three data groupings: across the whole population, those who reported use of the tuition
reimbursement program, and those who did not report use. Additionally, median and standard
deviation were also computed for each question, for all three data groupings. T-test were
calculated using Excel and if the t-score was below a .05 the difference was significant and
therefore, means the difference exists. To be considered statistically significant. It was a one
tailed, type 3 (or two sample, unequal variance)

Analysis. Analysis of data from Part I of the survey allowed job satisfaction indicators to
be ranked in order of importance. Further analysis allowed for measures of central tendency to
be calculated. Analysis of data from Part II of the survey, utilized descriptive statistics as in Part
I, but also inferential statistics to determine if a statistical difference existed between the group
who had used tuition reimbursement (Group A) and those who had not (Group B). A t-test was
performed and the significance level was p<.05.

Analysis of the data from Part II also provided responses from open-ended questions,
which were cataloged and reviewed for potential elements that were missed by the survey
questions. Further analysis of the open-ended questions broke down each response into
statements or themes, which were then placed in a frequency distribution table to determine key
themes. Responses from survey item 14 split the sample into two separate groups based on the
respondent’s usage of the tuition reimbursement program. The respondent who report they have
used the tuition reimbursement program will be called Group A, while the respondents who
report they did not use the tuition reimbursement program will be called Group B. A t-test was
used to determine if the reported overall job satisfaction is significantly different for the two
groups. Further, individual T-tests were performed between both groups for each survey item. Finally, data from Part III, contained basic demographic data which allowed for examination of statistics among specific populations within the larger population.

Methodological Limitations

The researcher operated under a model of measurement that was based upon other tested models, but remained untested itself. The researcher operated under the assumption that job satisfaction is measured by the employee’s reported attitude toward compensation, recognition, benefits, stability and opportunity for growth, organizational culture, work relationships, and task enjoyment. In the interest of keeping the survey short and analysis simple, many items of interest for further evaluation were left out of the survey. For example, the researcher may expand the number of survey items per job satisfaction indicator to better evaluate each element and to gain a more thorough representation of job satisfaction.

A limitation of the current study is the respondents were only asked to evaluate the current quality of each criteria, rather than to rank each criterion in order of importance to them. The mean and rank of each criteria are seen in Table 4. The study tested the employees of one, small community college located in a rural area, therefore, the results may not be applicable to all organizations. Further, the amount of research that exists on job satisfaction is large and this researcher had been unprepared to review and synthesize the full body of research thus far. Finally, the researcher designed the survey tool and reliability and validity had not been previously established.
Chapter IV: Data Analysis

Introduction

This study sought to answer one primary research question and four sub-questions: In what ways does tuition reimbursement influence job satisfaction at Bay Mills Community College? To answer this research question, the following sub-questions have been posed:

1) What are the factors that constitute job satisfaction at Bay Mills Community College?
2) How do Bay Mills Community College employees report on job satisfaction?
3) For those employees who have used the program, in what ways does tuition reimbursement change reported job satisfaction?
4) How does job satisfaction differ between those employees who have utilized tuition reimbursement opportunities from those who have not?

Data Presentation and Analysis

Results that follow were presented in both narrative form, to provide a detailed evaluation of the findings, and a visual form, using charts and tables to further illustrate the data. As discussed in previous section of this research, a three-part survey was developed to gather the data necessary to meet objectives. As such, the data has been presented in order of the survey sections, as follows: Part I, job satisfaction survey; Part II, tuition reimbursement survey; and Part III, demographic data. Sub-Questions have been addressed within the corresponding survey section. Additionally, throughout the remaining text, the mean score and standard deviation will be presented in the following format: mean score (standard deviation).

Survey results, Part I. The data collected from Part I of the survey answered research Sub-Questions 1 and 2. This section of the survey contained 13 questions in which respondents
ranked various job satisfaction opinions along a Likert scale in which strongly disagree was
given the value of (1), somewhat disagree was given the value of (2), neutral \ neither agree nor
disagree was given a value of (3), somewhat agree was given a value of (4), and strongly agree
was given a value of (5). Any survey questions that a respondent left blank were not counted in
the calculation of the corresponding statistical test.

Sub-Question 1: What are the factors that constitute job satisfaction at Bay Mills
Community College? The survey questions were written to evaluate which criteria ranked
highest according the employees of BMCC. The survey questions gathered data on seven job
satisfaction indicators: Organizational Culture, Respect, Evaluation & Motivation, Management
Systems, Pay & Benefits, Work Environment, and Task Enjoyment. In the text below, each job
satisfaction indicator is discussed, in order of the mean score, with the standard deviation in
parenthesis directly on the right, as follows: mean score (standard deviation).

The highest ranked job satisfaction criteria among the full-time employees at Bay Mills
Community College was Task Enjoyment. With a mean score of 4.7 (.5), most respondents
reported within just over a half point away from the mean. Most respondents agree somewhat or
strongly that they like the tasks they are asked to perform as their daily duties. The second
ranked job satisfaction indicator, was Organizational Culture, measured by questions 1 and 2,
which evaluated the employee’s satisfaction with the reputation, image, accreditation status, and
charitable activities, strategic plan, vision, and future development of BMCC. The mean score
was 4.6 (.6), indicating somewhat to strong agreement, with most scores within less than one
point of the mean.

Work Environment was the third ranked job satisfaction criteria and measured
satisfaction with the physical facilities, available technology, and comfort level of BMCC. The
mean score was 4.5 (.6) which indicated the respondents typically scored in between somewhat agree and strongly agree. Respect for an employee’s professional knowledge and mutual respect among staff was the fourth ranked criteria for job satisfaction at BMCC. This indicator is about relationships and people, and recognition of professionality and ability. Questions 3 and 4, had a mean score of 4.4 (.9) and a larger standard deviation indicates the data is dispersed further away from the mean. The Pay and Benefits satisfaction indicator measured the wage and non-wage compensation programs: salary system, job security, benefits, retirement programs, educational subsidies and training opportunities. Questions 9, 10, and 11 measured these criteria, and had a mean score of 4.1 (1.1), close to somewhat agree. However, when considering the standard deviation, it is clear the data is spread further from the mean. Twenty-four percent of staff responded in disagreement or non-agreement.

Management Systems is a job satisfaction indicator that evaluates the fair promotion policies, clear disciplinary procedures, strong leadership and communication skills. Questions 7 and 8 measured Management Systems at BMCC, asking questions about the consistent application of policies and the leadership abilities of management. This indicator was ranked sixth with a mean score of 4.0 (1.1). As with pay and benefits, the majority of staff were still in agreement with favorable management systems, but 28% were in disagreement or non-agreement.

The final job satisfaction indicator, Evaluation and Motivation, measured satisfaction with how employee’s achievements are recognized, rewards are offered, and how staff is included in operational decisions. Questions 5 and 6 measured of the evaluation and motivation techniques used at BMCC. This job satisfaction indicator was ranked last with a score of 3.8 (1.2). The mean score fell along neutral to somewhat agree, but with a standard deviation of
more than a point, the data is widely dispersed. Thirty-four percent of respondents answered that they disagree somewhat or strongly, or that they neither disagree nor agree with Evaluation and Motivation factors at BMCC.

