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INTRA-ROLE CONFLICT OF COMMUNITY COLLEGE TEACHERS:
A STUDY OF ROLE CONFLICT ACROSS SELECTED
TEACHER CHARACTERISTICS AND CERTAIN
ORGANIZATIONAL CHARACTERISTICS
OF THREE CITY COLLEGES
OF CHICAGO

by

Bernard W. Rechlicz

A Dissertation Submitted to the Faculty of the
School of Education of Loyola University of
Chicago in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

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INTRA-ROLE CONFLICT OF COMMUNITY COLLEGE TEACHERS: A STUDY OF ROLE CONFLICT ACROSS SELECTED TEACHER CHARACTERISTICS AND CERTAIN ORGANIZATIONAL CHARACTERISTICS OF THREE CITY COLLEGES OF CHICAGO.

RECHLICZ, Bernard W., Ed.D. Loyola University of Chicago, 1985, 324 pp. Adviser: Professor Steven I. Miller

The problem of this study was to discover whether traditionally prepared community college teachers, who are academic specialists and not trained in strategies and skills of remediation, experience intra-role conflict from their relationship with non-traditional students, who are unable or unwilling to match teacher performance expectations.

A survey of 423 teachers and counselors from three of the City Colleges of Chicago was conducted in the Fall of 1983. A response rate of 55.1 percent was achieved. The study utilized a correlational design. Chi-square was used to compute statistical significance.

It was hypothesized that teacher reference group variables (gender, ethnicity, years of college teaching experience and teaching specialty) were related to teacher perceived intra-role conflict of community college teachers. Supplementary data was collected about perceived intra-role conflict and organizational structure, professional self and career satisfaction.

The major findings of the study were that organizational structure was far more importantly related to role conflict than reference group variables. The study found incongruence

in the student role in the organizational structure. Other findings were that the majority of teachers experienced a low level of conflict across reference group variables, organizational structure, professional self and career satisfaction. In spite of being generally conflicted, nearly three-fourths of the teachers were career satisfied. Career satisfaction declined as role conflict increased. A majority of the teachers' professional selves involved being highly trained specialists than highly skilled communicators (practitioners) of their disciplines. Teacher ethnicity, years of teaching experience and teaching specialty produced only a few significant relationships with specific areas of intra-role conflict.

It was concluded that future educational role conflict research should concentrate on structural variables.

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I am particularly grateful to my colleagues in the Social Science Department at my home college in the City Colleges of Chicago for participating in the pilot study for this dissertation and along with them my colleagues in other departments who graciously offered their time, insights and

criticisms which helped to explain some of the data in this study.

I would like to thank my parents for communicating to me the attitudes and providing me the emotional support that gave me the basic motive to complete this dissertation.

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VITA

Bernard W. Rechlicz was born on April 20, 1935, in Calumet City, Illinois to Charles and Estella (Janick) Rechlicz. He is married to Melinda (Stiles) Rechlicz and is the father of two children, Julie and Thomas.

He received his elementary school education in St. Victor School, Calumet City. After completing elementary school, he entered Our Lady of the Lake Seminary in Syracuse, Indiana, and finished high school and two years of college in 1956. That same year he entered Mt. St. Mary's Seminary, Norwood, Ohio to study philosophy and theology. In 1960 he left Mt. St. Mary's Seminary after completing two years of philosophy and three years of theology but did not return to be ordained to the priesthood. In 1961 he received a Bachelor of Arts Degree from the Athenaeum of Ohio. Between 1961-1967 he taught in the upper grades at St. Anne School Hazelcrest, Illinois. While teaching at St. Anne, he pursued a Masters Degree in Sociology at Loyola University and was awarded the degree in 1967.

That same year he was employed to teach the Social Sciences at the City Colleges of Chicago and has remained there since then. Currently, he is an Associate Professor of Social Sciences at one of the City Colleges of Chicago. He now teaches Sociology, Psychology and the Social Sciences. Since 1967 he has also taught Sociology part-time at Chicago State University and Indiana University Northwest.

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CHAPTER I
INTRODUCTION

Statement of the Problem

The Community College (O'Banion, 1971) in its brief history has been as unsettled about its title as it has been about its goals. In the 1940's it was known as the junior college; in the 1950's and 1960's the term community college came gradually to be used; and today the two titles are used interchangeably. Some institutions have been known as two-year colleges and city colleges. It seems most accurate to define a community college as "any institution accredited to award the associate of arts or science as the highest degree" (Cohen and Brawer, 1982, pp. 5-6).

According to Thornton (1972) the present community college had four major developmental stages. The first stage from 1850-1920 marked the beginning of the idea and the separate institution of the junior college. It would offer the first two years of baccalaureate curriculums. Modeled after the German Gymnasium, the junior college was intended by its early advocates, Henry A. Tappin and William Watts Folwell, to free the college and university from providing the capstone years of secondary education, the general education, and permit the university to do specialized studies and research. Drawing on the ideas of these men, William Rainey Harper, President of the University of Chicago, separated the University in 1892 into the "academic college" and the "university college"; later these were

changed to "junior college" and "senior college". In 1900 the University of Chicago began to award the association of arts degree. But even before Harper's junior college, perhaps the first successful junior college was Lasell Junior College, Auburndale, Massachusetts in 1852.

The second stage from 1920-1945 marked the expansion of occupational programs into the junior colleges. This trend was encouraged by federal monies provided after passage of federal vocational educational bills and the desire of the public to get a competitive advantage on the sparse job market during the depression. By 1925 the American Association of Junior Colleges expanded the definition of junior college to include the ever-changing civic, social, religious and vocational needs of the community. Terminal education was firmly incorporated into the junior college with the addition of occupational programs.

The third stage of junior college development, 1945-1965, added the community college concept to the junior college movement. With the addition of adult education and community services stimulated by the need for community action during World War II, the junior college reached the full stature of a community college.

Currently, the stage of consolidation, 1965, or the fourth stage, is underway. The tasks of the community college, discussed above, are recognized as only partially achieved. Therefore, state legislatures, since 1965, have emphasized in their enactments improved performance rather

than expanded responsibilities.

According to Gleazer (1980) the mission of the community college is unclear but should be the catalyst for community renewal. Vaughan (1983), however, favors the maintaining of institutional integrity as a mission, which is currently embattled: retaining the open door, a partnership with business and industry, comprehensiveness of curriculum, maintaining community services, the availability of financial assistance, and a separation of the decision-making rights of educators and legislatures.

The belief in the educability of all people is the core of the community college movement (Palinchak, 1973). The open door policy, which the Carnegie Foundation for the advancement of teaching defines as "...admission to public community colleges of all applicants who are high school graduates or are persons over 18 years of age who are capable of benefiting from continuing education" (1970, p. 15), has provided the community college with the extremely complicated task of educating a heterogeneous student body: valedictorians, grandmothers, high school and state university dropouts and businessmen (O'Banion, 1971). Templin states that community colleges have generally attracted the poor and minorities. In 1978, 42 percent of all Blacks and more than one half of all Hispanics and American Indians in higher education were enrolled in two-year colleges (1983, p. 47). According to Knoell the community colleges opened opportunities for

higher education for large numbers of those academically unprepared for baccalaureate work and for the immature, uncertain and less affluent (1983, p. 21). London (1978), in a study of a predominantly urban, white, working class community college, which he considered the fastest growing type of community college, found students who were chronically absent, expended low levels of effort, cheated, were uncivil, did not prepare for class assignments and felt threatened by liberal arts classes. The rationale he presented for the feeling of threat experienced in the liberal arts classes was anxiety, self-defense and self-doubt.

Over the past two decades the previously dominant transfer program gave way to occupational programs and to continuing education courses. Where once the less able, uncertain, or uncommitted were tracked into remedial or occupational programs, now collegiate programs have become the catch-alls and the career programs are reserved for the favored few (Cohen and Brawer, 1982). Still 40 percent of the high school graduates enrolling in community colleges intend to transfer but there is little documentation about student goal changes or reasons for not transferring after completing the transfer program. (Knoell, p. 34). Perhaps these students are pressed to re-appraise their goals in favor of immediate employment.

The liberal admissions policies and patterns of course requirements and low tuition which provided students the

ease of often dropping in and out (Cohen and Brawer, 1971; Gleazer, 1973) have come under the threat of the quality revolution and increasing tuition costs to students (Vaughan, 1983). An unresolved issue remains about whether limits should be placed on the open door policy and only permit remedial or developmental education to be offered as adult education (Knoell, 1983).

Templin (1983) predicts a renewed growth of the college transfer programs due to economic conditions which put the tuitions at private institutions out of reach of many middle class students. The community college transfer programs may serve as an avenue for many of these middle class students seeking a bachelor's degree. However, if this materializes the lower class and less able student may be competitively excluded.

Today 60 percent of the students in two-year institutions are enrolled as part-time students (Dearman and Plisko, 1981, p. 124). Some part-time students are non-traditionally college bound and focus on short-term vocational training leading to immediate education. They avoid the basic skills and general education courses (Knoell, 1983). According to Knoell (1983) others transfer from baccalaureate level institutions to obtain job training not available there. Templin (1983) notes the growth of middle class learners who come to the community college for the continuing education programs or are postgraduate reverse transfer students interested in high technology or allied health related

programs. Zwerling (1980) emphasizes that the part-time working student has objectives and needs that differ from the full-time student, and cannot be treated as one. Courses must be geared to their time limitations, e.g., interdisciplinary courses coupled with seminars; courses in social and personal development, which are often sought, must be available; and advisement, counseling, child care and bookstore services must be available at convenient times.

Cohen and Brawer (1977) consider the role of the community college instructor to be changing. The academic instructor who began his career in the 1950's and 1960's came to an institution billed as equivalent in courses to the four-year college or university. Most of them were recruited from secondary schools. There was the challenge of a new level of education and increased status. In the 1970's the occupational offerings grew larger and there seemed to be more low ability students and remedial students. Slutsky (1978) presents an opinion about the students at one community college but shared by many community college teachers. Slutsky sees the student body as having shifted from well-prepared students to ill-prepared students and students with severe academic handicaps. Few community college teachers were prepared in graduate programs specifically designed for community college teachers (Bushnell, 1973). According to Gleazer (1973) many community college teachers question whether a special kind of teacher is necessary to confront the needs of this non-traditional

student which seem to stretch beyond the limits of their training. London (1978) sees community college teachers, some of whom even taught at colleges and universities, as suffering an identity crisis when confronted by the non-traditional student. Some attempt to resolve their problem by concentrating on the best students; others attempt to change student values; to counsel; to inflate grades; to attack the system; and still others, according to Bushnell (1973), continue to identify closely with the four-year college and university faculty.

In the 1970's the community college faculties faced reductions in rewarding specialized courses, more drop-in and drop-out students, a sharp drop in course completions, a one semester relationship with most students and faculty accountability for student performance. The limitation of institutional expansion in four-year colleges and universities sharply reduced escape in this direction; while the reduced expansion in community colleges threw on the shoulders of an aging faculty an added burden of mastering new technologies. Faced with the same or mounting difficulties year after year, many community college faculty turned to moonlighting for new challenges and stimulation (Cohen and Brawer, 1982).

In spite of the above difficulties, Cohen and Brawer found in their study of community college teachers that if given the chance 78 percent of the community college teachers would be doing what they are doing now (1977, p. 82).

They found that younger faculty (35 and below) were likely to be a low satisfaction group; while older faculty (46 and above) were more likely to be a high satisfaction group. They explain their findings about older faculty by attrition of the dissatisfied and resignation to life with advancing age of those who stay. The faculty least satisfied with their jobs were also dissatisfied with everything in their environment. Cohen and Brawer, therefore, suggest that this broad ranging dissatisfaction is more a function of personality than job or environment. Cohen and Brawer also report that other researchers have found community college teachers better satisfied with their jobs than their counterparts in higher education (1977, p. 25).

Cohen and Brawer see the community college faculty as including a number of teachers deeply concerned with aspects of teaching and attending to the best principles of instruction, objectives and results and media, although they found some who were merely going through the motions of teaching. They see the concerned faculty as interested in their students, the role of their institution and building their profession and professional image. But they see a void among the administration in a consistently held perception of what a mature community college instructor should do and be. The writer would also extend this void to the faculty.

Cohen and Brawer (1977) report the growth of part-time faculty in community colleges tends to be phenomenal.

Eliason reports that in the fall of 1978, 57 percent of all community college faculty were part-timers (1980, p. 2).

Cohen and Brawer explain that part-time faculty are economically less expensive than full-time faculty and allow the college the flexibility of shifting curriculum as the market requires. They believe that this phenomena will continue until there is evidence that students learn more from full-time faculty than part-time faculty.

Community college faculty consider themselves professionals (Schmeltekopf, 1983) and they may be moving slowly toward development of a profession (Cohen and Brawer, 1977), but they do not possess the essential characteristics of a professional group (Schmeltekopf, 1983 and Cohen and Brawer, 1977). Cohen and Brawer consider that members of a professional group should have peer review, authoritative performance on behalf of a client, a specialized body of knowledge, a communal identity, a long period of training, a formal organization and an ethical code. They see, however, that community college instructors have not developed guidelines for peer review. It is also questionable whether the teaching services provided by community college instructors can not be provided elsewhere, since teaching lacks an infrastructure of research and theoretical justification. Community college faculty fall short of a communal identity in that they do not seem to be highly concerned with their academic field, do not affiliate with disciplinary organizations, read few scholarly journals, and lose contact with

their field in smaller institutions by teaching in more than one field. They tend more to interact on issues of rights, wages, welfare and college level matters. Because of the length of training community college instructors may be considered to be more highly professionalized than many other occupational groups. A code of ethics depends on professional consciousness and a tendency to be self-policing, since these do not exist among community college instructors no code of ethics has been advanced. What the role of the community college instructor will be in the future depends much on the patterns of professionalization that may develop.

In summary, the above discussion historically presents the community college as having expanding goals and currently in a phase of consolidation. Perhaps it might be said that the community college is trying to be all things to all people. The open door policy and the broad goals of the community college have led to an extremely diverse student body: poor and minorities; the educationally committed, as well as the educationally insecure and uncommitted; the educationally handicapped; transfer students and terminal occupational students; a phenomenal growth of working part-time students; a growth of middle class learners in continuing education and pre and post-graduate reverse transfer students seeking occupational training; and a potential for growth among middle class transfer students unable to afford the high tuition of a

full four-year college or university education.

