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Evaluating differences between faculty satisfaction in online and face to face teaching settings

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Background: Faculty retention is a major concern in nursing education, and job satisfaction is strongly associated with faculty "intent to leave". The increased use of online teaching could have a negative impact on faculty satisfaction. Current literature addresses overall faculty satisfaction, but there is a gap in the literature evaluating the differences in satisfaction when different teaching modalities are used.

Objectives: The purpose of this study was to compare faculty satisfaction in online and face-to-face (F2F) teaching, and to determine what factors, if any, are associated satisfaction.

Methods: A cross-sectional survey design was used to assess satisfaction among nursing faculty teaching in online and F2F formats using a convenience sample of full time nursing faculty teaching in baccalaureate programs in a state university system. An electronic survey using RedCapTM, incorporated three instruments to assess faculty satisfaction comprised of faculty stress, psychological empowerment, and job satisfaction.

Results: Independent t-tests did not show significant differences between the two groups for any of the dependent variables. No difference was found for workload or salary between the groups. Weak positive relationships between a number of organizational culture/leadership factors and overall job satisfaction were identified.

Conclusions: This study did not find any differences in satisfaction between F2F and online nursing faculty. Results provide some evidence that online teaching does not have a negative influence on satisfaction, however, the small sample size limits the generalizability of the study findings.

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