The results of this section are simple ranking of categorized data. The data indicate that most employees are satisfied with the tasks they perform (Task Enjoyment), the culture and atmosphere (Work Environment) in which they work, and the consideration they feel they are afforded (Respect). The final three categories, Pay & Benefits, Management Systems, and Evaluation & Motivation should be examined further by BMCC management as similar evaluation items were found to be the highest in importance to American workers in a recent national survey. Specifically, Pay & Benefits evaluation items were second, third, and fourth, Management System evaluation items were sixth and twelfth; and Evaluation & Motivation were eighth and eleventh (SHRM, 2016).

Table 3: Job Satisfaction Indicators, Ranked (Sub-Question 1)

<table>
<thead>
<tr>
<th>Job Satisfaction Indicator</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Enjoyment</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Work Environment</td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Respect</td>
<td>4.4</td>
<td>0.9</td>
</tr>
<tr>
<td>Pay &amp; Benefits</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Management Systems</td>
<td>4.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Evaluation &amp; Motivation</td>
<td>3.8</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Sub-Question 2: How do Bay Mills Community College employees report on job satisfaction? Job satisfaction at Bay Mills Community College was measured using the data
supplied in question 1-13 of the survey. Overall, employees report slightly above somewhat agree with a mean score of 4.3 (1), with most responses dispersed just under one point of the mean. The frequency of strongly and somewhat agree responses are more than five times the amount of strongly or somewhat disagree or neutral (see Table 5). The conditions that force the data to behave this way are defined by the job satisfaction criteria and perhaps are better understood within the context of each individual question (see below). The researcher referred to the literature reviewed as well as the results of the open-ended responses from Part III of the survey to better understand why the data presented in the manner it did.

Table 45: Frequency of Survey Responses

Table 56: Job Satisfaction Survey Responses (Sub-Question 2)

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The goals of BMCC are in line with my values.</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>2 I am proud to work for BMCC</td>
<td>4.8</td>
<td>0.7</td>
</tr>
<tr>
<td>3 My professional knowledge is an asset to BMCC</td>
<td>4.8</td>
<td>0.5</td>
</tr>
<tr>
<td>4 I work with competent individuals.</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>5 I am recognized when I complete a job well.</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>6 My contributions are valued at BMCC.</td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>7 Policies are applied consistently.</td>
<td>3.6</td>
<td>1.1</td>
</tr>
<tr>
<td>8 My manager has strong leadership abilities.</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>9 I like the opportunities I have for a salary increase.</td>
<td>3.7</td>
<td>1.3</td>
</tr>
<tr>
<td>10 I feel secure in my employment.</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>11 Educational assistance is a valuable benefit to me.</td>
<td>4.4</td>
<td>0.9</td>
</tr>
</tbody>
</table>
Question 1 stated “The goals of Bay Mills Community College are in line with my values”. The mean score was 4.6 (.6), which indicate that most respondents feel their personal goals are in line with personal vision of the organization. The mean score falls between strongly agree and somewhat agree and the small standard deviation indicates a high number of responses were located close to the mean. BMCC regularly revisits its strategic plan, goals and mission. This is highly driven by its accreditation efforts, but also for constant improvement and growth. Employees are an integral part of that process and that is communicated at every level.

Silverthorne (2004) found a good person-organization fit has a positive impact on job satisfaction and organizational commitment, as well as a negative impact on turnover. French (2006) confirmed when an employee feels congruence with the employer’s mission and purpose, the employee reports increased happiness and emotional well-being. This increases organizational commitment, of which job satisfaction is a by-product. French recommends that employers promote cause (vision) alignment and encourage employee strengths so they find meaning in their work which would contribute to increased congruence.

Table §2: Survey Item 1
Question 2, “I am proud to work for Bay Mills Community College” had a mean score of 4.7 (.7). The mean falls between somewhat and strongly agree and the smaller standard deviation indicates responses were consistent and close to the mean. The high results of this question could be tied to the employee self-reports of “pride” and “making the community better” and “exceptional employer”. Matthias, Gouthier, & Rhein (2011) concluded organizational pride contributes to organizational competitiveness as it directly impacts emotional connections of employees, their cognitive output, and drives creativity.

Table 7.4: Survey Item 2
Question 3 states “My professional knowledge is an asset to Bay Mills Community College” and had a mean score of 4.7 (.51). The mean score falls between somewhat agree and strongly agree and the smaller standard deviation indicates responses were located closer to the mean. Ninety-seven percent of the respondents agree, either strongly or somewhat that their professional knowledge in an asset to the organization.

Table 89: Survey Item 3
Question 4, “I work with competent individuals”, had a mean score of 4.1 (.09) or slightly higher than somewhat agree, but with a standard deviation that indicates the responses were spread further from the mean and were less consistent. Specifically, 15% of respondents reported disagreement or neutrality in their belief of working with competent individuals.

Song & Olshfski (2008) found a positive correlation between positive work attitude, jobs and duties and perceptions of friendship opportunities in the workplace. Essentially, there is better job performance among coworkers who are friends. The data from this question supports that a higher performance when a respectful relationship exists. Based upon that, it would be wise for BMCC management to explore the 15% who scored somewhat disagree or neutral.

Table 9: Survey Item 4

Table 10: Survey Item 4

Question 5, “I am recognized when I complete a job well” had a mean score of 3.7 (1.2). The mean score falls between neutral and somewhat agree, and the standard deviation indicates responses were dispersed widely. With 60% in agreement about being recognized for a job well done, this question still provides a favorable score in overall job satisfaction. However, with 26% replying neutral and 15% replying negatively, there is significant room for improvement.
A study by O’Driscoll & Beehr (2000) found that employees have a need for clarity, which was defined by the employee understanding the job and how well they are performing that job. If clarity does not exist, there will be a decrease in job satisfaction and an increase in psychological strain. Therefore, considering 41% of the BMCC respondents scored neutrally or negatively, there is a need for to address recognition and reward systems when work is performed well.

Table 10.1: Survey Item 5

Question 6, “My contributions are valued at BMCC”, had a mean score of 3.9 (1). This mean score is slightly under somewhat agree, with the standard deviation indicating slightly over a point of dispersion. While 72% of the respondents agree that their contributions are valued, 28% are neutral or in disagreement.

Without a formal appraisal process, employees may be left without an anchor for their performance standards and how their work contributes to the success of the organization. In a study completed for Northwest Vista Community College, Morgan (2005) found climate surveys were a valuable tool not only in gathering employee opinion, but in demonstrating to employees that their opinion was valued, meaningful, and appreciated. Inclusion on quality improvement
for accreditation processes was another positive way in which staff felt valued for their contributions.

Table 112: Survey Item 6

Question 7, “Policies are applied consistently at BMCC”, had a mean score of 3.6 (1.1). The mean score falls between neutral and somewhat agree, and the standard deviation indicates a wide dispersion of responses along the scale. With 64% scoring in a positive way, this question appears to have a positive impact on job satisfaction. However, with 36% answering other than positive, thereby indicating a belief in inconsistent or unfair application of policy, this is an area that warrants further evaluation by management. Ambiguity in the workplace leads to decreased satisfaction and increase in psychological strain. Employers should give more attention to the impact that an inconsistent or unfair application of policies, or even the mere perception, can have upon employees (O'Driscoll & Beehr, 2000).
Question 8, “My manager has strong leadership abilities”, had a mean score of 4.3 (1). The mean fell in between somewhat agree and strongly agree, but a large standard deviation indicates less consistency among the responses or that were scores located far from the mean. Although 80% of respondents agreed their manager had strong leadership abilities, 20% disagreed or were neutral in their response.