Presented with this diverse student body, it is not surprising that the role of community college teacher is changing from what was once transfer oriented in the academic disciplines to something requiring knowledge and skills not provided in the traditional graduate program. There seems to be no consistently held perception of what a mature community college teacher should do and be. The non-traditional student has presented the community college teacher with an identity crisis which is resolved differentially in the teacher-student role relationship. Part-time teachers are a nationally growing majority in community colleges which, while providing curriculum flexibility, may be a threat to curriculum integrity. Community college teaching may be a slowly developing professional status, but it is not looked upon as fulfilling the requisite criteria for a profession. Amid all this the vast majority of community college teachers are satisfied with their choice of occupation and a number of them are deeply concerned about their students and their teaching.

What sociologically is apparent in the community college is a confusing and incongruent teacher-student role relationship which was structured through the evolution of its goals and the training of its faculty. This confusion and incongruency must hold considerable potential for teacher role conflict, more specifically intra-role conflict. Community college teachers must experience many

incompatibilities about how they feel they ought to carry out their roles, or how they are permitted to function within the framework of the organizational structure.

The study of Gerald R. Grace Role Conflict and the Teacher (1972) will provide primary focus to this study which will deal with selected areas of experienced (role conflict which the actor acknowledges personally to have experienced) intra-role conflict of community college teachers across the characteristics of sex, race, years of college experience and teaching area. Selected organizational characteristics bearing on the teacher-student role relationship will provide supplementary information bearing on intra-role conflict.

Major Objectives of the Study

This study has three major objectives. The first will be to determine whether selected areas of intra-role conflict are experienced by community college teachers and, if so, the degree of importance--how troubled-- they are by them. The second objective is to determine the relationship of specific teacher characteristics--sex, ethnicity, years of college teaching experience and teaching specialty--to the areas of intra-role conflict. The third objective is to determine whether selected organizational characteristics of the community college may serve as measures of role conflict.

Theoretical Framework

Theoretically, this study best lends itself to the

broad conceptual units of role theory. These units are: role, the component of culture; position or status, the component of society; and the self or individual, the component of personality (Sarbin, 1954). For role theorists the social world is conceived of as differentially inter-related statuses within which individuals enact roles (Turner, 1974). A position or status may be defined as a collectively organized category of persons based on a common attribute (age, sex, skin color), behavior (teacher-student, leader-follower, homosexual-heterosexual), or common reactions, "scapegoating", of others toward them. A role may be regarded as a "set of prescriptions (what ought to or should be performed, expectations, role-expectations, standards, norms, rules) defining what the behavior of a position member ought to be" (Biddle and Thomas, 1966 and 1979, p. 26). Statuses are typically analyzed based on how they are interrelated to one another to form various types of social units (micro analysis). In this study the teacher-student status-role relationship in the organizational structure of the community college will be analyzed from the frame of reference of role conflict in the teacher status-role complex.

The individual or the self will be measured in this study by a comparison of teaching styles and relating teaching styles and career satisfaction to role conflict. While the self in role theory is conceptualized as having two interrelated attributes: (1) self-related

characteristics and (2) role-playing skills and capacities, it is the role-playing skills and capacities that teaching styles will measure. Role-playing skills permit the individual to perceive and carry out with varying degrees of competence and differing styles a set of role-expectations. There is no measure in this study of self-related characteristics, (which may be defined as the interpretation of role-expectations in the light of self-concepts) or the interrelationship of self-related characteristics and role-playing skills and capacities.

The point of articulation between society (status) and the individual is denoted by the concept role. A role analyst may select from three basic conceptualizations of role: prescribed roles, subjective roles and enacted roles. Prescribed roles presume clear-cut expectations; subjective roles presume perceptions and interpretations of expectations; and enacted roles presume the operation of overt behavior. This study relies completely on the subjective role conceptualization, or the phenomenological perspective.

The main concern of role theory relative to the interrelations among expectations, self, role-playing skills and overt behavior is how different types of expectations emanating from different sources--norms, others, and reference groups--are mediated by self-interpretations and evaluations and, then, circumscribed by role-playing skills in a way that a given style of role performance is evident

(Turner, 1974). While this study does not attempt to measure the complicated relationship just described, the concept of reference group will be considered an important source of the expectations bearing on role conflict. The four independent variables--sex, ethnicity, years of college teaching experience, teaching specialty--and the six dependent variables--role diffuseness, role vulnerability, role commitment, work ethic values, student performance expectations, teacher status inconsistency--will be analyzed from the perspective of the reference group.

Reference group carries a variety of meanings in role theory. Essentially, a reference group serves as a reference point from which actors derive standards to evaluate their own performance (Shaw and Costanzo, 1970). In this paper only one of several forms of reference group concepts will be used, that is, the normative reference group. A normative reference group will be considered to be a source of values and expectations assimilated by an actor, who may or may not have membership in the group (Merton, 1968; and Shaw and Costanzo, 1970). For other forms of reference group concepts Merton, 1968 and Turner, 1956 may be consulted.

Role conflict according to Biddle and Thomas (1966 and 1979) is a form of dissensus (vs. consensus). More specifically, role conflict is a form of polarized dissensus (a form of disagreement where the majority of persons fall into a few categories, or opposing camps, of

disagreement). Role conflict occurs when the expectations associated with several positions an actor holds are incompatible with one another (inter-role conflict) or when the expectations associated with a single position an actor holds are incompatible (intra-role conflict). The source of role conflict may be the actor (personality-role conflict), the actor's role partners, society at large, or any combination of these (Shaw and Costanzo, 1970). Intra-role conflict among role-partners originates from two sources (Brown, 1965): disagreement on role-expectations within complementary groups, for instance when there is little consensus among college faculty on what to expect from students, or disagreements may occur between complementary groups. For example, college faculty may agree about what to expect from students and students may agree about what to expect from themselves, but faculty and students may be in disagreement over student expectations. This study will be about both conflicting role-expectations within complementary groups and between complementary groups within a role set. That is, patterns of consensus and dissensus on intra-role conflict statements among teachers will permit inferences to be made on underlying conflicting role-expectations. Merton (1968, p. 423) defines role set as a complement of role relationships that an actor has by reason of occupying a particular social status.

Merton considers the source of disagreements within a role-set to be structural, that is, an actor who occupies

a particular status has role partners who are differentially located in the social structure. Thus, the actor and role partners will be relatively different in values and moral expectations relative to the status in question, e.g., a teacher and school board members or a teacher and students may occupy different social classes (Merton, 1968).

Role conflict may be resolved by changing the situation, withdrawing from the situation, compromise, or exclusion. According to Getzels and Guba (1954) exclusion is the choice of one of two conflicting roles and then resolving all future contradictory expectations in favor of the chosen role. This study will not measure role conflict resolution.

A brief critique of role theory is required before the contributions and limitations of this study can be discussed. Role theory is a relatively new body of knowledge which is rooted in anthropology, sociology and psychology. According to Turner (1956) role analysis pervades sociology. Although it is not yet widely recognized, role theory shares with more mature fields of behavioral science an identifiable domain of study, a body of knowledge, a language, rudiments of theory, and some characteristic methods. Role theory is unique in its commitment to this particular combination of features. But the language of role theory only qualifies as distinctive, since all of the other features are shared in varying degrees by other fields and disciplines (Biddle

and Thomas, 1966 and 1979).

Biddle and Thomas (1966 and 1979) maintain that role theory must yet accomplish at least three tasks. First, the large and complex domain (real-life behavior in ongoing situations) of role theory must be analyzed and clearly defined. Second, precision and consensus must be achieved in its nomenclature. Third, the theoretical and empirical knowledge of the field must be reviewed, collated, organized, appraised and general statements (propositions) formulated.

Importance and Need for the Study

This study addresses itself to the problem of intra-role conflict among community college teachers; a topic which has been neglected by on-going research. The contribution of this study will be both theoretical and practical. Theoretically, this study will contribute to the body of literature on role conflict and illustrate the analytical significance of selected concepts of role theory--status, role, self, reference group, role conflict, role set.

The practical implications of this study involve the identification of some of the correlates of role conflict among community college teachers. According to role analysts, role conflict leads to stress, dissatisfaction, distortion of reality by the use of defense mechanisms, and therefore, less effective role performance (Rizzo, House, and Lirtzman, 1970). Through identification of some of the correlates of role conflict both administrators and

teachers might be led to cooperate in formulating policy which will improve teacher effectiveness and satisfaction in their roles.

Limitations of the Study

A limitation of this study is one that is inherent in the collection of data by the questionnaire method. Respondents may have varying interpretations of the statements, and the statements may not fully express all the options the respondents perceive in the phenomena being investigated. The procedures used to reduce ambiguity will be discussed in Chapter III.

Care must be taken in interpreting the data not to attach causal significance to correlational data and to construe the significance of direct measurement to phenomenological data. Also, while role theory has the advantages of the interdisciplinary approach and the wide acceptance of its concept in sociology, it is not a unified, fully appraised and verified theory.

Hypotheses

As mentioned, Gerald R. Grace (1972) provided the primary focus of this study. His study of English secondary, bilateral and grammar schools related certain teacher characteristics with four areas of teacher role conflict: role diffuseness--not knowing what your students have learned which results in a vague (unclear) sense of achievement; role vulnerability--varieties of conflicting opinions from the teacher's role set; mobility orientation vs. role

commitment--getting ahead occupationally vs. commitment to teaching; and a value conflict between the teacher and student on the work success ethic. Two additional areas were added from the writer's own experiences: student performance expectations--the performance the teacher hopes to achieve from the students and what they are forced to accept; and status inconsistency--the potential discrepancy in social respect between community college teachers and their counterparts in four-year colleges and universities. The hypotheses of this study will deal with the six role conflict areas, discussed above, across four teacher characteristics; sex, ethnicity, years of college experience and teaching specialties. Sex, years of college experience and teaching specialty were used by Grace, while ethnicity was added by the writer because it was important in the sample. An ethnic group will be defined as:

A group that is socially distinguished from other groups, has developed its own subculture, and has a shared feeling of peoplehood (Popenoe, 1983, p. 289).

No hypotheses will be stated about the supplementary data on organizational characteristics. The following null hypotheses will guide this study.

SEX

H01: There will be no significant differences in intra-role conflict between the sex of City College teachers and role diffuseness.

H02: There will be no significant differences in intra-role conflict between the sex of City College teachers and role vulnerability.

- Ho3: There will be no significant differences in intra-role conflict between the sex of City College teachers and role commitment.
- Ho4: There will be no significant differences in intra-role conflict between the sex of City College teachers and work ethic values conflict.
- Ho5: There will be no significant differences in intra-role conflict between the sex of City College teachers and student performance expectations.
- Ho6: There will be no significant differences in intra-role conflict between the sex of City College teachers and perceptions of status inconsistency.

ETHNICITY

- Ho7: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role diffuseness.
- Ho8: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role vulnerability.
- Ho9: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role commitment.
- Ho10: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and work ethic values conflict.
- Ho11: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and student performance expectations.
- Ho12: There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and perceptions of status inconsistency.

YEARS OF COLLEGE EXPERIENCE

- Ho13: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and role diffuseness.

- Hol4: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and role vulnerability.
- Hol5: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and role commitment.
- Hol6: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and work ethic values conflict.
- Hol7: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and student performance expectations.
- Hol8: There will be no significant differences in intra-role conflict between the years of experience of City College teachers and perceptions of status inconsistency.

TEACHING SPECIALTY

- Hol9: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role diffuseness.
- Ho20: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role vulnerability.
- Ho21: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role commitment.
- Ho22: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and work ethic values conflict.
- Ho23: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and student performance expectations.

Ho24: There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and perceptions of status inconsistency.

In summary Chapter I describes the problems in the community college which potentially generate role conflict for community college teachers. It is suggested that intra-role conflict of community college teachers is related to the instability and extremely broad academic goals of the community college and the incongruity between its heterogeneous and non-traditional students and its traditionally prepared teachers.

The major conceptual units--status, role, self--of role theory are considered to be best suited to deal with teacher intra-role conflict. The concept of reference group in role theory will have broad utility in analyzing the four independent variables and the six dependent variables. Role set, also, will be used in interpreting specific data.

The need for this study is obvious considering that no study has been done on intra-role conflict of community college teachers. This research will contribute to the literature of role theory and illustrate the analytical significance of selected concepts of role theory. Practically, this research should contribute to the formation of community college policy.

This research shares the limitations of the questionnaire method and the limitations inherent in role theory.

The hypotheses relate the teacher characteristics (reference group variables) of sex, ethnicity, years of college teaching experience and teaching specialties to the role conflict areas of role diffuseness, role vulnerability, role commitment, work ethnic values, student performance expectations, and perceptions of status inconsistency.

The discussion will shift in Chapter II to a review of the empirical literature on role conflict in general and the teacher characteristics (reference group variables) discussed above that will be related to role conflict.

CHAPTER II

REVIEW OF THE LITERATURE

The empirical literature on the role conflict of teachers is limited. While Drugan (1979) reports of an abundance of non-empirical literature on teacher role conflict, the writer prefers to confine this review, with a few exceptions, to empirical studies. The bulk of the empirical studies of teacher role conflict are about elementary and secondary school teachers; there are a few studies about college and university teachers and none about community college teachers. Only a scant number of studies, nine studies to be exact, related or inferred a relationship between sex, teacher experience, teaching specialty or ethnicity and the role conflict of teachers. It is obvious from this brief description of the literature that two major areas of uniqueness of this dissertation will be its concentration on role conflict of community college teachers and, specifically, role conflict as it relates to sex, teacher experience, teaching specialty and ethnicity. Since the literature on the writer's topic is either scant or non-existent, the writer will review in general the empirical literature on teacher role conflict in an attempt to familiarize the reader with the state of the empirical literature and discover potentially useful references and inferences to the dissertation topic. The literature follows closely the concepts of role theory and presents

correlational support for the fundamental position of role theory: that is, the place of role conflict in the inter-relationships of personality (self), culture (role) and society (status).

Non-empirical Articles

The writer has chosen to begin this review with three non-empirical articles either because of the appropriateness of their message or because they are fundamental to the development of the dissertation content or classification of the literature to be reviewed. Adams (1970) presents a timely admonition to teachers and researchers which the writer has tried to heed in this dissertation: that is, very little is known about teachers in general and at the same time teachers are running up against a wall of efficiency evaluation. Adams presents an interesting model of the teacher role which incorporates the concepts of role theory, particularly role conflict. Accordingly, role conflict occurs when the expectations of others (students, peers, superiors, parents, external power groups) unite with unique or shared teacher behavior in a setting which is education-bound (classroom, school, school related, occupation related) or non-education-bound (home, club, pub, etc). It is when expected behavior is circumscribed by the constraints of a situation that role conflict occurs. This dissertation will report role expectations as community college teachers perceive them relative to major reference groups (sex, experience,

specialty, ethnicity) which bear on settings both in and out of the classroom. Armed with a better understanding of the role of the community college teacher, efficiency evaluators will be better equipped to perform their task from the perspective of a role theorist.

