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Abstract

VALUE CONGRUENCE AS A PREDICTOR OF SATISFACTION: AN INVESTIGATION OF FACULTY IN CHRISTIAN HIGHER EDUCATION

This study looks at value congruence theory in light of faculty in Christian higher education. After a brief introduction as to the value of another study on satisfaction, it contains an overview of expectancy theory and other known factors that have led to satisfaction in faculty in general, such as intrinsic and extrinsic variables, self-efficacy, recognition and support, and conflict and balance. Each of these variables is explored in depth. Next, a discussion of what survey techniques and questions were asked follows. A survey was sent out to Christian faculty members at twelve institutions in order to see what role value congruence plays in determining their satisfaction. Additionally, satisfaction was looked at by major academic discipline groupings, gender, rank, and tenure status. While overall, faculty were satisfied with their jobs, results showed little linkage between satisfaction and value congruence. There were significant differences in how different groups were satisfied, including gender, rank, tenure status, and academic discipline. Finally, a commentary on the results and indications for future research are discussed.