In the open-ended portion of the survey, one respondent stated, “opportunities to share knowledge were limited”, which may have been perceived as a function of the level of leadership abilities displayed by his or her manager. Strong leadership abilities are an important factor in job satisfaction as discovered in a research study by Chen and Silverthorne in which there was a correlation between high leadership scores and high job satisfaction (2005). In another study, it was found that participants reported supporting and inspiring leaders positively impact an employee’s job satisfaction and happiness (French, 2006).

Table 134: Survey Item 8
Question 9, “I like the opportunities I have for a salary increase”, had a mean score of 3.7 (1.3). The mean fell between neutral and somewhat agree, but had a wide standard deviation indicating a wide variety of responses. In comparison with a national survey completed in 2016 regarding employee satisfaction with compensation, 65% of employees reported they were satisfied with their salary, while 15% were neutral, and 20% were not satisfied (SHRM, 2016). Bay Mills Community College employees reported consistently with the national opinion with 65% in agreement, 19% neutral, and 16% in disagreement.

**Table 145: Pay Satisfaction Comparison**
The open-ended responses from Part II contained a comment regarding the tuition reimbursement program being the reason the employee wasn’t seeking a higher-paying job. Additionally, BMCC’s mission is not profit-driven; it is centered around providing an educational service for intellectual growth for area students. Taking these factors into consideration, it is the expectation that a number of employees would not be satisfied with their salary.

Table 156: Survey Item 9

Question 10, “I feel secure in my employment,” had a mean score of 4.4 (.7), which fell between somewhat agree and strongly agree. The standard deviation indicates most of the scores were located close to the mean. With 90% of the respondents giving an affirmative response, the researcher concludes the overwhelming majority of staff feel confident in the longevity of their career. Bay Mills Community College approaches employees as an investment, which is evidenced by the practice of professional development to meet organization goals. Employees see this investment in them as an indication of job security.

Researchers have proven a link exists between job security and job satisfaction. Artz & Kaya (2014) confirm the relationship and that is more pronounced in times of economic
downturns. Further, Artz & Kaya also found that employees who are less educated, report feeling less job security, than workers who are more educated.

Table 167: Survey Item 10

![Bar chart showing responses to Q10: I feel secure in my employment.](chart.png)

Question 11, “Educational assistance is a valuable benefit to me” had a mean score of 4.4 (.9). The mean score indicates just above somewhat agreeing, with almost a point of dispersion. An examination of the data, shows an interesting fact regarding the responses to this question. The responses were gathered primarily in the strong agree category or the neutral category. Conditions that would cause the data to present in this manner include perception of the value being based upon use of the benefit. If a respondent is using the benefit, it is sure to provide a value. If the respondent is not using the benefit, it is likely they have neutral feelings toward its value. Guffey et al (1997) states a benefit cannot be a motivational factor for an employee if it is not valued by the employee.

Table 187: Survey Item 11
Question 12 stated “My work environment at BMCC is comfortable”, and had a mean score of 4.5 (.6). The mean score indicates the respondent fall between somewhat and strongly agree, and the standard deviation indicates that most scores were fairly concentrated around the mean.

Many of the open-ended answers from Part II of the survey have comments that discuss “supportive environment” and “culture of support”, which speak to the quality of the work environment. Proactive steps are taken to assure the safety of students. In addition, BMCC has undergone some major construction over the past 10 years which includes a new academic building and library, with a new administration building breaking ground in early summer 2017. Finally, technology and communication systems are advanced and aid in efficiency and productivity.

Table 189: Survey Item 12
Question 13, “I like the tasks I am asked to perform”, had a mean score of 4.7 (.5) The mean falls just below strongly agree and has a smaller standard deviation which indicates more consistent responses that are close to the mean. With 97% of respondents in agreement with liking the tasks they perform. The tasks at BMCC are rewarding. Many work with students or providing support services in some manner. Literature shows employees like to be challenged and be excited and interested by their work (Gyamfi, 2014; Tafao-Helsham, 2001).

Table 1920: Survey Item 13
Overall, employees seem to be satisfied at BMCC, with a mean score of 4.3, which falls between somewhat agree and strongly agree. Job satisfaction is important as it has a positive correlation with organizational climate, supervisor and co-worker relations, and employment stability (Gyamfi, 2014).

**Survey results, Part II.** This section of the survey addressed tuition reimbursement utilization and how it has influenced job satisfaction of those who have used it. The data collected in the second section of the survey addresses Sub-Questions 3 and 4. The following data has been analyzed two ways. First, survey items 14-16 have been analyzed using descriptive statistics in which the data was described using measures of central tendency, and describing the sample distribution. Secondly, a t-test was used to infer differences between the level of job satisfaction reported by the two groups.

**Sub-Question 3: For those employees who have used the program, in what ways does tuition reimbursement change reported job satisfaction?** Respondents were asked about their participation in tuition reimbursement in survey item 14. The simple “yes” or “no” responses allowed the researcher to divide the respondents into two groups: Group A, or those who used tuition reimbursement; and Group B, those who did not use tuition reimbursement. Twenty-one of the respondents reported using tuition reimbursement during some point of their employment with BMCC (Group A). Fifteen respondents reported not using the tuition reimbursement program (Group B) as represented in Figure 3 below. Those answering “no”, were then redirected to Part III of the survey. Those who answered “yes” were directed to survey item 15.
Survey item 15 “Would you say tuition reimbursement has changed your job satisfaction?” yielded 17 “yes” responses or 4 “no” responses, as illustrated in Figure 4. Again, an answer of “no” directed the respondent to Part III of the survey. Survey item 16 asked those who experienced a change in job satisfaction to indicate if it was an increase or decrease in job satisfaction and asked the respondent to explain in an open-ended response. An overwhelming majority, 94%, of those who used the program indicate an increase in job satisfaction as illustrated in Figure 5 below.

The data from items 15 and 16 presented consistently with previously reviewed literature as discussed in Chapter 2 of this study. Tuition reimbursement has a significant positive relationship with organizational commitment and job satisfaction (Guffey et al., 1997). Further, participants of educational assistance programs expressed low needs for seeking employment elsewhere and higher retention rates result (Larson, 2008; Flaherty, 2007).
Thirteen respondents gave an open-ended response to further explain their opinion regarding their change in job satisfaction (see Appendix E). These responses were first analyzed by careful examination to extract key themes and ideas (See Appendix F). Secondly, the frequency in which each key theme was mentioned was catalogued and counted (see Table 22 below). The open-ended responses were related to a positive emotional response 30% of the time, and intrinsic personal value 22% of the time, extrinsic personal value 36%, thought to enhance the organization 6% of the time, and had negative connotations in 6% of the comments.
Table 2022: Frequency Table—Open Ended Responses

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture of Support</td>
<td>13%</td>
<td>Acquisition of Knowledge</td>
<td>11%</td>
</tr>
<tr>
<td>Appreciation of BMCC</td>
<td>9%</td>
<td>Personal Growth</td>
<td>11%</td>
</tr>
<tr>
<td>Employer Advantage</td>
<td>6%</td>
<td>Advance Position</td>
<td>11%</td>
</tr>
<tr>
<td>Mission\Vision</td>
<td>4%</td>
<td>Financial Constraints</td>
<td>13%</td>
</tr>
<tr>
<td>Loyalty</td>
<td>4%</td>
<td>Time Constraints</td>
<td>6%</td>
</tr>
<tr>
<td>Negative Responses</td>
<td>6%</td>
<td>Employee Benefit</td>
<td>6%</td>
</tr>
</tbody>
</table>

Organization level themes were portrayed from seventeen different comments and phrases in areas such as culture of support, appreciation for BMCC, mission\vision related, competitive advantage, and loyalty. The most highly represented theme was that there was a culture of support at Bay Mills Community College. Comments \clauses included “appreciates growth”, “supportive work environment”, and “encouragement and support”. Another strong theme was an expression of appreciation for Bay Mills Community College and instilling a sense of loyalty. Further still, comments like “makes the community better” and “to gain more cultural awareness” fall in line with the vision and mission of BMCC to promote community and culture.