The conflicts and insecurities of the teacher's role which were the source of Grace's (1972), Drugan's (1979), Duron's (1981) studies and this disseration were suggested by Wilson (1962). Wilson views all high commitment roles to other people as being subject to considerable internal conflicts and insecurities. Wilson proposes six broad categories of conflicts and insecurities. These categories are intrinsic to the teacher's role and circumstances in which teachers function. All of them emanate from the diffuseness of the teacher's role. Conflicts and insecurities arise when (1) it is unclear when the role-player has fully discharged his obligations; (2) when everyone in contemporary society has an opinion about the way teachers should function; (3) when teachers teach marginal disciplines, e.g., humanities, which a technical society and its students value little; (4) when the school is vulnerable to pressures from outside: ultimately laymen determine the character of schools; (5) when the teaching role which demands the care, concern and commitment of a sustained relationship also is pressured by the expectation to "get on": achieve financial security and social prestige; and (6) when a role implies certain value commitments which

are at best only partially supported by society.

Getzel (1963), in an article which attempts to stimulate theoretical and empirical work on role conflict, presented some useful categories for classifying role conflict literature. These categories are embedded in the fundamental role theory proposition that role conflict is embedded in a relationship between the cultural, institutional and individual dimensions of social life. Getzels presents five categories and admits the possibility for more. Two of the five categories will be used in organizing the empirical literature in this dissertation; a third category was developed by the writer by combining the other two categories of Getzels in order to meet the special needs of the literature being reviewed. Only the two categories relevant to this dissertation will be discussed. Getzels sees role conflict occurring between role expectations and personality. To put it another way, role conflicts occur between the institutional and individual dimensions, e.g., role expectations and personality need dispositions. Role conflicts arise between roles and within roles. Stated differently, role conflicts occur because of dislocations within the institutional dimensions, that is, within the reference groups, among several reference groups, between the contradictory expectations of two or more roles which an individual occupies. The category which the writer evolved combined Getzels' categories one and two. The third category represents

the conflict between two roles mediated by personality need dispositions, e.g., when the obligation to a friend or society is resolved by a personal trait disposition (particularism or universalism), to be discussed below.

Dislocations between the Institutional and Individual Dimensions

In the major category of dislocations between the institutional and individual dimensions (conflicts between role expectations and personality), the writer found two sub-categories of articles: conflicts between personality needs and role demands; and role conflict and job satisfaction. Since the vast majority of studies in this review of the literature are intra-role conflict studies only inter-role conflict studies will be explicitly identified as such. Walberg (1968) studies 77 female student teachers before practice teaching and after practice teaching. He found that conflict between the need to establish rapport with children and the role demand to establish authority and discipline brought on feelings of abnegation and self-depreciation. These feelings substantially lowered the teacher's ratings of themselves as teachers and of their instruction after practice teaching.

Another study (Durkin, 1972) was able to successfully predict the outcomes of some types of role conflict based on personality needs. Durkin's sample was 114 male primary school teachers in Australia. Teachers who were self-

oriented (conform to their own needs) resolved role conflict over warmth and directiveness consistent with their own needs. Teachers who were other-directed (conform to others) resolved role conflict over warmth and directiveness consistent with the expectations of socially powerful role definers, which the writer assumes to be their role set or reference group.

At different points in this review of the literature some non-educational or non-teacher related role conflict literature will be reviewed to reinforce the limited number of educational, empirical studies available. Two such studies by Stouffer (1951) and Mishler (1953) provide useful data in relating role conflict and personality. The Stouffer and Mishler studies will be incorporated under category three: conflicts between two roles mediated by personality need dispositions. Stouffer (1951) found that it was possible to classify the inter-role conflict of 648 undergraduates at Harvard and Radcliffe by a personality predisposition to solve role conflict situations in a particularistic or universalistic direction. Stouffer used one element of Parson's pattern variable scheme (universalism-particularism) in some hypothetical situations which depicted conflicting obligations to a friend (particularistic) and society (universalistic). Some students consistently resolved the conflict on one or the other side of the pattern variables. Three years later Mishler (1953) confirmed

and expanded on Stouffer's (1951) findings. He studied 50 selected cases from an original study of 196 Princeton undergraduates. In his study Mishler used the same pattern variables and content materials similar to Stouffer's. He showed that the same type of behavior can be found in different personality structures. Some individuals who were inclined to resolve role conflict in a particularistic manner displayed a personality structure oriented toward satisfaction and security in internal goals and were cynical about other persons; while another type of particularistic individual displayed a personality oriented toward satisfaction and security in external goals and was rebellious against authority and social roles. Some individuals were universalistic types who were internally oriented and benign toward others; while others were externally oriented and conformist toward authority and rules.

Job Satisfaction and Role Conflict

A number of studies appear in the literature that deal with the effects of role conflict on job satisfaction. These studies fit Getzel's classification of role conflict coming from dislocations between the institutional and the individual dimensions; that is, the impact of role conflict on personality. Tosi and Tosi (1970) studied the relationship between role conflict to job satisfaction and participation. Their subjects were 68 secondary and elementary school teachers in a graduate guidance and counseling course. They found that role conflict was negatively

correlated with both job satisfaction and participation; while role ambiguity (lack of clarity) was only negatively related with participation. While role ambiguity is not the subject of this dissertation, it often appears with role conflict in conjunction with role stress studies. Since role ambiguity is an integral part of these studies, the findings will be reported. The role conflict and job satisfaction of 148 chairpersons at the University of Florida was studied by Carroll (1974). Carroll found that generally lower levels of role conflict with their role set (college, dean, faculty, other chairpersons, students, directors of programs and central administration) are experienced by chairpersons. The study discovered a significant correlation between role conflict and job satisfaction.

Another study (DeVries, 1975) of 290 faculty of the University of Illinois Champaign-Urbana discovered the opposite of Tosi and Tosi's (1970) and Carroll's (1974) job satisfaction findings. Role conflict was not related to lower levels of faculty satisfaction or productivity. Role conflict in this study was operationally defined as the amount of value placed on a task by a faculty member and the percentage of time spent at that task: teaching, research, administration. The satisfaction of a faculty member referred to satisfaction with department organization, personal achievement and personal relationships. DeVries speculated that exhibiting competence in one

aspect of their role, e.g., research, may require and be an acceptable trade-off for more participation in a less valued area, e.g., administration. The discrepancy between the findings of Tosi and Tosi (1970) and Carroll (1974) and DeVries (1974) will be discussed below.

Not too remote a concept from role conflict and job satisfaction is role conflict and teacher burnout. Burnout may be measured by feelings of emotional exhaustion, feelings of depersonalized treatment of students and low feelings of personal accomplishment. Schwab (1982) sampled 469 randomly selected teachers belonging to the Massachusetts Teacher's Association on the effects of role conflict and role ambiguity on teacher burnout. Role conflict and role ambiguity accounted for a significant amount of the variance in emotional exhaustion and depersonalization, but role conflict accounted for most of the variance. Role ambiguity accounted for a significant amount of variance in low feelings of personal accomplishment. Schwab noted that his findings support the contention, shared by others, that role conflict and role ambiguity are distinct aspects of organizational stress.

Three other non-educational studies lend support to and expand upon the educational role conflict-job satisfaction studies discussed above. Hammer and Tosi (1974) found that role conflict was not significantly related to job satisfaction and that role ambiguity was negatively correlated with job satisfaction. They conducted their

study on 61 high-level executives in an executive development program. It is also of added interest that role conflict and role ambiguity were not related to a tendency to leave the organization and that role ambiguity was positively related with threat and anxiety. Perhaps managers perceive role conflict to be an integral part of a manager's role and, because role conflict is expected, it does not cause them dissatisfaction or a desire to leave the organization. Hammer and Tosi's findings support Rizzo, House, Lirtzman's (1970) findings which showed that role ambiguity was related to job satisfaction and role conflict was not. The contradictory nature of the studies on role conflict and role ambiguity relative to job satisfaction become fully apparent now. Hammer and Tosi also supported DeVries' (1975) study of university faculty, discussed above. However, Hammer and Tosi and Rizzo, et al. contradict Tosi and Tosi (1970) who found role conflict negatively correlated with job satisfaction for elementary and secondary school teachers, while role ambiguity was not correlated, and Carroll (1974) who found a significant correlation between role conflict and job satisfaction for university chairpersons; both studies are discussed above. Hammer and Tosi provide a plausible argument for these apparently inconsistent findings. They argue that there is no inconsistency in view of the differential role requirements at varying organizational levels. At higher levels of the organizational structure, which they studied,

this lack of clarity in the managerial role may be a primary problem. They go on to say that many argue that the managerial role is one of solving unstructured problems, or providing certainty for lower organizational levels. Teachers, unlike managers, are at the lowest organizational level. Their jobs are relatively well defined and they are more likely to experience conflicting role demands. College chairpersons (Carroll) are presumed by the writer to be at the mid-organizational level. It will be seen in the next study (Szilagyi, 1977) below, that mid-organizational roles experience role conflict. DeVries' (1975) findings, discussed above, that person-role conflict (an incompatibility between the focal person's role expectations and personal values) was unrelated to job satisfaction or productivity challenge Hammer and Tosi's argument about the teacher role. However, DeVries presented a rationale which tends to protect Hammer and Tosi's argument. DeVries suggested that his subjects reached an accommodation between their own personal preferences and the requirements of their roles. Numerous other speculations pro and con can be produced to explain this departure from the argument, but the next study strengthens Hammer and Tosi's position.

Szilagyi (1977) studied 225 employees (administrative, professional, nurses and service) of a 150 bed medical complex. His study showed that role conflict and role ambiguity relative to job satisfaction was a function of organizational level. He found that role conflict and

role ambiguity operate at different levels of the organizational structure. Role ambiguity was related to job satisfaction at the higher organizational level; while role conflict was related to job satisfaction at the lower organizational level. At the mid-organizational level both role ambiguity and role conflict were related to job satisfaction. Role ambiguity was only related to lower job performance at the higher organizational level. Szilagyi speculated that a dual-authority hierarchy (administrators and doctors) may be the source of mid-level organizational role conflict; while at the lower organizational level the dual-hierarchy would not be the dominant factor. The source of conflict at the lower level would be a lack of clarity in the chain of command (janitorial and nurses).

Keller (1975) found that role conflict and role ambiguity were both associated with low levels of job satisfaction. But interestingly role conflict and role ambiguity were negatively associated with different dimensions of job satisfaction. Keller's sample was 51 professional employees of a government research and development program. Role ambiguity was highly related to intrinsic sources of job satisfaction, that is, the work itself. Keller stated that the source of the ambiguity was that the advanced technological nature of their work was rather different from their education and previous work experience. Also, the goals of the department were not clearly defined. Thus, both the nature of the work and performance expectations were loosely

defined. While role conflict was not significantly related with satisfaction with the work itself, role conflict was significantly related with low levels of variables of an extrinsic nature to the work itself--satisfaction with supervision, pay and opportunities for promotion. Keller states that the factors responsible for role conflict were the poorly articulated and often inconsistent standards for pay raises and promotions. Keller concluded that the findings from his study indicated that job satisfaction should be treated as a multi-dimensional rather than a global phenomena.

In summary, researchers have found that role conflict is resolved consistent with certain polar personality classifications (self-oriented and other-oriented; and particularistic and universalistic). Role conflict also was shown to have negative effects on personality, that is, conflicted teachers experienced lower self-esteem about their professional performance and competence. Studies tend to show that role conflict is inconsistent and complex in its relationship to job satisfaction. Most studies found both role conflict and role ambiguity to be related in different ways with job satisfaction. Researchers, like Hammer and Tosi (1974) and Szilagyi (1977), argue that the inconsistent relationship between role conflict and job satisfaction along with the relationship of role ambiguity and job satisfaction are functions of organizational structure. Keller (1975) and Schwab (1982) call attention to added dimensions of role

conflict and role ambiguity. Keller (1975) implicates role conflict with extrinsic job satisfaction and role ambiguity with intrinsic job satisfaction. Schwab (1982) identifies both role conflict and role ambiguity as components of teacher burnout.

Conflicts through Dislocation within Institutional Dimensions

At this point the review of role conflict literature will turn to role conflicts that arise through dislocations within institutional dimensions (Getzels, 1963), that is, conflicts that arise between roles and within roles. The sources of these conflicts are considered to be coming from within a reference group, from among several reference groups or from between contradictory expectations of two or more roles which the subject occupies.

A cross-cultural study of role conflict of 12,293 teachers from four English-speaking countries (Britain, Australia, New Zealand and the United States) was done by Biddle (1970). The study tried to discover what teachers perceived (attribute) were the standards held by members of their role set (school officials, principals, parents and other teachers) in 10 potential areas of role conflict (attendance at P.T.A. meetings; acceptance of non-professional duties; an orderly, quiet classroom; a broad range of goals in instruction; corporal punishment; professional matters only during free periods; administrative approval of curriculum plans; teaching controversial topics; teacher drinking; preparing students for social advancement; and,

in addition, how the teachers' perceived standards contrasted with their own private standards). Role conflict was found in each of the 10 role conflict areas with all members of the teacher's role set. Similarly, role conflict perceptions followed substantially the same pattern in all four countries, with the exception that response proportions varied. Role conflict with parents was strongest in all four countries followed by school officials, principals and other teachers. These findings indicate that educational problems and frustrations cross-culturally in English speaking countries share common structural features. Analysis of variance showed role conflict effects were greater than variances produced by 28 demographic variables. The study also showed role conflict to be a major generator of low morale among the teachers. Biddle's findings will be briefly mentioned again below and tempered in the light of findings of two succeeding studies (Musgrove and Taylor, 1965 and Fishburn, 1962).

Jones (1970) did a reanalysis of Biddle's (1970) study of four English-speaking countries based on the item content of each question. Sharp differences were shown among the 10 items. The items showing the highest role conflict had to do with the professional content of the role (adherence to administration curriculum plans; attendance at non-professional duties and confining free periods to professional matters). Jones speculated that it may be the self-concept of professional integrity due to feelings

of status deprivation which caused the high role conflict on professional content items. Items showing little concern revolved around morality (corporal punishment; teaching students to get ahead in life; and a quiet and orderly classroom).