There were 27 clauses or phrases that were more of an individual nature in that there was mention of a personal benefit to the employees, whether intrinsic or extrinsic. These themes were: acquisition of knowledge and personal growth (intrinsic); advance in position, financial or time constraints, and use as an employee benefit (extrinsic). There were also three negative comments for review as well. A few areas to be concerned of are that enthusiasm for the educational assistance program has waned as there has been a lack of opportunity to share the new knowledge gained. One individual reported the tuition reimbursement was favorable, but it was a trade-off for an otherwise low-paying position. See appendix E for the complete list of comments.
Of the respondents who used tuition reimbursement, a majority reported an increase in job satisfaction as a result. The increase is consistent with the literature reviewed. Several researchers have found positive relationships between educational assistance or tuition reimbursement or funding for education AND organizational commitment and related job satisfaction indicators (Flaherty, 2007; Garcia et al., 2002; Guffy, 1997; Gyamfi, 2014; Holden 2002; Larson, 2008; & Naman, 2009). 

Sub-Question 4: How does job satisfaction differ between those employees who have utilized tuition reimbursement opportunities from those who have not? As stated in discussion of Sub-Question 3, survey item 14 allowed for the population to be split into two distinct groups: Those who have used the tuition reimbursement program (Group A) and those who have not (Group B). Twenty-one or 58% of the respondents stated that had used the program, while 15 or 38% indicated they had not.

To answer Sub-Question 4, inferential statistics were employed to determine if a difference in satisfaction levels could be inferred between the group who has used tuition reimbursement (Group A) and those who have not (Group B). A t-test was performed for each job satisfaction survey item in Part I, as well as, the overall means for the groups. The researcher set the significance level for the t-test results at p<.05. When the p-value falls under the significance level, the researcher can conclude the likelihood that the results occurred by chance or by error were significantly low enough to put faith in the difference between the means (Sullivan, 2013). In other words, if the p value falls below .05, the researcher can infer that a real difference does exist between the two groups, and is not related to error. Therefore, to interpret the results, the researcher will refer to the difference in the means and the size p-value.
Overall results. The comparison of the means for all survey items combined for Group A (4.2) to Group B (4.3) is difference of a tenth of a point. Additionally, the p-value of (p<.16) is above the significance level set by the researcher. The statistics for the overall means reveal there is likely not a difference between the level overall job satisfaction felt by Group A and Group B. Deeper review of each individual survey item showed the computed p-values were well above the significance level for items 1, 2, 3, 4, 7, 8, 10, 12, 13 (see table 23 below).

Table 213: Group Comparison Mean Scores and p-scores

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Group A</th>
<th>Group B</th>
<th>p score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The goals of BMCC are in line with my values.</td>
<td>4.6</td>
<td>4.5</td>
<td>0.43</td>
</tr>
<tr>
<td>2 I am proud to work for BMCC</td>
<td>4.7</td>
<td>4.7</td>
<td>0.47</td>
</tr>
<tr>
<td>3 My professional knowledge is an asset to BMCC.</td>
<td>4.8</td>
<td>4.7</td>
<td>0.31</td>
</tr>
<tr>
<td>4 I work with competent individuals.</td>
<td>4.1</td>
<td>4.1</td>
<td>0.46</td>
</tr>
<tr>
<td>5 I am recognized when I complete a job well.</td>
<td>3.4</td>
<td>4.1</td>
<td>0.07</td>
</tr>
<tr>
<td>6 My contributions are valued at BMCC.</td>
<td>3.6</td>
<td>4.4</td>
<td>0.01</td>
</tr>
<tr>
<td>7 Policies are applied consistently.</td>
<td>3.4</td>
<td>3.9</td>
<td>0.1</td>
</tr>
<tr>
<td>8 My manager has strong leadership abilities.</td>
<td>4.2</td>
<td>4.5</td>
<td>0.25</td>
</tr>
<tr>
<td>9 I like the opportunities I have for a salary increase.</td>
<td>3.5</td>
<td>4.1</td>
<td>0.08</td>
</tr>
<tr>
<td>10 I feel secure in my employment.</td>
<td>4.5</td>
<td>4.4</td>
<td>0.43</td>
</tr>
<tr>
<td>11 Educational assistance is a valuable benefit to me.</td>
<td>4.7</td>
<td>4.0</td>
<td>0.02</td>
</tr>
<tr>
<td>12 My work environment at BMCC is comfortable.</td>
<td>4.4</td>
<td>4.7</td>
<td>0.09</td>
</tr>
<tr>
<td>13 I like the tasks I am asked to perform.</td>
<td>4.7</td>
<td>4.7</td>
<td>0.46</td>
</tr>
</tbody>
</table>

When p-values fall above the significance level, the differences between the means were likely not substantial or could have been attributed to sampling errors. As such, the researcher focused upon the discussion on survey items 6 and 11, as well as, survey items 5 and 9. Items 6 and 11 had p-values under the significance level. The p-scores for survey items 5 and 9 were slightly above p<.05, but still below p<.10. In social science research, a significance level of p<.10 is commonly used when the consequences of making a Type I error are less severe.
(Sullivan, 2013). Therefore, the researcher will examine survey items 6 and 11, as well as items 5 and 9 in more detail in the section below.

**Survey item 6.** This survey item was “My contributions are valued at BMCC” under the job satisfaction indicator of Evaluation & Motivation. The respondents of Group A score neutral to somewhat disagree, while Group B report higher, in the somewhat to strongly agree range, as illustrated in Table 24. The difference between the mean scores is .8 [3.6 - 4.4 = -.8], which is almost a full point difference. The p-score (p<.01) indicates the difference between the means is likely to be real and not due to sampling error. Therefore, the researcher can infer those who have used the tuition reimbursement program believe that their contributions are valued less than those who have not used tuition reimbursement. However, with a mean score of 3.6, those who have used tuition reimbursement still agree their contributions are valued, just to a lesser degree.

**Table 224: Group Comparison of Survey Item 6**

<table>
<thead>
<tr>
<th>My contributions are valued at BMCC</th>
<th>Group A (Used TR)</th>
<th>Group B (Did not use TR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>4.5%</td>
<td>7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>48%</td>
<td>26%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>60%</td>
<td>14%</td>
</tr>
</tbody>
</table>

The organization should be concerned with the respondents who disagreed or were neutral in their feelings that their contributions were valued, which was 38% of Group A, and
14% of Group B. This data, coupled with the review of open-ended statements, gives the researcher an idea of the conditions that led the data to present in this manner. Specifically, the open-ended statement by respondent number four, “After completing the program, though, there were no opportunities to share the knowledge that had been gained and so enthusiasm about program has waned”. Perhaps the policies or practices of BMCC do not allow for proper transference of knowledge once acquired. Alternatively, perhaps this employee earned a degree in an area this did not complement his or her position. According to the research of Pattie et al. (2006) and Obiefule (2012), this kind of practice puts the organization at risk of decreased job satisfaction and possible turnover. As such, BMCC should review their existing policies and practices regarding transference of knowledge.

Survey item 11. This survey item was “Educational assistance is a valuable benefit to me” under the job satisfaction indicator of Pay and Benefits. The respondents of Group A scored in the strongly agree to somewhat disagree range while Group B respondents scored at somewhat agree, as illustrated in table 4.23. The difference between the mean scores is .7 [4.7 – 4.0 = .7]. The results of t-test (p<.02) indicate it is likely not by chance or by error that the difference is real. As one would expect, Group A scored in strong agreement of the value of the benefit that they all have taken advantage of. However, Group B scored the benefit a value to them, just to a lesser degree, despite having never used the benefit.
A potential condition that caused this response is perhaps the 46% of Group B who strongly agreed the benefit is of value, had a future intention to utilize the benefit. However, the organization should be concerned with the 7% who disagree and the 33% of Group B who are neutral, along with the 14% of Group A who are neutral. Obiefule (2012) found employers were more likely to view tuition reimbursement as an investment in the employee and the organization, while the employees were more likely to view tuition reimbursement as a benefit of employment. A perceived inequity, or an under-rewarding, of benefits could result in resentment or dissatisfaction for the employees who had not used or otherwise experienced a gain from a particular benefit (Komba, 1996; Grover, 1991).

Survey item 5. This survey item was “I am recognized when I complete a job well”, under the Evaluation & Motivation job satisfaction indicator. The respondents of Group A scored in the neutral to somewhat agree, while Group B scored in just above somewhat agree, as illustrated in table 26. The difference between the means is .7 [3.4 – 4.1 = -.7]. The results of the t-test (p<.07), is above the significance level set by the researcher for this study. However, the p-score
falls below p<.10, which is a common significance level used in social sciences. In review of the mean scores, the researcher infers the difference is likely not due to error and represent a real difference. Consequently, survey item 5 must be reviewed to determine factors that cause the data to present in this manner.

In consideration of survey item 5, the researcher infers those who have used tuition reimbursement feels less recognition for a job done well in comparison to those who have not used tuition reimbursement. Why does the data behave this way? Perhaps, the college educated individual feels less recognition because he or she is afforded a level of independence due to his or her advanced knowledge or skills and is not managed quite so closely? Further, in reference to the tuition reimbursement policy, perhaps the requirement for regular grade submission set a schedule of recognition. Upon the completion of the degree, there is no longer a need for such submission, and less recognition is felt as a result.

Table 2426: Group Comparison of Survey Item 5

Survey item 9. This survey item was “I like the opportunities I have for a salary increase” under the Pay & Benefits job satisfaction indicator. The respondents of Group A
scored in the neutral to somewhat agree, while Group B scored in just above somewhat agree, as illustrated in table 27. The difference between the means is .6 [3.5 – 4.1 = .6]. The results of t-test (p<.08), is above the .05 significance level set by the researcher for this study. However, the p-score falls below p<.10, which is a common significance level used in social sciences. In review of the mean scores, the researcher infers the difference is likely not due to error and represent a real difference. Consequently, survey item 9 must be reviewed to determine factors that cause the data to present in this manner.

To discuss survey item 9, Group A, or those who have used tuition reimbursement report they like their opportunities for a salary increase less than Group B, or those who have not used tuition reimbursement. This does seem counter-intuitive as the more education a person has, the higher their salary is expected to be. Why did the data present this way: I think the more educated personnel of the organization feel that they can work for other organizations for more pay, as indicated by the open-ended response from respondent 21. Further, perhaps the more educated employee feels entitled to a higher pay as a reward for an advanced education.

Table 252: Group Comparison of Survey Item 9

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![Table 252: Group Comparison of Survey Item 9](image_url)
Survey Results, Part 3. This section of the survey identified basic demographic information of the respondents. The researcher asked basic demographic questions to determine if certain sectors of employees displayed varying levels of job satisfaction. Questions 17-20 provided data about educational level, years of service at Bay Mills Community College, general age category, and if the respondent instructed courses. This data will allow the researcher provide job satisfaction data by category of employee for the leadership of BMCC. The mean levels of job satisfaction reported were calculated for each group by isolating the group, calculating the mean score per question, and then calculating the collective mean score. See table number 27 below.

Table 262: Respondent Demographics

<table>
<thead>
<tr>
<th>Respondent Demographics</th>
<th>Years of Service at BMCC</th>
<th>Instruct Courses</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Breakdown</td>
<td>Under 5 years</td>
<td>Yes</td>
<td>Under 35</td>
</tr>
<tr>
<td>High School</td>
<td>0</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Some College up to Bachelors</td>
<td>9</td>
<td>17</td>
<td>35 to 50</td>
</tr>
<tr>
<td>Advanced coursework \ degree</td>
<td>24</td>
<td>6</td>
<td>Over 50</td>
</tr>
<tr>
<td>Prefer Not to Say\Skipped</td>
<td>3</td>
<td>7</td>
<td>Prefer Not to Say\Skipped</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Survey item 17, What is your highest level of education, provided data on educational level of the respondents. Reports included 67% working on advanced coursework or having received an advanced degree, while 25% reported some college up to a Bachelor’s Degree, with one respondent preferring not to disclose their level of education and zero reporting just a high
school diploma. Considering only the mean scores, respondents with some college up to a Bachelor’s degree report the highest level of job satisfaction at 4.36, while those pursuing or holding and advance degree report at 4.29, while those preferring not to say report at 3.85.

Table 278: Survey Item 17

![Graph showing education levels and job satisfaction](image1)

Question 18 provides data regarding the length of service of the respondents. Most respondents had worked at BMCC more than ten years or less than five, at 36% and 33% respectively, with 19% worked more than five, but less than 10 years, and 2 respondents preferring not to say. All lengths of service report relatively close, with mean scores between 4.3 and 4.4. However, those who prefer not to say report with 3.73.

Table 298: Survey Item 18

![Graph showing years worked](image2)
Question 19, Do you Instruct Courses? Forty-seven percent of the respondents reported that they did not instruct courses, while 36% did, and 11% preferred not to say. Those who do not instruct courses report a slightly higher job satisfaction at 4.49 in comparison to those who do instruct courses at 4.26. While those who prefer not to say report at 3.29.

Table 2930: Survey Item 19

![Survey Item 19](image)

Question 20, Please indicate your age? The largest age group to respond to the survey was the 25 to 50 group at 36%, with 25% of the respondents being from the over 50 group. 17% of the respondents reported they were under the age of 25, while 17% preferred not to answer. The 35-50 age category reports the highest level of job satisfaction at 4.61, over the under 35 and over 50 groups at 4.36 and 4.2 respectively. Again, the prefer not to say respondents report at 3.5.

Table 301: Survey Item 20

![Survey Item 20](image)
A potential area of concern are the respondents who chose to remain anonymous. The reported means for those who preferred not to answer were lower in all instances, which indicate lower job satisfaction. This anonymous factor is of interest to the researcher, as it may indicate a lack of comfort in coming forward with work matters that concern them. A perception may exist that leadership is difficult to approach, unwilling to hear issues, or is otherwise unresponsive to employee concerns. This is an area that management should address and could accomplish by maintaining open communication channels.