Musgrove and Taylor (1965) showed that teachers can create unnecessary role conflict for themselves when they perceive, without any feedback, the expectations which members of their role set hold for them. Musgrove and Taylor studied 470 teachers and 237 parents of children in British grammar schools, secondary modern schools, junior and infant schools. Both parents and teachers were asked to rank the following educational aims according to their own values: moral training (values and attitudes), instruction (knowledge), social training (good manners), family life (human relationships), social advancement (get ahead) and citizenship (understanding the modern world). The teachers were also asked to rank the aims as they perceived the parents ranked them. The teachers in all schools saw their work as primarily intellectual as well as dealing with moral training. They felt the parents were relatively indifferent to moral and social training but highly valued instruction and social advancement. The teachers valued social advancement least of all. In reality the parents ranked moral training and instruction like the teachers and, like the teachers, the parents placed little value on social advancement.

While Musgrove and Taylor's study shows that teacher role conflict may occur from misperceptions, Fishburn's (1962) study shows that conflicts of expectations between teachers and administrators may inhere, in the writer's opinion, in the nature of the two roles -- administrators coordinate and teachers instruct and socialize. These expectational differences may lead to major definitional discrepancies within the teacher-administrator role set. Fishburn had the teachers and administrators of two high schools in the same community rate the important parts of a teacher's job according to their own personal perceptions: director of learning, counseling and guidance, teacher as member of the school community, mediator of culture, liaison between school and community, and member of a profession. Administrators perceived the liaison between the school and community as most important, whereas teachers perceived it as least important. Teachers perceived mediator of culture as most important, whereas administrators perceived it as least important. Director of learning was ranked second by teachers and fifth by administrators. Fishburn found that no single factor explained all the differences in the teacher's perceptions of their roles. Age and length of teaching experience were most related to differences in perceptions of the teacher role, while sex, teaching specialty and socio-economic level of the community of the teacher's assignment produced no significant differences. Experienced teachers perceived "member of a

profession" as more important than inexperienced teachers. Inexperienced teachers perceived "mediator of the culture" as more important than experienced teachers. The variations on age and length of teaching experience clearly indicate conflict within the reference group (teachers) which in reality may not be perceived by the teachers. Musgrove and Taylor's (1965) findings and Fishburn's (1962) findings about the perceptions of both members of a role set (teachers and parents; teachers and administrators) for the teacher role support the caution of other researchers about assuming that teacher perceptions reflect more than a phenomenological perception of reality and demand restraint in generalizing Biddle's findings to the actual role set partners of the teachers from the four English-speaking countries.

Braga (1972) did a preliminary study without statistical analysis of his findings. He compared the ideal and actual teacher roles as perceived by 75 teachers in four school systems (Boston, Needham, Quincy, Newton). The ideal role was considered as one of teaching and interacting with students so as to present to them new alternatives to content and process. The actual role was combination of instruction, maintenance of order and a smoothly running operation, which was the role most likely to be accepted by school administrators. While these findings must be considered tentative because of the admitted limitations, they suggest that Fishburn's expectational cleavage between

teachers and administrators in actuality may not be so deep. Braga found that the typical day of the ideal teacher matched closely the day of the actual teacher. Most of the day was devoted to discipline, supervision and clerical work. Only 30 percent of the day was spent in actual teaching. Braga concluded that it was probable that the teachers adapted the ideal role to approximate the constraints of the educational situation.

Conflicts from Dislocations within Institutional Dimensions and Conflicts between Two Roles Mediated by Personality Needs

The next two studies by Getzels and Guba follow categories two and three; that is, aspects of each study can be seen as coming from dislocations within institutional dimensions (e.g., differential task and personnel expectations; Getzels and Guba, 1954, below), but other aspects of the studies can be seen as coming from the conflict between two roles mediated by personality need dispositions (e.g., the intensity of inter-role conflict varied by an instructor's disinterest in teaching; Getzels and Guba, 1954). Getzels and Guba (1954) studied the inter-role conflict of between 169-200 (the sample response varied on each of two inventories of their instrument) military officers -- instructors at the nine Air Command and Staff Schools of the Air University. They found that role conflict was a function of situational and personalistic variables. Situationally differential role expectations existed among the schools by task and personnel. The schools with the least conflict taught a military

curriculum (weapons, tactics, etc.) and the schools with the most conflict taught a civilian curriculum (bookkeeping, legalistics, etc.). The personnel at the military and civilian curriculum schools varied in their expectations for academic position. Military practice was generally to grant academic position by rank earned in the field. While military instructors approved of the practice and were less conflicted, the instructors of civilian curriculum, who developed their academic expertise in civilian life, disapproved of the practice and were more conflicted. The intensity of role conflict varied as a function of individual and attitudinal characteristics. Instructors whose attitudes reflected an unwillingness and lack of interest in teaching and feelings of limited competence in teaching the assigned curriculum experienced more role conflict. The authors also found a systematic relationship between intensity of role conflict and role effectiveness; a finding which is qualified by DeVries' (1975) study, above.

A year later Getzels and Guba (1955) published another study on teacher role conflict (inter-role conflict and intra-role conflict). They sampled 344 elementary and secondary school teachers from 18 school districts distributed from rural Kansas to suburban Chicago. Their study found, like Biddle's (1970) cross-cultural study, that the teacher role is defined by certain situationally independent characteristics (to be a better example than parents, discipline children, maintain a standard of living higher

than their earnings, etc.) but that expectations vary by community and school (church going, prohibition of marriage, etc.). Role expectations for teachers were inconsistent with the expectations of other roles that they occupied (underpaid but expected to live at the middle-class level). Teachers' differential liability to (troubled by) role conflict was systematically related to specific personal characteristics. Two characteristics that the authors studied which are important to this dissertation were sex and the decision to choose teaching as a career over again. They found males were more conflicted than females and those who would not choose teaching as a career over again more conflicted than those who would. Getzels and Guba will be discussed again in Chapter III in reference to their role conflict instrument, which the writer substantially adopted.

Studies Most Closely Related to This Dissertation

The next three studies by Grace (1972), Drugan (1979), and Duron (1981) are the most proximate of all the studies to the topic, content and methods of this dissertation and provide the bulk of useful information for this dissertation. These three studies along with the writer's dissertation are importantly dependent on the writings of Wilson (1962) and Getzels and Guba (1955). It is for the above reasons that these three studies will be reviewed in detail. The writer will classify all three of these studies under category two, that is, role conflicts that

result from dislocations within institutional dimensions. The results of Grace's and Drugan's studies clearly fit Getzel's (1963) category two as discussed above, but Duron's study will require an addition to the category, which will be discussed below.

Grace (1972) conducted a study of 150 British secondary school teachers of a prosperous Midland borough. He modeled his questionnaire after Getzel and Guba's (1955). Grace used one element of Parson's patterned variable scheme (diffuseness-specificity) to theoretically focus his study. Grace emphasized the conflict between the overall diffuse nature of the teacher role and specific obligations required of it (see Drugan, 1979). He found that teachers perceived (saw role conflict in a situation) role conflict and experienced (personally felt) role conflict in four areas -- role diffuseness (concern for students beyond what is measurable); role vulnerability (susceptibility to a variety of conflicting expectations); role commitment vs. career orientation (loyal service to students vs. advancement and recognition) and custodian of traditional values, which are increasingly questioned by society. Grace found that more teachers both perceived and experienced conflict over role commitment vs. career orientation and traditional values than role diffuseness and role vulnerability. The majority of teachers had some personal troubling experience with each of the role conflict areas. The categories of teachers with significantly higher

perceived and experienced role conflict scores were those with lower professional qualifications (certified teachers), secondary modern (technical school) teachers and male secondary modern teachers. Only teachers with more than 10 years of experience had significantly higher levels of perceived role conflict and only male teachers and teachers in working-class schools had significantly higher levels of experienced role conflict. The overall scores of experienced role conflict were lower than the overall scores of perceived role conflict. In other words, the teachers experienced less role conflict than they saw in the situation (the educational institution) in general.

When Grace considered each of the sub-areas of role conflict independently by the personal data of the teachers, he found that male teachers, experienced teachers and secondary modern teachers experienced more conflict over role diffuseness than their colleagues. Grace speculated that males may identify more closely with the teacher role and, therefore, experience higher levels of conflict, or males may have a greater need to know what they have accomplished.

Grace interpreted the role conflict that he found among secondary modern teachers over role vulnerability as reflecting differences in the teacher's personal evaluation of his role and profession and those of the general public. However, Grace generally found that British teachers felt little sense of vulnerability or pressure from outside,

unlike their American counterparts.

Significantly more males than females personally experienced conflict over role commitment vs. career. Grace speculated that females either have lower levels of career aspirations or a greater willingness and ability to wait for promotion. Substantially more males teaching in secondary modern schools experienced commitment vs. career conflict than males teaching elsewhere. The low salary and status of secondary modern teachers necessitate mobility, while the socialization for teaching stresses stability and continuity.

While teachers in all types of schools experienced role conflict in the area of values, it was males who taught in secondary modern schools who felt it most keenly. Likewise, older teachers experienced more conflict than younger teachers. According to Grace, the secondary modern student offered a greater challenge to traditional values than the students in other schools.

Two unpublished doctoral dissertations by Drugan (1979) and Duron (1981) continued and expanded the work of Grace. If the three studies are compared, it is apparent that all three shared the same basic purpose, that is, to study intra-role conflict of teachers. However, they varied in specific purposes. Drugan's purpose was to relate role conflict to classroom organizational patterns of teachers and selected teacher characteristics. Duron's purpose was to relate school climate to role conflict of bilingual

teachers. Grace's purpose generally was to determine whether the four role conflict areas were problems in schools and whether these conflict areas related to teacher characteristics.

All three studies adopted Parson's pattern variable model as their theoretical framework. Grace and Drugan used only diffuseness-specificity. Duron used both diffuseness-specificity and universalism-particularism. While Grace sampled British secondary school teachers, both Drugan and Duron sampled American elementary school teachers.

Both Drugan and Duron adopted modified versions of Grace's role conflict instrument. Duron only opted to use Grace's experienced role conflict instrument. Drugan and Duron both developed special instruments to measure unique areas in their studies. Drugan developed a classroom organization instrument (traditional, mixed, individualized teachers) and Duron developed an instrument to measure teacher and school orientation to pattern variables (universalism-particularism and diffuseness-specificity). Like Grace, both Drugan and Duron measured selected teacher background characteristics, which, in part, were similar to Grace's selected personal characteristics. Drugan measured age, teaching experience and years teaching in the current school. Duron measured hometown size, country of origin, ethnicity, father's occupation and age of teacher. Duron's study also required measuring school characteristics: school size, percentage of low income students, school location, school facilities, school value orientation and

classroom instructional design. Only age and years of experience in these studies overlap with Grace's personal characteristics.

The statistical procedures that Grace used were percentages and chi-square to determine statistical significance; while Drugan used factor analysis and analysis of variance and Duron used multiple regression analysis. As can be seen from the comparison of the three studies, while the Drugan and Duron studies retain in general the format of Grace's study, there are enough differences in purpose, instrumentation and statistical procedures to allow for only general comparisons of findings among the three studies.

The Grace and Drugan studies had lower scores on the experienced role conflict instrument than on the perceived role conflict instrument. Grace in his own study interpreted this as the subjects making a clear distinction between their perceptions and experiences. However, Guba (1952) and Drugan reasoned that the perceived role conflict instrument failed, at least in part, to discriminate the situational from the experiential dimension.

Drugan's sample, which had no bilingual teachers, had a lower mean experienced role conflict score than Duron's mean experienced role conflict score. Duron speculated that the difference might lie in ethnicity, school location (city vs. non-city), job description (bilingual vs. non-bilingual) or some uncontrolled variable.

The Grace, Drugan and Duron studies agreed that values conflict caused the greatest concern to the teachers. These results support Wilson (1962), who saw teachers as supporting traditional values which conflict with emergent social values. Also, in both the Grace and Drugan studies older teachers expressed greater concern over values conflicts than younger teachers.

According to Drugan, American teachers perceived autonomy (role vulnerability) to be a greater problem than their British counterparts. Grace attributed this difference to the struggle American teachers are having for professional status and their greater vulnerability to external pressures from which British teachers are more secure.

Role commitment vs. career orientation gave American teachers the least amount of role conflict according to the Drugan and Duron studies. The British sample of Grace was more conflicted over this area.

Both the Grace, Drugan and Duron samples considered the conflict generated by role diffuseness (ambiguity of educational goals) of lesser importance, in general, than majority of the other sub-areas of role conflict.

Drugan did not find significant differences among the mean role conflict scores for curricular and instructional organization (traditional, mixed, individualized), which was the primary purpose of her study. However, in the sub-areas traditional teachers (the teacher selects

the goals, materials and rate of learning for the class collectively) reported more conflict about values, ambiguity of educational goals and lack of autonomy than did mixed (planned variation in one or two of these elements, i.e., goals, materials and rates of learning, by individual, e.g., enrichment, remediation) or individualized teachers (the teacher determines goals, materials and rate of learning for each individual). Drugan speculated that the conflict of individualized teachers reflects pressure for change towards individualization.

Drugan's teacher characteristics of age, experience, seniority at the current school and teaching level revealed that the youngest and least experienced teachers were most conflicted over goals and autonomy. Junior high teachers were more conflicted over ambiguity of goals than primary and intermediate teachers. Drugan found that primary grade teachers reported the least amount of conflict about values than the other grade levels of teachers. Age, experience and seniority in the current school all differentiated teachers according to role conflict over commitment vs. career. Younger, less experienced and less senior teachers were more conflicted. Values and commitment for Drugan were stronger variables in distinguishing conflicted groups of teachers than ambiguity of goals and autonomy.

As stated above, Duron's study will be classified under Getzel's category two; but this will require inclusion of an additional concept to the category, that is, school

climate: the characteristics of a school which have consequences for the behavior of an individual or group and to which they are sensitive. School climate justifiably may be included in Getzel's category two, since his definition of an institution is broad. Getzels (1963) states that an institution is an agency established to carry out the imperative functions of a social system in certain routinized patterns, e.g., education (Getzels, 1963)

The purpose of Duron's study was to determine whether school climate elements had a direct relationship to role conflict of bilingual teachers. Duron used the patterned variables universalism-particularism and diffuseness-specificity to measure school climate. Only universalism-particularism accounted significantly for explaining the variability in role conflict.

Duron found that of the teacher background characteristics discussed above only hometown size and ethnicity contributed significantly to explaining the variance in role conflict. Teachers from larger hometowns and teachers of Spanish origin experienced more role conflict than teachers from smaller hometowns and non-Spanish backgrounds. Duron speculated that teachers from larger hometowns may be more aware of conflict and teachers of Spanish origin may be more sensitive to prejudice.