Table 312: Job Satisfaction by Demographic

<table>
<thead>
<tr>
<th>Demographic &amp; Mean Score</th>
<th>Education</th>
<th>Years of Service at BMCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Under 5 years</td>
<td>4.4</td>
</tr>
<tr>
<td>Some College up to Bachelors</td>
<td>More than 5, Less than 10</td>
<td>4.4</td>
</tr>
<tr>
<td>Advanced coursework \ degree</td>
<td>More than 10</td>
<td>4.3</td>
</tr>
<tr>
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<td>3.7</td>
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<table>
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<tr>
<th>Instruct Courses</th>
<th>Age</th>
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<td>Yes</td>
<td>Under 25</td>
</tr>
<tr>
<td>No</td>
<td>25 to 50</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>Over 50</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>Prefer Not to Say</td>
</tr>
</tbody>
</table>

Summary

The factors that contribute to job satisfaction at Bay Mills Community College are the level to which employees enjoy tasks, the organizational culture and work environment, the respect felt in the workplace, pay & benefits, management systems, and evaluation & motivation.

Overall, employees of BMCC report above average on job satisfaction, with task enjoyment being the top-rated factor. Of the 36 employees completing the survey, 21 used tuition reimbursement. Of those, 16 report an increase in job satisfaction due their use of the program. One employee reported a decrease in job satisfaction, while 4 reported no change. Finally, job satisfaction does not differ overall between the employees who have used tuition
reimbursement and those who have not. However, individual survey items reveal differences among the value of the tuition reimbursement program. Those who have used the program, find it valuable; while those who have not, do not find it valuable. Additionally, those who have used the program, feel their contributions are valued less, feel less recognition for a job done well, and are not satisfied with their chances for a salary increase.
Chapter V: Summary, Conclusion, Recommendations

Overview

Job satisfaction, or the degree to which a person likes his or her job (Spector, 1985), has been recognized to increase productivity, creativity, organizational citizenship, and work performance (Armstrong, 2009; Gyamfi, 2014; Tafao-Helsham, 2001). Job satisfaction is influenced by many factors, including compensation, task enjoyment, work environment, organizational climate, respect, motivation, evaluation, management systems, and benefit programs like tuition reimbursement (Chen et al., 2006). Tuition reimbursement is an employer funded method to obtain formal education.

Bay Mills Community College (BMCC) is a tribally controlled community college which offers Associate’s Degrees, vocational certificates, and articulation programs to traditional and non-traditional students, Native American and non-Native American students, in both on-campus and distance learning formats. Professional development and continuing education are integrated in the organizational culture at Bay Mills Community College. The BMCC offers tuition reimbursement, up to $5,250 annually, to ensure faculty and staff are qualified, hold proper credentials, and strengthen the employee-employer relationship. The tuition reimbursement program provides many benefits to Bay Mills Community College. The investment in the employee represents future earning potential, it can create loyalty and organizational commitment, and result in increased productivity and creativity—all of which contribute to job satisfaction.

Summary
Measuring job satisfaction is a good way to determine current organizational climate and to drive growth and improvement. BMCC should determine which criteria provide job satisfaction to its employees, understand how job satisfaction is influenced by various organizational factors, and collect data to measure job satisfaction. To better understand the role tuition reimbursement plays in creating job satisfaction, the following research question and four sub-questions have been addressed:

1) What are the factors that constitute job satisfaction at Bay Mills Community College?

2) How do Bay Mills Community College employees report on job satisfaction?

3) For those employees who have used the program, in what ways does tuition reimbursement change reported job satisfaction?

4) How does job satisfaction differ between those employees who have utilized tuition reimbursement opportunities from those who have not? The primary objective of this research was to evaluate the continued effectiveness of the tuition reimbursement program at an employer, Bay Mills Community College, in its intent to provide job satisfaction. Job satisfaction has many important implications for an organization such as increased productivity, decreased turnover, and increase in overall organizational performance. The results of this research will provide recommendations for the possible improvements in the program itself, provide a guide for organizational improvement specifically targeting employee satisfaction and performance, as well as provide initial benchmarking data.
The literature review addressed the concept of job satisfaction and the associated benefits for the employee and the employer, measurement models, and methods by which to improve job satisfaction. This research has been conducted through a quantitative design which analyzed both descriptive statistics and inferential statistics. The data was collected with by survey, with a 58% return rate of the targeted population of all TR eligible employees of BMCC employees. The three-part collected level of agreement with job satisfaction on 13 statements, opinion questions regarding tuition reimbursement at BMCC and how it has influenced the employee, as well as basic demographic information. Descriptive statistics were employed to review the sample means and standard deviations of the job satisfaction data to better understand the population’s reports of overall satisfaction. The job satisfaction opinion data was reviewed utilizing frequency tables for review of key themes. A t-test with p<.05 was used to determine differences in the sample means of the part of the population that used tuition reimbursement and those who have not.

Overall, job satisfaction at Bay Mills Community College is high. Consequently, in accordance with the literature reviewed, employee productivity and performance should be at top levels. Review of the descriptive statistics reveal a majority of employees who use tuition reimbursement report increased job satisfaction as a result. Therefore, the researcher concludes tuition reimbursement does increase job satisfaction at Bay Mills Community College. An analysis of open ended responses when asked specifically how their JS was changed, 30% gave responses that linked to a positive emotional links, 22% showed connection to an intrinsic personal value, while 36% linked to an extrinsic personal value, 6% were related to employer advantages, and 6% were negative.
The researcher did not find a statistically significant difference in the overall level of job satisfaction between Group A and Group B. Essentially, those who used and those who did not, report the same level of satisfaction. However, there were four survey items that require discussion due to the p-score and determination of significance made by the researcher. First, those who did not use tuition reimbursement find the educational assistance benefit is not valuable to them. Further, those who have used tuition reimbursement scored lower in the following areas: They felt their contributions weren’t valued, they did not like their opportunities for a salary increase, and felt they weren’t recognized for a job done well.

A finding of note, outside of the research questions, were the low job satisfactions scores from respondents who marked “prefer not to say” in the demographic section of the survey. The reported means for that demographic were lower in all instances. This anonymity factor is of interest to the researcher, as it indicates a lack of comfort in coming forward with work matters that concern them. A perception may exist that leadership is difficult to approach, unwilling to hear issues, or is otherwise unresponsive to employee concerns. This is a concern that must be addressed.

**Conclusions**

Overall job satisfaction at Bay Mills Community College is satisfactory or higher based on employee report. Management of BMCC should feel confident in the job satisfaction indicators and individual question topics. However, the lowest score on any survey show where there is room for improvement. Consistent application of policy, recognition, salary increase opportunities, ensuring employee contributions are valued, and feeling that coworkers are competent were the lowest rated question topics. The lowest job satisfaction indicators were Evaluation & Motivation and Management Systems. An open dialogue with management about
strategic planning can address the individuals who feel this way. It is possible to implement some changes such as regular meetings to focus on each question and develop relevant plans to improve these functions.

Tuition reimbursement influences job satisfaction positive way. In almost every case, there was a report of increased job satisfaction, for those who have used the program. The researcher concludes tuition reimbursement at Bay Mills Community College effectively 1) increases job satisfaction; 2) reinforces a positive emotional connection to BMCC by promoting a culture of support, creating buy-in to the mission and vision, and establishing employee loyalty; and 3) provides both intrinsic and extrinsic personal value to the employee who utilized it.

Overall, there is no difference in job satisfaction between Group A and Group B. Employees report the same level of job satisfaction regardless of tuition reimbursement use. However, those who did not use tuition reimbursement find the educational assistance benefit is not valuable to them. The existing literature points out that there are equity issues that arise when a benefit is not or cannot be used by all (Grover, 1991). If the benefit is not valued by an employee, it will not be a motivational factor and will not increase organizational commitment (Guffey, et al., 1997). Worse, in fact, disparity in benefit that cannot be used by all will create a sense of resentment, dissatisfaction and inequity (Komba, 1996).

Findings were significant for survey items 5, 6, and 9, as well. Employees who have used tuition reimbursement reported feeling less recognition for a job well done, feeling his or her contributions were valued less, and had less satisfaction with opportunities for pay increases.
The organization must ensure effective management systems and compensation programs are being utilized to the best benefit of the organization. A review of the open-ended questions revealed an opinion for a lack of opportunity to share the knowledge from educational programs once gained. The literature reviewed indicates without successful transfer of knowledge, job satisfaction and organizational commitment could decline (Larson, 2008; Kianto et al. 2016, Guffey (1997); Pattie, Baruch, & Benson, 2006, and Obiefule 2012). Ensure the employee has ample opportunity to put their newly obtained education to use in the workplace, to increase the job satisfaction, to increase the expertise in use in the classroom or the office, and to provide a more successful educational delivery.  

**Recommendations**

The first recommendation is in response to significant items 5, 6, and 9. Employees who use tuition reimbursement do not feel contributions are valued, there is adequate recognition or opportunity for salary increases. Using employee comments from the survey, the researcher linked these findings partially to a perceived lack of opportunity to use the newly acquired knowledge on the job. As part of the approval process, the educational assistance program at BMCC requires several steps. The process includes a two-part approval, submission of documentation outlining how the educational program that would enhance the current or potential job, the benefit derived for both the employee and the college, and a plan to cover lost time or productivity. Continued eligibility is academic success and periodic supervisory review, typically conducted before funds for are released for a new semester.

The researcher recommends developing a policy in which the supervisor and employee extend the prior approval process to include a follow up portion or exit portion to ensure transference of knowledge occurs and the benefit identified for the college in the approval process is implemented in the classroom or office. Morgan (2005) provides a model in her
research for a personalized Performance Program: individualized action plans and professional
development activities. The employee and supervisor can complete the performance plan
together, implementing the new knowledge or skills. For example, if the employee is an
instructor, the supervisor and employee could work together to develop and implement a new
curriculum. If the employee is an HR professional, the employee and supervisor could develop
and implement a new formal performance appraisal process. The performance plan should be
documented and goals should be checked off as they are achieved. To accomplish this
effectively, supervisors must be trained in to give effective feedback and coach for performance.

For the new policy to be successful, it must be meaningful to the employees of the
organization and focus on student success outcomes. Communication and dialogue about policy
must come from the top down and be an organizational wide effort. To cement it as part of the
organization’s culture, the researcher recommends an annual recognition event in which
recently matriculated employees can present and share information about their new knowledge,
degree, or research project.

The second recommendation is in response the employees who do not use the tuition
reimbursement program not finding it to be less valuable benefit than those who use it. To avoid
resentment or inequity from occurring, the researcher recommends management of Bay Mills
Community College conduct a benefits assessment to determine employee attitudes and
preferences in terms of fringe benefit offerings. The first assessment should be an employee
opinion survey to determine how the established difference in value affects them on an
attitudinal level. Management must determine if there are feeling of dissension, unfair treatment,
or employees feeling under-valued, as discussed in in the previous literature (Komba, 2006).
The second assessment should include a comprehensive review of all available benefits that could be offered to the employees of BMCC. Examine the possibility of building a flexible set of benefit offerings, in which employees could choose the benefit that fits their needs best. In lieu of tuition reimbursement, perhaps they become eligible for additional retirement contributions or a supplemental identity theft insurance program.

The third recommendation is in response to the finding regarding employees who answered the demographic questions “prefer not to say”, scoring low across all job satisfaction survey items. This is an area BMCC management should address and could do so by widening communication channels. The first step would be for management to address the findings of this research openly with all faculty and staff. Secondly, management should communicate awareness of the lowest scoring areas and commit to review and assess by implementing a regular climate survey. A new survey, that includes job satisfaction, but goes beyond it to include the areas of concern, will give an opportunity for feedback to occur and provide useful data to measure change.

Future Research Suggestions

One area of future research is to develop a job satisfaction model and measurement tool specific to Bay Mills Community College by establishing importance of jobs satisfaction indicators. The researcher chose job satisfaction indicators based upon previous models, and not specific to this organization. A model and measurement tool developed for a tribally controlled college or may be generalizable to other small community college located in rural areas, or tribally controlled colleges.
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Appendices

Appendix A  Permission to Conduct Study

Bay Mills Community College

February 2, 2017

Stacey Walden
12365 W. Crane Road Brimley,
MI 49715

Dear Ms. Walden:

I have reviewed your request to survey the Bay Mills Community College faculty and staff as a major component of your CMU Master’s CapStone Project. I believe that the results from your project could be valuable to BMCC as we analyze employee fringe benefits going forward. I would therefore grant the permission needed to distribute and collect your survey.

BMCC has an Institutional Review Board to which your research has been submitted, please contact Mr. Steve Yanni, the BMCC IRB Director. In the case of research such as this for Educational Projects, we will probably defer to the MSA’s RRA process.

Please contact Mr. Chet Kasper, IT Director to work out the distribution and collection details of your survey. If there is a need to use any internal, non-public documents these must be cleared with the President’s office.

I look forward to your successful completion of your project and your Master’s Degree, as well as the results of your project, which I believe could be very beneficial to administration. Finally, I want you to remember that BMCC allows 6 hours of Educational Leave a week, which I hope, will make your project a little more manageable.

If you have any questions or need any further assistance please contact me at (906) 248-8400.

Sincerely,

Michael C. Parish, President
Appendix B Transmittal Letter/Survey Instructions

February 2, 2017

Dear BMCC Faculty or Staff:

Greetings! Most of you know me as a co-worker at BMCC, but you may not know that I am a graduate student at Central Michigan University. For my final research project, I am examining how the tuition reimbursement (educational assistance) program influences job satisfaction at Bay Mills Community College. Because you are full time faculty or staff member eligible for tuition reimbursement, I am inviting you to participate in this research study by completing the attached survey.

The following questionnaire will require approximately 15 minutes. There is no compensation for responding, nor is there any known risk. To ensure that all information will remain confidential, please do not include your name. Even though I emailed this letter to you directly, your anonymous response will be returned to me, completely de-identified. If you choose to participate in this project, please answer all questions as honestly as possible, and return the completed questionnaires promptly by clicking on the survey link found at the end of this letter. Participation is strictly voluntary and you may refuse to participate at any time. Completion and return of the questionnaire will indicate your willingness to participate in this study.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding how benefit programs like tuition reimbursement influence job satisfaction. I will provide copies of the project to my Central Michigan University instructor and I will share the results with the administration of BMCC. If you require additional information or have questions, please contact me at the number listed below. Please feel free to e-mail me if you would like a summary copy of the study.