Only school location (city vs. non-city) and universalism-particularism (performance vs. favoritism) of the

school characteristics, discussed above, accounted significantly for explaining the variability in role conflict. Significant differences were only attributed to the sub-areas of autonomy and values conflict. Possibly teachers in smaller non-city communities were closer to the administration, school board and parents and felt the loss of autonomy from the pressure of closer supervision. Values conflict in non-city schools may be generated by community conservatism. Duron explained the significance of universalism-particularism in role conflict in the following way: the greater the school orientation to particularism (favoritism) the greater the role conflict.

In Duron's work, discussed above, only job satisfaction and ideal universalism-particularism contributed significantly to explaining the variability in role conflict. This supports Tosi and Tosi (1970) who found a negative relationship between role conflict and job satisfaction. Teachers more inclined toward particularism experienced greater degrees of role conflict. Perhaps these teachers were generally alienated from school norms.

Reference Group Studies (Sex, Teacher Experience, Teaching Specialty and Ethnicity) and Role Conflict

In all, only nine studies reported or inferred a relationship between sex, teacher experience, teaching specialty and ethnicity and role conflict, which is a meager beginning for the 24 null hypotheses of this dissertation.

There are three references to sex, two references to

teaching specialty, one reference to ethnicity and two suggestive references to race; and the bulk of the references, which were six, to teaching experience. More than two references sometimes appear in one study. These studies tend to be somewhat mixed in their findings on three of the variables and role conflict (sex, teaching specialty and teaching experience). For the purpose of unity and clarity, the data already reported above on these four variables in five of the studies (Fishburn, Getzels and Guba (1955), Grace, Drugan and Duron) will be re-organized here.

Two of the studies which referred to sex and role conflict found males to be more conflicted than females and one found no significant relationship between sex and role conflict. Fishburn (1962) found no significant expectational differences between teachers by sex about the teacher role. This indicates no actual role conflict within the reference group (teachers) generated by sex. Grace (1972) found that males in specific educational structures and in specific sub-categories of role conflict produced higher role conflict scores than females. Males personally experienced more conflict about role diffuseness. Males, and particularly males teaching in secondary modern schools, experienced more conflict over commitment vs. career. Again, males teaching in secondary modern schools experienced more conflict about values. Getzels and Guba (1955) found males more conflicted than females over the socio-economic status

of teachers, interference in their freedom as citizens and interference in their professional role.

Of the two studies which referred to teaching specialty and role conflict, one found a significant relationship to role conflict and the other did not. Fishburn found no significant expectational differences between teachers by teaching specialty, as mentioned above; this indicates no actual role conflict generated within the reference group (teachers) by teaching specialty. Orphen (1982), whose work was not yet reviewed, did a cross-cultural study of the relative preference of South African and Nigerian university lecturers for the teaching, research, administrative and student development (character building) functions of their role. Orphen recognized the potential these functions had for conflict within the reference group (teachers). The role conflict arising within Orphen's study may be regarded as arising within institutional dimensions. In both countries, lecturers in the natural sciences rated research significantly higher than lecturers in the humanities. Lecturers in the humanities rated character development significantly higher than lecturers in the social sciences and lecturers in the social sciences rated character development higher than lecturers in the natural sciences. None of these specialty areas significantly differed over the teaching and administration function of their roles.

All three studies which related teacher ethnicity and

role conflict at least suggested a relationship between these variables. Only Duron's (1981) study specifically controlled for ethnicity. He showed that teachers of Spanish origin experienced more role conflict than non-Spanish teachers. Darkenwald (1975) and Spady (1973), did not do role conflict studies, but their data suggest the potential for teacher race and role conflict. Darkenwald (1975) analyzed a select sample of 119 teachers from 59 cities. The teachers taught in public school adult basic education programs (ABE programs) for undereducated black adults. Darkenwald found that black teachers of black adults were more successful in preventing dropouts and maintaining high attendance than white teachers. However, non-traditional teachers (topics relevant to inner city poor), both black and white, prevented dropouts. Race had an independent effect on attendance. Non-traditional black teachers had a much better holding power than non-traditional white teachers. Darkenwald speculated that a cultural dialogue was responsible. Spady's (1973) interpretation of Armor's (1972) data similarly can be construed to suggest a potential for a race and role conflict relationship when he states that black teachers are more likely to be successful with black students.

Teaching experience produced the most references about role conflict. Four of the six references showed a significant relationship to role conflict and two did not. Fishburn found that teaching experience produced significant

expectational differences within the reference group (teachers). Experienced teachers perceived being a member of a profession as being more important than inexperienced teachers; while inexperienced teachers perceived being a mediator of culture as being more important than experienced teachers. This indicates to the writer actual role conflict within the reference group, but it may not necessarily be perceived by the subjects. Grace's data showed that more experienced teachers (more than 10 years) had higher perceived role conflict scores than less experienced teachers. Also, more experienced teachers personally experienced more conflict about role diffuseness (ambiguity of educational goals) than less experienced teachers. Orphen's data on years of experience revealed the operation of conflict within the reference group (teachers), agreeing with Fishburn. More senior South African faculties (professors and senior lecturers) rated the administration function of teaching higher than less senior faculties (lecturers and junior lecturers). The research function of teaching was preferred by both the South African and Nigerian junior faculties. Drugan's data on teaching experience showed that the least experienced teachers were more conflicted over diffuse educational goals and autonomy than the more experienced teachers and least senior teachers at the current school were more conflicted over commitment vs. career than most senior teachers. Part of Drugan's data conflicts with Grace's data. While Drugan

found that the least experienced teachers were more conflicted over diffuse educational goals, Grace found that more experienced teachers were more conflicted over diffuse educational goals. In the writer's opinion this difference might be due to cross-cultural variations, differences in statistical procedures, or depth and differences in content material. Drugan asked more questions than Grace and some were different in content.

Getzels and Guba (1955) and Bhogle (1971), contrary to the above data, found no significant relationship between teaching experience and role conflict. Getzels and Guba found no significant relationship between teacher experience and types of intra-role and inter-role conflict. Bhogle (1971), in an article not yet reviewed, correlated a number of teacher characteristics to the role conflict of 320 teachers and 30 headmasters from 30 schools in Hyperadad and Secunderadad, India. The role conflict in this study arises from dislocations within institutional dimensions, category two. No significant differences in expectations by experience were found between teachers and headmasters for the teacher role. Likewise, no significant differences in expectations were found between headmasters and their role set -- students, parents, teachers, management and fellow headmasters.

Sample, Representativeness and Statistical Procedures Evaluated

In general, the sample representativeness and

statistical procedures of the studies impressed the writer as being generally sound, but diverse enough to allow only general comparisons among the studies. The writer reviewed thirty studies in this chapter and twenty-four of them were role conflict studies. The representativeness of the samples of the 24 role conflict studies is difficult to judge in view of the varieties of reporting methods of the researchers. Some researchers reported percentages of the populations used in the studies; others reported percentages of the samples of the populations used in the studies; and still others reported total numbers of relatively specific populations. Only one of 18 studies reported a useable sample below 45 percent (Mishler reported only a 25.5 percent useable sample); but the vast majority of the studies reported useable samples above 58 percent. Braga's study only claimed to be a preliminary study and gave no statistics, and the studies of Durkin, Musgrove, Fishburn, Orphen and Bhogle were only relatively specific about their populations. Probably more important to this dissertation are the samples Grace, Drugan and Duron reported useable: sample percentages of their respective populations of 67.3, 53.3 and 68.1 percent.

A variety of statistical procedures were used in the studies discussed above. Ten of the 24 studies used correlational analysis (Hammer and Tosi, Rizzo, House and Lirtzman, Szilagyi, Keller, Walberg, Mishler, Tosi and Tosi, DeVries, Fishburn and Bhogle). Two of the 24 studies used

multiple regression analysis (Schwab and Duron) and one used factorial analysis (Drugan). Three of the studies used Fisher T-tests (Getzels and Guba, 1954, Getzels and Guba, 1955, and Orphen, 1982) and two studies used percentages (Musgrove and Grace). All of the above 18 studies used data significant at least at the .05 level, excluding Bhogle, whose data were significant at the five percent level. Other statistical procedures that were used in the studies above were the H-scales by Durkin; Stouffer used the Guttman Scalogram; and Carroll used the Likert scale. Biddle and Jones' reanalysis of Biddle's data used mean scores without calculation of significants because of the size of the sample (12,293). As explained above, Braga's study used no statistics.

Summary: In general the literature revealed a relatively small number of role conflict studies about teachers. They predominantly concern the intra-role conflict that elementary and secondary teachers perceive. There were no studies about the role conflicts of community college teachers and a few studies about university teachers. A meager number of studies treated role conflict relative to sex, teacher experience, teacher specialty and ethnicity. The samples were generally representative, the statistical procedures more frequently correlational and these data were significant at least at the .05 level. All of the studies differed enough in specific purposes, instrumentation and statistical procedures that only general comparisons

can be made among them. The literature followed traditional role theory concepts and supports in the various data the relationship between personality, role and status. The writer's adapted use of Getzel's categories bears out the personality, role and status relationship. The literature generally may be classified as person-role conflicts and conflicts within institutional dimensions. The empirical literature reflected role conflict as having a negative effect on teacher self-esteem. The resolution of role conflict seemed to follow certain personality characteristics: self-oriented vs. other-oriented and universalistic vs. particularistic. The effects of role conflict are complex relative to job satisfaction and do not operate at all levels of the organizational structure. One researcher (Keller, 1975) implicated role conflict with only extrinsic job satisfaction vs. intrinsic job satisfaction. Currently, another researcher (Schwab, 1982) has implicated role conflict as one of the components in teacher burnout.

Cross-cultural studies of role conflict in four English-speaking countries and South Africa and Nigeria suggest a world-wide structural similarity in the teacher role. Some researchers found radical expectational differences occur within a teacher's role set, and sometimes role expectations held for teachers are inconsistent with other non-educational roles that they hold (inter-role conflict). However, one researcher (Braga, 1972) found in a preliminary study that teachers will accommodate and make their actual

teaching role, which conforms more to administrator expectations (order and coordination) their ideal teacher role which emphasizes teaching and interaction with students. Other researchers (Musgrove and Taylor, 1965) found that teachers sometimes falsely assume conflict exists with their role set when none actually does because there is no feedback between role set members. It also seems that as role conflict increases role effectiveness decreases. However, this finding should be qualified by the differential effects of role conflict within the organizational structure.

Grace, Drugan and Duron were unanimous that values conflict caused teachers the greatest concern and that role diffuseness (ambiguity of educational goals) did not cause much concern to most teachers. Grace, Drugan and Duron, along with Stouffer and Mishler, found aspects of Parson's pattern variable scheme useful in studying role conflict. Both Grace and Drugan agreed that American teachers were more conflicted over autonomy than British teachers. However, British teachers were more conflicted over commitment vs. careers than the American teachers according to Grace and Drugan. Drugan did not show a significant overall relationship between curricular and instructional organization of classrooms and mean role conflict scores of teachers. However, in three sub-areas of role conflict traditional teachers were more conflicted than mixed or individual teachers. Duron showed that

school context and role conflict were significantly related only for the measure universalism-particularism and not diffuseness-specificity. Grace found sex was related to role conflict; Grace and Drugan found teaching experience was related to role conflict; and Duron found ethnicity was related to role conflict.

In the next chapter the writer will discuss the methodology of this dissertation and connect the instrument of this dissertation and those of Getzels and Guba (1955) and Grace (1972).

CHAPTER III

METHODOLOGY

The major objectives of this study are: (1) to determine whether intra-role conflict is experienced among community college teachers and, if so, the degree they are troubled by it; (2) to determine whether the specific teacher characteristics of sex, ethnicity, years of teaching experience and teaching specialty relate to role conflict; and (3) whether selected organizational characteristics of the community college may serve as measures of role conflict.

It was hypothesized that intra-role conflict varies by the sex, ethnicity, years of teaching experience and teaching specialties of community college teachers (see pp. 15-18 for the null hypotheses). In order to achieve the three stated objectives and measure the hypotheses, a questionnaire was constructed which was composed of three parts: personal data on teacher characteristics; a role conflict measure, taken from a format developed by Grace (1972); and a measure of organizational characteristics and self-related behavior selectively taken from Schlechty (1976), Ryans (1960) and Spalding (1975) and the researcher.

Population

The faculty of three of the eight colleges of the City Colleges of Chicago served as the population of this study. The eight colleges are scattered throughout the City of Chicago. The City Colleges reported 1283 full-time faculty and 38,599 full-time equivalent students in the

Fall of 1983. The eight City Colleges in the Fall of 1983 enrolled students in baccalaureate/transfer programs, occupational programs (business, nursing, auto-technology, etc.), adult education and in vocational skills programs. Seven of the eight colleges are conventional commuter colleges. The eighth college, which will be coded College D, was excluded from the data whenever possible because it differed importantly in its organizational and student population from the other seven colleges. For example, it offers programs independently or in cooperation with the other City Colleges or in cooperation with other community agencies. It offers college level courses for gifted high school students, educational services to United States military and civilian employees stationed in other countries, in-service and pre-service training for government agencies, etc. Another independently organized function of the City Colleges not reflected in the data discussed here is certain vocational/occupational and learning skills programs, English as a second language, programs to complete secondary and elementary education and classes to prepare for United States citizenship.

According to City College data for Fall 1983, the predominant ethnic background of the students in the seven colleges was black, 53.2 percent (see Table 1), while the predominant ethnic background of all the full-time faculty (1283) in the City Colleges was white, 67.7 percent (see Table 2). White students were the largest ethnic minority,

TABLE 1
ETHNICITY OF STUDENTS OF THE CITY COLLEGES

Ethnicity	Seven Colleges*		Three Colleges Sampled	
	Number	Percent	Number	Percent
Black	20540	53.2	9844	56.0
White	10966	28.4	5199	29.6
Hispanic	3601	9.3	1382	7.9
Asian	2928	7.6	904	5.1
American-Indian	564	1.5	235	1.3
TOTAL	38599	100.0	17564	99.9

SOURCE: District Office of Research and Evaluation of the City Colleges of Chicago, "Tenth Day Statistics." Fall 1983. (Typewritten.)

*Whenever possible the data in the tables excludes College D, the eighth college. However, sometimes data was only available in a combined form for the eight colleges as in Tables 2 and 3.

TABLE 2

ETHNICITY OF THE FACULTY OF THE CITY COLLEGES 1983

Ethnicity	Eight Colleges		Three Colleges Sampled	
	Number	Percent	Number	Percent
White	868	67.7	168	74.3
Black	323	25.2	46	20.4
Other*	92	7.2	12	5.3
TOTAL	1283	100.1	226	100.0

SOURCE: District Office of Research and Evaluation of the City Colleges of Chicago, Report 1983.