Please note that if you are not satisfied with the manner in which this study is being conducted, you may report (anonymously, if you so choose) any complaints to the MSA Program by calling 989-774-6525 or addressing a letter to the MSA Program, Rowe 222, Central Michigan University, Mt. Pleasant, MI 48859.

Sincerely,

Stacey Walden
Waldelsa@cmich.edu
Patricia Kelley
kellelpa@cmich.edu

Please click the following link to access this web-based survey:
https://www.surveymonkey.com/r/JobSatisfactionAtBMCC
Appendix C  Survey/Interview Questions

Job Satisfaction at BMCC

1. The goals of Bay Mills Community College are in line with my values.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

2. I am proud to work for Bay Mills Community College.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

3. My professional knowledge is an asset to Bay Mills Community College.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

4. I work with competent individuals.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

5. I am recognized when I complete a job well.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

6. My contributions are valued at BMCC.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree
7. Policies are applied consistently at BMCC.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

8. My manager has strong leadership abilities.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

9. I like the opportunities I have for a salary increase.
   - Strongly Disagree
   - Somewhat Disagree
   - Neutral \ Neither Disagree nor Agree
   - Somewhat Agree
   - Strongly Agree

10. I feel secure in my employment.
    - Strongly Disagree
    - Somewhat Disagree
    - Neutral \ Neither Disagree nor Agree
    - Somewhat Agree
    - Strongly Agree

11. Educational assistance is a valuable benefit to me.
    - Strongly Disagree
    - Somewhat Disagree
    - Neutral \ Neither Disagree nor Agree
    - Somewhat Agree
    - Strongly Agree

12. My work environment at BMCC is comfortable.
    - Strongly Disagree
    - Somewhat Disagree
    - Neutral \ Neither Disagree nor Agree
    - Somewhat Agree
    - Strongly Agree

13. I like the tasks I am asked to perform.
    - Strongly Disagree
    - Somewhat Disagree
    - Neutral \ Neither Disagree nor Agree
Somewhat Agree
Strongly Agree

Part II: Please answer these questions regarding tuition reimbursement

14. In your time at BMCC, have you used the tuition reimbursement program?
   Yes
   No
   If no, go to Part III.

15. Would you say that tuition reimbursement has changed your job satisfaction?
   Yes
   No

16. If Yes, how?
    Decreased job satisfaction.
    Increased job satisfaction. Please explain:

Part III: Basic demographic information: This information will be used to sort and group for statistical analysis. Your responses will remain anonymous and not be exposed in any way.

17. What is your highest level of education?
    High school diploma
    Some college up to Bachelor's degree
    Advanced coursework or advanced degree
    I would prefer not to say.

18. How many years have you worked for BMCC?
    Under 5 years
    More than 5 years, but less than 10 years
    More than 10 years
    I would prefer not to say.

19. Do you instruct courses?
    Yes
    No
    I would prefer not to say

20. Please indicate your age
    Under 35 years old
    35-50 years old
    50 years or older
    I would prefer not to say
Appendix D: RRA Approval

Research Review Application approval/S. Walden

Pl

Prout, Christina Leigh

Thu 2/2, 4:22 PM

Action Items

Dear Stacey,

Your Research Review Application has been reviewed and approved. You may start your data collection. This approval will not expire as long as your topic and methodology remain unchanged. If your topic or methodology changes, please submit a new Research Review Application and supporting documents to your instructor by e-mail.

Please contact your instructor if you have any questions. Also, be sure to check with your instructor concerning the due dates for your project.

Good luck with your project. This is the only notification you will receive. Please keep a copy for your records.

Kim Gribben

Assistant Director, MSA Program
Appendix E: Responses to Open Ended Questions

Please Explain (open ended)

| I like feeling 'needed' in my position; using the tuition reimbursement program allows me to acquire more knowledge for myself, yet benefits BMCC (the employer) as well. Provided the program isn't taken 'advantage' of, I believe it is a win/win situation. |
| The program created a sense of loyalty to the college that inspired me to try to think of ways to provide savings or innovations for the college. Also, it pushed me to go further with my education when I otherwise wouldn't have, due to cost and time. The financial assistance wasn't the only beneficial aspect of the program. The time to work on school work was equally as beneficial, as was the culture of support among co-workers to succeed in one's program. The program makes the college better and the community better. |
| As a lifelong learner and advocate of education, the TR program makes me feel like my personal goals are in line with the goals of BMCC. I feel my educational efforts are supported and encouraged, which makes BMCC an exceptional employer. I appreciate that my employer is invested in my personal growth. |
| It has advanced my position and I am very grateful for the opportunity. The educational assistance policy is generous at BMCC. |
| Became a lot more computer literate. |
| I enjoyed taking classes of interest to me. |
| Allowed for me to be promoted |
| I wanted to take a class on Native American history to make me more aware of the background and beliefs of students and employees at BMCC. It was a very valuable experience. |
| It is nice to have a place acknowledge hard work, and an employer that wants to see you succeed in school. |
| For many years, I wanted to go back to school to obtain a master's degree, but time and cost were limiting factors. I appreciate the financial investment BMCC made for me to obtain a master's degree and I am thankful for the opportunity to expand my knowledge and skills. |
| While in program, I felt that I was learning and growing and felt that BMCC was supportive of my growth. After completing the program, though, there were no opportunities to share the knowledge that had been gained and so enthusiasm about program has waned. |
| Helped me in the position I am in now. |
| The opportunity to have my schooling paid is one of the reasons I haven't gone elsewhere to look for a higher paying position. |
Appendix F: Matrix of Key Themes

**Organizational Level**

<table>
<thead>
<tr>
<th>Culture of Support</th>
<th>Appreciation of BMCC</th>
<th>Mission/Vision</th>
<th>Gives an advantage to BMCC</th>
<th>Loyalty</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>supportive culture</td>
<td>makes the community better</td>
<td></td>
<td>benefits BMCC</td>
<td>loyalty</td>
<td>enthusiasm has waned</td>
</tr>
<tr>
<td>support &amp; encouragement</td>
<td>to gain more cultural awareness</td>
<td></td>
<td>inspired to innovate</td>
<td>loyalty</td>
<td>lacked opportunities to share knowledge</td>
</tr>
<tr>
<td>BMCC support culture</td>
<td>inspired to create savings</td>
<td></td>
<td></td>
<td></td>
<td>Trade-off for lower pay</td>
</tr>
<tr>
<td>college appreciates growth</td>
<td>grateful for opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supportive of growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supportive work environment</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Individual Level**

<table>
<thead>
<tr>
<th>Acquisition of Knowledge</th>
<th>Intrinsic</th>
<th>Extrinsic</th>
<th>Intrinsic</th>
<th>Extrinsic</th>
<th>Extrinsic</th>
<th>Extrinsic</th>
<th>BMCC good employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquire knowledge</td>
<td>personal growth</td>
<td>financial constraints</td>
<td>time given to work on school work</td>
<td>.....an exceptional employer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sake of education</td>
<td>advanced position</td>
<td>financial investment</td>
<td>time constraints</td>
<td>makes the college better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expansion of knowledge and skills</td>
<td>advanced in position</td>
<td>financial assistance</td>
<td>time constraints</td>
<td>employer acknowledges hard work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lifelong learner</td>
<td>personal value</td>
<td>financial investment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| personal interest          | advanced position | time and cost constraints | generosity of BMCC |                                         |