*Other: Complete System -- Hispanic and Asian.
Three Colleges Sampled -- Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 3

SEX OF THE FACULTY OF THE CITY COLLEGES 1983

Sex	Eight Colleges		Three Colleges Sampled	
	Number	Percent	Number	Percent
Male	824	64.2	145	62.8
Female	459	35.8	86	37.2
TOTAL	1283	100.0	231	100.0

SOURCE: District Office of Research and Evaluation of the City Colleges of Chicago, Report 1983.

28.4 percent, in the City Colleges, followed by small numbers of Hispanics, Asians and American Indians, the "other" category (see Table 1).

The writer selected three of the seven City Colleges primarily for their accessibility and only secondarily because broad parallels might be drawn with the other four colleges. The findings of this study, therefore, should be considered more in the nature of a case study in role conflict directly applicable to the colleges sampled. Nevertheless, within the framework of the general discussion, if broad parallels can be made between the sample and the colleges not sampled, these may be made by the reader based on the rationale for comparability.

The institutional data provided by the City Colleges were limited in two respects; first, it was for the most part available only for the eight colleges as a whole and only in some data was College D able to be isolated and omitted (see Tables 1, 2, 3 and 4); second, since the City College data was for the most part available for the system as a whole, the three colleges sampled were always part of the whole to which they were compared. It should be noted also that the City Colleges as a whole in this chapter will either be considered as composed of seven or eight colleges depending whether the data available from the City Colleges are available only for the eight colleges as a unit or whether College D could be separated from the data in order to improve representativeness.

When the data on the ethnicity of the students of the three colleges sampled were compared with the City College institutional data on the eight colleges as a whole both data were almost identical (see Table 1). As mentioned above nearly two-thirds of the full-time faculty were white, while black faculty constituted only one-fourth of the faculty and only 7.2 percent were Hispanics and Asians, the "other" category (see Table 2). The faculty of the three colleges sampled tended to be ethnically very similar to the eight colleges as a whole (see Table 2). Likewise, the sexual characteristics of the three colleges sampled were very similar to the sexual characteristics of the eight colleges as a whole, two-thirds were male and one-third were female (see Table 3).

In summary, the above data reflect a general similarity between the City Colleges as a whole and the three colleges sampled in terms of ethnicity of student, ethnicity of faculty and in sex distribution of faculty.

According to Illinois Community College Board data (March 1984), in Fall 1983 there were 52.6 percent of the students at the seven colleges of the City Colleges (college D was able to be extracted from the data) enrolled in baccalaureate/transfer programs, 24.8 percent enrolled in occupational programs, 16.5 percent in adult education and 4.1 percent in vocational skills programs (see Table 4). The students in the three colleges sampled were almost identical to the seven colleges as a whole in student

TABLE 4

SUMMARY OF OPENING FALL 1983 STUDENT HEADCOUNT
ENROLLMENT BY INSTITUTIONAL PROGRAM AREA
FOR CITY COLLEGES OF CHICAGO

Programs ^a	Seven Colleges*		Three Colleges Sampled	
	Number	Percent	Number	Percent
Baccalaureate/ Transfer	26147	52.6	12213	52.9
Occupational	12347	24.8	5480	23.7
General Studies (Adult Education)	8222	16.5	4979	21.6
Vocational Skills	2048	4.1	39	0.2
Unknown	940	1.9	390	1.6
TOTAL	49704 ^b	99.9	23101	100.0

*SOURCE: Illinois Community College Board Publication,
Data and Characteristics--March 1984, p. 4.

^aRemedial/Developmental, Adult Basic Education and Adult Secondary Education programs were omitted because there is reason to believe that these categories were mis-classified data. These data belong to special skills programs of the City Colleges and are irrelevant to this study.

^bThis number is discrepant with the 38,599 full-time equivalent students recorded in data received from the City Colleges probably because the City College figures were taken later in the semester and reflect drop-outs, while the ICCB figures record the headcount on the tenth day of the semester.

headcount enrollment, except for adult education and vocational skills programs. However, this study did not require data on adult education and, except for the minor problem that vocational skills students are not well represented in the data on the three colleges as compared to the City Colleges as a whole, the data on student headcount from the three colleges closely match the same data from the seven colleges as a whole.

Nearly 70 percent (67.9) of the faculty in the three colleges had 15-30 or more years of teaching experience in higher education, which included teaching at four-year colleges or universities. The single largest experience cohort was the 43.5 percent who had 15-19 years of teaching experience. This cohort probably reflects the rapid expansion of the City Colleges in the middle-to-late 1960's. These data clearly indicate an aging faculty and also a decreasing incorporation of younger faculty, which is evident in the cohorts 1-4 and 5-9 (see Table 5). These data do not coincide with data provided by the City Colleges on years of teaching experience with the City Colleges of all faculty in 1981. The City College data show only 28.2 percent of all the faculty as having 16 or more years of education and 33.8 percent as having 1-10 years of experience (see Table 6). Much of these differences are attributable to the two-year discrepancy between the tables, discrepancies between the categories of the tables, and the inclusion of all higher education teaching experience in

TABLE 5

YEARS OF TEACHING EXPERIENCE IN HIGHER EDUCATION
OF THE FACULTY IN THE THREE COLLEGES SAMPLED

Years of Experience	Number	Percent
1- 4	16	6.9
5- 9	22	9.6
10-14	36	15.7
15-19	100	43.5
20-24	31	13.5
25-29	13	5.7
30 or more years	12	5.2
TOTAL	230	100.1

SOURCE: Data gathered for this study.

TABLE 6

YEARS OF TEACHING EXPERIENCE WITH THE CITY COLLEGES
OF ALL THE FACULTY 1981

Years of Experience	Number	Percent
1- 3	106	8.4
4- 6	88	7.0
7-10	233	18.4
11-15	480	38.0
16 or more years	356	28.2
TOTAL	1263	100.0

SOURCE: District Office of Research and Evaluation of the City Colleges of Chicago, 1981. (Typewritten.)

one table and not the other. Also, the City College table includes data on two colleges whose faculties are commonly known to be less senior in the system. Taking all of the above into consideration, caution must be observed if the findings on years of experience of the sample are to be used as indicators related to the City Colleges as a whole.

The City College data on teaching specialties for the whole system were not available in a form comparable with this research. However, since the ICCB had data available on the City Colleges for Fall 1983 on student headcount enrollment by program area, it was reasoned that the data on faculty teaching specialties could be roughly classified by the ICCB baccalaureate/transfer and occupational categories and served to match the teaching specialties of the faculty sampled with student program area enrollment for the seven colleges as a whole. It was also assumed that if a relatively close match occurred, it would serve as a kind of indicator that the faculty teaching specialties sampled tend to be representative of the seven colleges as a whole. When the faculty sampled were classified in this way 61.8 percent taught baccalaureate/transfer courses and 30.9 percent taught occupational courses (see Table 7). These are not large discrepancies from the student headcount enrollment of the ICCB, discussed above (see Table 4). These small discrepancies in Table 4 in total student headcount enrollment and faculty specialties may be explained by the fact that ICCB data incorporates

TABLE 7
TEACHING SPECIALTIES OF THE FACULTY SAMPLED CLASSIFIED ACCORDING TO
THE BACCALAUREATE/TRANSFER AND OCCUPATIONAL CATEGORIES OF THE
ILLINOIS COMMUNITY COLLEGE BOARD (ICCB)

	Baccalaureate/ Transfer		Occupational		Other		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	3	1.3					3	1.3
English/ Communications ^a	39	16.7					39	16.7
Foreign Languages	9	3.9					9	3.9
Humanities ^b	14	6.0					14	6.0
Mathematics	16	6.9					16	6.9
Natural Sciences ^c	35	15.0					35	15.0
Social Sciences ^d	28	12.0					28	12.0
Allied Sciences ^e			14	6.0			14	6.0
Business ^f			41	17.6			41	17.6
Child Development			0	3.9			9	3.9

(Continued)

TABLE 7 - Continued

	Baccalaureate/ Transfer		Occupational		Other		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Law Enforcement			0	0.0			0	0.0
Nursing			8	3.4			8	3.4
Counseling					12	5.2	12	5.2
Physical Education					5	2.1	5	2.1
SUB-TOTAL	144	61.8	72	30.9	17	7.3	233	100.0

SOURCE: Data gathered for this study.

^aEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^bHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^cPhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

^dSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

^eAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology, Electronics, Social Services.

^fAccounting, Business Administration/Management, Data Processing/Office Machines.

vocational Skills and General Studies (adult education) in its totals, but there were practically no vocational skills students enrolled at the three colleges sampled and adult education teachers are generally part-time teachers and only full-time teachers were sampled (see Table 4).

In summary, this study should be regarded more in the nature of a case study and if broad parallels can be made between the sample and the colleges not sampled, these may be made by the reader based on the rationale discussed above. The data should be considered as improved when it refers to seven colleges rather than eight. For the variables of faculty ethnicity, faculty sex distribution and years of teaching experience, data were only available for the eight colleges as a unit. However, for the variables student ethnicity, teaching specialty and student headcount by program area, College D was able to be extracted from the data and, therefore, these variables only refer to seven colleges as a unit. There was a close similarity between the ethnicity of students, the ethnicity of faculty, the sex distribution of faculty and the student program area enrollment of the sample and the seven or eight City Colleges as a whole and, therefore, the findings of this study related to these variables may be cautiously used as indicators of the seven or eight colleges as a whole. Greater caution must be observed if the findings of this study on teaching specialty are used as indicators of the seven City Colleges as a unit because teaching specialty had to

be classified by ICCE categories in order to be roughly compared to ICCE student program enrollment. Problems of compatibility of data between this study and the institutional data provided by the City Colleges on years of teaching experience allows only tentative speculation to be made about the findings of this study relative to the eight colleges as a unit.

Development of the Questionnaire

A three-part questionnaire was developed to measure the objectives of this study. The researcher developed the questionnaire by selectively combining or re-working the questions or ideas from several sources. The first part of the instrument collected personal data about sex, ethnicity, years of teaching experience and teaching specialty which were hypothesized to be related to role conflict. These four personal data variables were selected because so little research has been done on them relative to role conflict, and because the little research that was evident generally showed or inferred a relationship to role conflict (see Chapter II, pp. 48-49). Three of the above four variables were initially suggested by Grace (1972) and one variable, ethnicity, was added because of its importance in the sample. The content and form of the questions about these variables were developed by the researcher to fit the sample requirements (see Appendix for the complete instrument).

The second part of the instrument, the role conflict

questionnaire, was directly taken, with some adaptations from Grace's (1972) role conflict questionnaire. Six questions were asked in this part of the questionnaire. Each question represented a separate area of role conflict. The first four areas was adapted from Grace whose source was Wilson (1962). The last two areas were added by the researcher. Intra-role conflict in these six areas was seen as originating in the structure of the role of the community college teacher. (1) The diffuse nature of the role of teacher makes it difficult to assess many educational goals, sometimes even those that may seem most easily measured, e.g., testing for content, understanding or applications. In view of this, teachers may be perceived to hold twin expectations for a sense of accomplishment, that is, what they would like to sense and what they come to expect. (2) Teachers are vulnerable to many conflicting opinions from their role set about the way they should do their professional work. (3) Community college teachers are expected to be committed (dedicated) to teaching excellence, yet in order to "get ahead" in their careers, that is, to achieve pay raises and promotions, they are expected to become involved with work which competes with teaching, e.g., committees, projects, building graduate hours, and achieving advanced degrees. (4) Community college teachers are exposed to conflicting sets of values. Many in their role set -- the board of trustees, the chancellor, the college president, colleagues -- expect

them to communicate traditional work success values, which will achieve tangible student academic and career outcomes. However, the students by their behavior, e.g., absenteeism, drop-out rates, seeming disinterest, etc., reflect values antagonistic to traditional values. (5) Community college teachers hold twin performance expectations for their students. One set of expectations, probably formed in graduate school, stresses academic excellence, but the other set of expectations compromises the first and is an adaptation to limited student output. (6) Community college teachers experience status inconsistency by virtue of possessing a common identity with all college teachers, but are not accorded equivalent status (prestige) from the faculty at four-year colleges and universities.

Grace (1972) and Drugan (1979) used both perceived and experienced role conflict questionnaires. The source of the format of these instruments was Getzels and Guba (1955). Identical questions and methods of scaling were used in both questionnaires. The only difference between the two questionnaires was one of perspective. In the perceived role conflict questionnaire the subjects were to view their school situation as impartial observers and rate the amount of role conflict which they perceived in this situation. In the experienced role conflict questionnaire the subjects were to rate the same questions by the amount of role conflict which they experienced in their school situation. The researcher chose to use only the experienced

role conflict format and rating scale because both Guba (1952) and Drugan (1979) agreed there was not enough evidence to conclude that the situational instrument excluded elements of experienced role conflict.

Scoring the Instrument

Each item in the experienced role conflict instrument was measured on a five-point scale. For example, if a subject marked zero, no role conflict experience was assumed, while a subject who marked three was assumed to experience more conflict than a subject who marked one or two. The highest measure of experienced role conflict was four. Differences were calculated on each item by the percentage of the total number of subjects who responded to that item.

Both Grace (1972) and Drugan (1979) established the content validity (Kerlinger, 1977) of Grace's role conflict questionnaire through extensive reviews of the role conflict literature. Four questions are the first four areas of the writer's instrument (see Appendix, QQ. 18-23). Drugan further confirmed the content validity of these four areas through pilot testing and discussions with the pilot sample. The writer also performed a pilot test on a small sample of community college teachers and found that they also were conflicted in these areas and that there was no reason to believe that the questions were not understood as written. The last two areas of the questionnaire were new additions constructed by the writer. They are based on the writer's sixteen years of community college teaching experience and

follow Grace's format and, therefore, to this extent can be considered as possessing content validity.

Drugan concluded that the four areas of role conflict were both reliable and internally consistent through the use of Cronbach's Standardized Item Alpha. The reliability of coefficients for experienced role conflict were: (a) goals (diffuse), .88, (b) autonomy (conflicting opinions from role set), .83, (c) commitment (to teaching vs. career mobility), .88, (d) values (conflicting values), .85.

The third part of the instrument was supplementary to the primary focus of the study. It grew out of the writer's sixteen years of teaching experience with the City Colleges. This part of the instrument relates selected organizational characteristics (social structure) and teacher self-related behavior to the six role conflict areas in order to determine their ability to predict role conflict. Three organizational characteristics were taken from Schlechty (1976) which may have predictive value for role conflict: the control exerted by differential role set members, e.g., administration, faculty, etc., over academic and economic matters and role conflict; tightly or loosely regulated organizational structures in academic and economic matters and role conflict; and perceived student role classifications within the organizational structure and role conflict (see Appendix, QQ. 24-27, 29). The final area of organizational structure related to role conflict was teacher-perceived student behaviors. The

measure of these student behaviors was taken from Ryans (1960). Four types of polar opposite behaviors--apathetic-alert, irresponsible-responsible, uncertain-certain, dependent-initiating--were scored on a scale from 1-7. For example, the teacher-perceived student role behaviors apathetic/alert were to be marked 1-3 on the scale for behavior increasingly (least, more, most) apathetic and 5-7 on the scale for behavior increasingly (least, more, most) alert. The number four on the scale was reserved for behavior that was a mixture of apathetic and alert. All student behavior concepts were defined beneath these questions in a glossary of student behavior terms (see Appendix QQ. 30-33). Ryans included these student behavior questions in a classroom observation instrument of teacher behavior. The instrument was used in the field by trained observers. While Ryans did not report directly on the validity and reliability of the student behavior questions, Ryans reported that he did extensive research of the teacher characteristics literature and, also, collected "critical incidents" reports on teacher behavior from educators closely associated with teaching; that is, personally experienced acts of teachers which led to success or failure in some specified teaching situation. Ryans' impressive efforts to ensure the content validity of his teacher behavior questions suggest equivalent care was probably taken to establish the content validity of his student behavior questions. Ryans' classroom observational method,

which involved the classroom observational instrument utilized by a trained observer, showed a very high degree of reliability. Ryans determined the reliability of the method by correlating the observations of his trainees and senior observers during the training process. Ryans achieved correlational scores between .8 and .9.

Along with the organizational items, the third part of the instrument included measures of teacher self-related behavior and role conflict. The self will be considered an awareness of and feelings about one's own personal and social identities (Popenoe, 1983, p. 127). A conjecture by Spalding (1975) that mass higher education requires a shift from traditional to non-traditional teaching suggested to the researcher that professional self-concept may be inferred from teaching styles measured by the concepts "specialist" and "practitioner" (QQ. 34-35). The "specialist" style of teaching emphasizes a comprehensive knowledge of a discipline and the "practitioner" style emphasizes communication of a discipline. Each concept used a separate scale from 1-7 to measure the degree of "specialist" and "practitioner" styles perceived by the instructors in their own teaching styles. For example, instructors who marked themselves one were lowest in the "practitioner" style, instructors who marked themselves three were higher and so on up to seven which was highest in the "practitioner" style. The same scaling pattern was used for the "specialist" style. As above, a glossary of

terms beneath these questions defined the terms "specialist" and "practitioner".

A second area of self-related behavior was suggested by the emphasis in the literature on role conflict and job satisfaction. This area tested job satisfaction by directly requesting the subjects to respond whether or not they would choose teaching in a community college if they had the opportunity to choose over again (Q. 28). Both teaching styles and job satisfaction will be related to role conflict.

Since the level of measurement of the variables in this study is either at the nominal or ordinal levels, the hypothesized relationships will be expressed in percentages and chi-square will be used as a test of statistical significance. The questionnaire provided a place for an optional signature. This was done to allow the writer to do a follow-up qualitative study after this study was completed.

Questionnaire Distribution and Responses

The questionnaire, along with a cover letter, was distributed in Fall 1983. The writer sought and received the help of the Executive Director of the Center for the Improvement of Teaching and Learning (CITL) of the City Colleges in distributing and collecting the questionnaires. The function of CITL is to organize in-service training for the faculty, sponsor research on learning and curriculum in the City Colleges and support the development of teaching styles and curricula appropriate to the needs of the City Colleges. The support of CITL provided quick and

unquestioned admittance into the colleges. Each college had one contact who was responsible for distributing, collecting, explaining and motivating the instructors. The Director of CITL served as the contact at College A (the three colleges sampled will be coded Colleges A, B and C), at College B a veteran member of the faculty served as contact, and at College C, the writer's own college, the writer served as the contact.

At all the colleges sampled the questionnaires were sent and generally returned through the campus mail, but at College A there were no personal contacts made with the instructors. However, at Colleges B and C at least some of the faculty were personally contacted. At College C all chairpersons and secretaries were personally contacted and asked to encourage faculty participation. Ten days were allowed to complete the first wave of questionnaires. The follow-up was handled differently at each college. College A sent a brief reminder to the effect that all faculty were encouraged to participate in the survey and that there would be an additional seven days to respond for those who wished to participate. The faculty were directed to deposit their completed questionnaires at the same site the first wave deposited their questionnaires. At College C the writer sent a similar follow-up reminder and personally collected the responses from the chairpersons or secretaries. At College B the contact person preferred to use personal solicitation for those whom he considered perspective

TABLE 8
NUMBER OF RETURNED AND USED QUESTIONNAIRES

College	Distributed Number	Returned Number	Rate of Return Percent
A	159	66	41.5
B	123	62	50.4
C	141	105	74.5
TOTAL	423	233	55.1

respondents.

A total of 423 faculty and counselors received questionnaires at the three colleges. Counselors were included in the sample because they have direct contact with the students as counselors and sometimes as teachers and experience the college organizational structure in the same way that the faculty do. As seen in Table 8, 233 faculty and counselors responded to the questionnaire, or 55.1 percent of the total faculty. The reader will notice in Tables 5 and 8, and throughout the tables in Chapter IV, that the N's of faculty who responded to the questionnaire fluctuate somewhat from the total of 233 who returned questionnaires. These variations occur because of the inclusion of some partially completed questionnaires into the sample in order to increase representativeness.

Design of the Study

The present investigation is a descriptive case study utilizing an ex post facto correlational design. The data in this study were gathered by means of a questionnaire. The first part of the questionnaire provided data on the independent variables sex, ethnicity, years of teaching experience and teaching specialty, while data related to the dependent variables were collected in the second part of the questionnaire, the six role conflict areas. The third part of the questionnaires provided supplementary organizational data which served as independent variables to be compared with the six role conflict areas,

in order to determine their role conflict predictive potential.

In summary, the major objectives of this study were to determine whether community college teachers experience role conflict; to determine whether role conflict varies by sex, ethnicity, years of teaching experience and teaching specialty; and to determine whether selected organizational characteristics may serve as measures of role conflict. It was hypothesized that intra-role conflict of community college teachers varies by sex, ethnicity, years of teaching experience and teaching specialty. The population of this study was all of the faculty of three colleges of the eight colleges of the City Colleges of Chicago. Of a total of 423 faculty and counselors sampled, 55.1 percent, or 233, responded. Some partially completed questionnaires were included in the sample in order to increase sample representativeness and this resulted in some fluctuation of the total sample N's.

This study should be regarded as more in the nature of a detailed case study and secondarily as broadly parallel to the City Colleges as a whole. This is so since, first, base line data against which the sample was compared was for the most part available only for the eight City Colleges as a whole and only in some data College D was able to be isolated and omitted and, secondly, because the base line data was only available for the City Colleges as a whole and the three colleges sampled were always part

of the whole to which they were compared. The sample should be considered more representative when College D is extracted from the eight colleges. However, this was not always possible because of the nature of the data; therefore, for some variables the City Colleges as a whole will be eight colleges and for other variables the City Colleges as a whole will be seven colleges. For the variables faculty ethnicity, faculty sex distribution and years of teaching experience data was only available for the eight colleges as a whole. However, for the variables student ethnicity, teaching specialty and student headcount by program enrollment, the data referred to only seven colleges as a whole. There was a close similarity between the sample and the City Colleges as a whole in ethnicity of the students, ethnicity of the faculty, sex distribution of faculty and student program enrollment. Problems in securing data on the City Colleges as a whole compatible to the data gathered in this study on teaching specialty and teaching experience lowered the confidence that the sample is representative of the City Colleges as a whole on these variables.

The first part of the three-part questionnaire collected data on the four independent variables--sex, ethnicity, years of teaching experience and teaching specialty, which were hypothesized to have a relationship with role conflict. The second part of the questionnaire collected data on the dependent variables, which were the role conflict areas, and the third part of the questionnaire

collected data on the secondary area of interest of this study, that is, selected organizational characteristics (independent variables) as measures of role conflict.

Drugan established the validity and reliability of these four areas. The last two areas (questions) added to the role conflict instrument by the writer were speculated to be both valid and reliable because they followed the same format as the four areas which were demonstrated to be valid and reliable and were obvious both in language and content. The design of the study is ex post facto and correlational.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

This study has three major objectives. The first was to determine whether selected areas of intra-role conflict are experienced by community college teachers, and, if so, the degree of importance they attach to them. The second, and most important objective was to determine the relationship of specific teacher characteristics (reference group variables)--sex, ethnicity, years of teaching experience and teaching specialty--to selected areas of intra-role conflict. The third objective was to determine whether selected organizational characteristics (social structure) of the community college would serve as measures of intra-role conflict.

The second objective uses sex, ethnicity, years of college teaching experience and teaching specialty as reference group categories to which the six selected intra-role conflict areas will be related: role diffuseness, role vulnerability, role commitment vs. career orientation, conflict over work ethic values, conflict over student performance expectations and conflict over status inconsistency. The four reference group categories (independent variables) by the six intra-role conflict areas (dependent variables) produced twenty-four hypotheses; that is, six hypotheses for each category of reference group.

The five interval Likert-type scales (0-4) used to measure each role conflict area were collapsed into a three-

interval scale in order to improve statistical significance. The tables will reflect this. Zero will remain no conflict, one and two will be low conflict and three and four will be high conflict.

Before beginning a detailed discussion of the data, a general survey of the column marginals of the data (see Tables 10-15; 17, 19-23; 25-30; 32-37) has revealed that, like Grace (1972, pp. 38-39), the vast majority of the teachers experienced some level of role conflict (low or high). This was true for both the significant and non-significant data (see Tables 9, 16, 24, 31). Again, like Grace (pp. 38-39), the same data showed that the majority of the conflicted teachers experienced low level role conflict. Thus the general findings of both Grace and this study, after employing almost identical instruments, are consistent across elementary and secondary levels for segments of British society (Grace) and for higher education in this society.

Only four out of the twenty-four hypotheses about reference group categories and role conflict were statistically significant. However, to be complete, all the data about these hypotheses and role conflict will be discussed.

REFERENCE GROUP VARIABLES: TEACHER CHARACTERISTICS

Sex

Sex of teacher produced no statistically significant differences in each of the six role conflict areas (see Table 9). None of the six null hypotheses was rejected.

TABLE 9
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF HYPOTHESES ABOUT SEX OF
 CITY COLLEGE TEACHERS BY THE SIX ROLE CONFLICT AREAS

Hypotheses	df	χ^2	Significance Level
Ho1	2	1.817	.403
Ho2	2	1.846	.397
Ho3	2	1.910	.385
Ho4	2	2.468	.291
Ho5	2	0.751	.687
Ho6	2	2.709	.258

*Significance at the .05 level or higher.

Hypothesis one (Ho1, Q.18) stated that:

There will be no significant differences in intra-role conflict between the sex of City College teachers and role diffuseness.

Role diffuseness was measured by a role conflict statement which suggested a built-in vague sense of accomplishment within the role of teacher (see Appendix, Q.18). Although the hypothesis was not rejected, contrary to this data, Grace found differences by sex for role diffuseness. He speculated that males in Britain may identify more closely with the role of teacher and, therefore, experience higher levels of role conflict, or that males may have a greater need to know what they have accomplished. If Grace's speculations are correct, the findings of this study suggest that city college teachers in America identify relatively equally by sex with the role of teacher or have no significant differences by sex in their needs to experience accomplishment (see Table 10).

Hypothesis two (Ho2, Q.19) stated that:

There will be no significant differences in intra-role conflict between the sex of City College teachers and role vulnerability.

The hypothesis was not rejected. Both this study and Grace suggest that teachers were not significantly conflicted by sex because of diverse expectations of others about how to carry out their professional work (see Table 11). Grace attributed this to a traditional lack of interference from outside on the part of the British with their teachers. The same is true in America, but only for higher education.

TABLE 10
SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER ROLE DIFFUSENESS (Ho1, Q.18)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	20	14.0	98	68.5	25	17.5	143	100.0
Female	17	20.8	53	64.6	12	14.6	82	100.0
TOTAL	37	16.4	151	67.2	37	16.4	225	100.0

P = .403

TABLE 11
SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER ROLE VULNERABILITY (Ho2, Q.19)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	28	19.3	78	53.8	39	26.9	145	100.0
Female	19	22.6	49	58.3	16	19.1	84	100.0
TOTAL	47	20.5	127	55.5	55	24.0	229	100.0

P = .397

According to hypothesis three (Ho3, Q.20):

There will be no significant differences in intra-role conflict between the sex of City College teachers and role commitment.

The responses of the city college teachers by sex did not reject the hypothesis. However, Grace found more male teachers than female teachers personally experienced conflict over commitment to teaching (stability and continuity of teaching in a school) vs. career (movement from school to school for promotions and wages). Grace speculated that either females have lower levels of career aspirations or a greater willingness and ability to wait for promotions. Grace further found that more males in the low paying and low prestige secondary modern school were conflicted over commitment vs. career than males teaching elsewhere. It seems that in the city colleges males are no more conflicted than females over role commitment vs. career. For city college teachers role commitment will be interpreted more as a felt obligation to exclusively devote time and energy to teaching vs. devoting time to activities oriented towards supplementing income and/or achieving promotion with or without a raise in income (career). In the city colleges a promotion in rank carries a change in title e.g., instructor, assistant professor etc. but no raise in income. A change in salary lane carries an increase in income but no change of title. A promotion in rank requires a commitment of time to committees, student organizations and service to the community. A change of lane requires

additional degrees or an accumulation of a specific number of graduate hours beyond the master's degree. In any case, a promotion in rank or a change of lane can be construed as diverting time and energy from teaching. It seems that in the City Colleges males were no more significantly conflicted over role commitment than females (see Table 12). This may be explained by the fact that City College teachers are payed relatively well. According to the Division of Human Resources of the City Colleges of Chicago, the median yearly salary of the full-time faculty in Fall 1983 was 35,640 dollars. However, it seems more likely that the relatively high income along with the phenomena of dual careers in families today and the respectable tradition in American higher education of teachers having time for limited outside employment may have been factors which influenced the responses of the males.

The responses of the City College teachers did not reject hypothesis four (H_04 , Q.21):

There will be no significant differences in intra-role conflict between the sex of City College teachers and work ethic values.

According to Grace, however, males teaching in secondary modern schools (lower socio-economic schools) were more conflicted over values than teachers in other schools Grace sampled. Grace speculated that secondary modern students may have offered a greater challenge to traditional values than students in the other schools. It seems that in the City Colleges neither male nor female

TABLE 12
 SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER ROLE COMMITMENT VS. CAREER (Ho3, Q.20)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	38	26.2	64	44.1	43	29.7	145	100.0
Female	28	33.3	37	44.1	19	22.6	84	100.0
TOTAL	66	28.8	101	44.1	62	27.1	229	100.0

P = .385

teachers feel significantly more troubled by the work ethic value (hard work, self-denial, achievement and future orientation) of their students. Generally, the value differences by sex were typical. However, the data gathered here lends some support, although non-significant, to Grace's findings that males may be bothered more by challenges to traditional values than females. The data shows that almost ten percent more males than females were highly conflicted over work ethic values of their students (see Table 13).

Hypothesis five (Ho5, Q.22) stated that:

There will be no significant differences in intra-role conflict between the sex of City College teachers and student performance expectations.

The responses of the City College teachers did not reject hypothesis five. Male teachers were no more significantly conflicted than female teachers over student performance expectations (see Table 14).

The responses of the City College teachers did not reject hypothesis six (Ho6, Q.23) which stated that:

There will be no significant differences in intra-role conflict between the sex of City College teachers and perceptions of status inconsistency.

It was speculated that males might be more troubled by status inconsistency, that is, not being accorded equivalent prestige with all other college teachers by their own peers or four-year college and university teachers, than females. Males generally have more prestigious occupations than females and females have fewer economic opportunities and,

TABLE 13
SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER STUDENT WORK ETHIC VALUES (Ho4, Q.21)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	23	15.9	67	46.2	55	37.9	145	100.0
Female	17	20.7	42	51.2	23	28.1	82	100.0
TOTAL	40	17.6	109	48.0	78	34.4	227	100.0

P = .291

TABLE 14
SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT OVER
PERFORMANCE EXPECTATIONS FOR STUDENTS (Ho5, Q.22)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	15	10.5	63	44.0	65	45.5	143	100.0
Female	6	7.0	39	45.9	40	47.1	85	100.0
TOTAL	21	9.2	102	44.7	105	46.1	228	100.0

P = .687

therefore, may be more likely to accept a status discrepancy. It seems that only a few more males, 8.0 percent, than females were highly conflicted and the data was not significant (see Table 15). It appears that community college teachers by sex are generally unperturbed by the existing status inconsistency.

In summary, the six null hypotheses about the relationship of sex and role conflict were not rejected. Both these data and Grace's data agreed in one area and disagreed in three areas. These data and Grace's data found no statistically significant differences between the sex of teacher and role vulnerability. However, while these data found no significant differences between sex of teacher and role diffuseness, role commitment vs. career and conflict over work ethic values, Grace's data found significant differences. Perhaps the variations in findings were due to cross-cultural differences or differences in level of education studied, since Grace studied primary and secondary school teachers.

Ethnicity

Only one of the six null hypotheses about ethnicity and role conflict was statistically significant and consequently was rejected, that is, hypothesis seven (Ho7, Q.18). Hypothesis seven was highly significant (see Table 16) and stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role diffuseness.

TABLE 15
SEX OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT OVER
PERCEPTIONS OF OWN STATUS INCONSISTENCY (Ho6, Q.23)

Sex	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	36	25.0	58	40.3	50	34.7	144	100.0
Female	19	22.1	44	51.2	23	26.7	86	100.0
TOTAL	55	23.9	102	44.4	73	31.7	230	100.0

P = .258

Black teachers were least conflicted (low and high) over role diffuseness (a vague sense of achievement), followed by substantially more conflicted (low and high) white teachers. (In order to simplify discussion whenever "low" and "high" appear after conflicted, discussion will be limited to a comparison of unconflicted and total percentage of conflicted.) The most conflicted (low and high) teachers were the few "others" (Orientals, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian) who responded (see Table 17). These data suggest that in terms of ethnicity the teachers may be differentially culturally alienated (disconnected) from the students. The pattern of hypothetical alienation tends to follow the pattern of student ethnicity in the colleges sampled. Black teachers are presumed to be least alienated from the students of all the teachers, and the data also indicate that blacks are disproportionately represented among the students (see Table 18). White teachers are presumed to be substantially more alienated than black teachers and data show substantially fewer whites than blacks among the students. The most alienated teachers are presumed to be the "others" and data show "others" least represented among the students. It is reasonable to conclude from these data that black teachers, who are culturally similar to the majority of students, may have established a cultural dialogue (Darkenwald, 1975) with their students in their classes and, therefore, more black teachers than whites or "others"

TABLE 16
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF HYPOTHESES ABOUT ETHNICITY
 OF CITY COLLEGE TEACHERS BY THE SIX ROLE CONFLICT AREAS

Hypotheses	df	χ^2	Significance Level
Ho7	4	15.940	.003*
Ho8	4	8.012	.091
Ho9	4	2.952	.566
Ho10	4	4.487	.344
Ho11	4	3.074	.546
Ho12	4	2.428	.658

*Significant at the .05 level or higher.

TABLE 17
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER ROLE DIFFUSENESS (Ho7, Q.18)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	15	34.1	22	50.0	7	15.9	44	100.0
White	20	12.1	116	70.3	29	17.6	165	100.0
Other*	0	0.0	10	90.9	1	9.1	11	100.0
TOTAL	35	15.9	148	67.3	37	16.8	220	100.0

P = .003

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 18
 ETHNIC BACKGROUNDS OF STUDENTS FOR THE THREE
 COLLEGES SAMPLED FALL 1983^a

Ethnicity	Number	Percent
Black	9,844	56.0
White	5,199	29.6
Other ^b	2,521	14.4
TOTAL	17,564	100.0

^aTenth day statistics supplied by the City College Office of Institutional Research.

^bOther: Hispanic, Asian, American Indian.

experience a sense of accomplishment (role diffuseness) in their work.

Hypothesis eight (Ho8, Q.19) stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role vulnerability.

The hypothesis was not rejected. Although the data were not significant, it should be noted that fewer black teachers than whites or "others" experienced overall conflict over role vulnerability (see Table 19). It might be speculated that, since more black teachers than whites or "others" are culturally similar to the majority of students, black teachers may actually receive fewer outside pressures over their professional work or they may feel less accountable to outside pressures over their professional work.

Along with hypothesis seven (role diffuseness, (Ho7, Q.18), what is noteworthy about the next four hypotheses (Ho9, Q.20; Ho10, Q.21; Ho11, Q.22; Ho12, Q.23) is that "others" (Orientals, Japanese, Asian, Cuban, Caucasian-Mexican, American Indian) were more conflicted (low and high) than black or white teachers (see Tables 17, 20-23). The "others" were more conflicted (low and high), although not significantly (see Table 16), over role commitment vs. career (exclusive devotion of time and energy to teaching vs. supplementing income and promotions), work ethic values, performance expectations and status inconsistency (unequal respect). These data add further weight to the cultural

TABLE 19
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER ROLE VULNERABILITY (Ho8, Q.19)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	15	32.6	19	41.3	12	26.1	46	100.0
White	28	16.8	101	60.4	38	22.8	167	100.0
Other*	2	18.1	5	45.5	4	36.4	11	100.0
TOTAL	45	20.1	125	55.8	54	24.1	224	100.0

P = .091

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

alienation hypothesis discussed above in reference to hypothesis seven (Ho7, Q.18). More specifically, hypothesis nine (Ho9, Q.20) stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and role commitment (see Table 20).

Hypothesis ten (Ho10, Q.21) stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and work ethic value conflict (see Table 21).

Hypothesis eleven (Ho11, Q.22) stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and student performance expectations (see Table 22).

Lastly, hypothesis twelve (Ho12, Q.23) stated that:

There will be no significant differences in intra-role conflict between the ethnicity of City College teachers and perceptions of status inconsistency (see Table 23).

In summary, hypothesis seven (Ho7, Q.18) on role diffuseness was the only one of the six null hypotheses that was statistically significant. The data from this hypothesis suggested cultural alienation between teachers and students; that is, the greater discrepancy between the teachers' and students' cultural backgrounds the greater the probability teachers will experience role conflict. Irrespective of significance, black teachers were less conflicted (low and high) than white teachers and "others" over role diffuseness (Ho7, Q.18), role vulnerability (Ho8, Q.19), role commitment vs. career (Ho9, Q.20) and

TABLE 20
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER ROLE COMMITMENT VS. CAREER (Ho9, Q.20)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	15	33.3	20	44.5	10	22.2	45	100.0
White	45	26.8	78	46.4	45	26.8	168	100.0
Other*	2	18.1	4	36.4	5	45.5	11	100.0
TOTAL	62	27.7	102	45.5	60	26.8	224	100.0

P = .566

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 21
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT OVER
 STUDENT WORK ETHIC VALUES (Ho10, Q.21)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	9	19.6	25	54.5	12	26.0	46	100.0
White	28	17.1	75	45.7	61	37.2	164	100.0
Other*	0	0.0	7	58.3	5	41.7	12	100.0
TOTAL	37	16.7	107	48.2	78	35.1	222	100.0

P = .344

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 22
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT OVER
 PERFORMANCE EXPECTATIONS FOR STUDENTS (Holl, Q.22)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	4	8.7	23	50.0	19	41.3	46	100.0
White	17	10.2	68	41.0	81	48.8	166	100.0
Other*	0	0.0	7	58.3	5	41.7	12	100.0
TOTAL	21	9.3	98	43.8	105	46.9	224	100.0

P = .546

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 23
 ETHNICITY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT OVER
 PERCEPTIONS OF OWN STATUS INCONSISTENCY (Ho12, Q.23)

Ethnicity	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black	13	28.1	18	39.1	15	32.8	46	100.0
White	39	23.4	76	45.5	52	31.1	167	100.0
Other*	1	8.3	6	50.0	5	41.7	12	100.0
TOTAL	53	23.6	100	44.4	72	32.0	225	100.0

P = .658

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

status inconsistency (Ho12, Q.23), while "others" were more conflicted (low and high) than black and white teachers over role diffuseness (Ho7, Q.18), role commitment vs. career (Ho9, Q.20), work ethic values (Ho10, Q.21), performance expectations (Ho11, Q.22) and status inconsistency (Ho12, Q.23). These data lend added support to the researcher's cultural alienation hypothesis.

Years of College Teaching Experience

In general, the data in this study on years of teaching experience at the college level supported Getzels and Guba (1955) and Bhogle (1971) who found no significant relationship between teaching experience and role conflict. Only in the area of role vulnerability was there a highly significant relationship to years of teaching experience (see Table 24). At this juncture a statistical dilemma emerged because of the large number of cells with expected counts of less than five; that is, whether to collapse years of experience from five-year intervals to ten-year intervals and improve the probability of chi-square significance or retain the sensitivity of five-year intervals and risk a lower chi-square probability? The writer opted for the former because important data in the 25-29 year interval would have been obscured for the only hypothesis that was significant, (Ho14, Q. 19).

Hypothesis thirteen (Ho13, Q.18) stated that:

There will be no significant differences in intra-role conflict between the years of experience of City College teachers and role diffuseness.

TABLE 24
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF HYPOTHESES
 ABOUT YEARS OF COLLEGE TEACHING OF CITY COLLEGE
 TEACHERS BY THE SIX ROLE CONFLICT AREA

Hypotheses	df	χ^2	Significance Level
Hol3	12	18.834	.093
Hol4	12	28.551	.005*
Hol5	12	12.493	.407
Hol6	12	9.599	.651
Hol7	12	16.630	.164
Hol8	12	11.373	.497

*Significant at the .05 level or higher.

while the hypothesis was not rejected. Grace found a significant relationship between years of experience and role diffuseness. More experienced teachers (more than 10 years) experienced more conflict over role diffuseness than less experienced teachers. The data gathered in this dissertation, although not statistically significant, supports Grace's findings. More experienced college teachers (5 or more years of experience) were substantially more conflicted (low and high) than teachers with less years of experience (see Table 25). Perhaps less experienced teachers have not yet crystallized their goals or not yet developed a history of frustrated goals. Drugan's data on role diffuseness (diffuse educational goals), on the other hand, ran counter to the above.

The only significant finding on years of college teaching experience and role conflict was over role vulnerability. Hypothesis fourteen (Hol4, Q.19) stated that:

There will be no significant differences in intra-role conflict between years of experience of City College teachers and role vulnerability.

The data were highly significant (see Table 24). Teachers with less than 10 years of experience and teachers with 20-24 years of experience and 30 or more years of experience were less conflicted (low and high) than teachers in the other cohorts (see Table 26). The one deviation was the extremely high percentage of teachers in the 25-29 year cohort who were highly conflicted (see Table 26). The overall pattern of responses to this question supports a

TABLE 25
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE TEACHERS BY
 TEACHER CONFLICT OVER ROLE DIFFUSENESS (Ho13, Q.18)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	7	43.8	8	50.0	1	6.2	16	100.0
5- 9	3	15.0	11	55.0	6	30.0	20	100.0
10-14	7	20.0	25	71.4	3	8.6	35	100.0
15-19	10	10.2	72	73.5	16	16.3	98	100.0
20-24	5	16.7	20	66.7	5	16.6	30	100.0
25-29	2	15.3	7	53.9	4	30.8	13	100.0
30 or more	3	25.0	7	58.3	2	16.7	12	100.0
TOTAL	37	16.5	150	67.0	37	16.5	224	100.0

P = .093

Over 20 percent of the cells have expected counts less than 5.

hypothesis of diminished involvement. Teachers with less than ten years of experience seem to have fewer and less lofty departmental and committee offices and, therefore, are more insulated from divergent role expectations of the faculty and administration. It is the researcher's perception that faculty with 10-19 years of experience tend to be most active in departmental and committee offices and vulnerable to the divergent expectations of the faculty, administration and academic community. The highly experienced faculty, 20-24 years and 30 or more years, seem to be less involved in formal office holding and, therefore, more immune from divergent expectations. They also seem to be at the peak of personal autonomy because of personal influence built up over the years and the advantages of seniority. The 20-24 years cohort may be taking a moratorium from the involvement of earlier more active years and the 30 or more years cohort may be taking a moratorium before retirement. Both groups, therefore, by virtue of their reduced involvement should be less exposed to divergent role expectations and experience less conflict. The 25-29 year group may be rejuvenated after their moratorium and seek to make a contribution and infuse meaning into the remainder of their careers. Through increased involvement this would again expose them to divergent role expectations and more conflict. Drugan, contrary to these data, found the least experienced teachers were more conflicted over role vulnerability (which she referred to as autonomy) than the most experienced

TABLE 26
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE TEACHERS
 TEACHER CONFLICT OVER ROLE VULNERABILITY (Hol4, Q.19)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	6	37.5	6	37.5	4	25.0	16	100.0
5- 9	7	31.8	11	50.0	4	18.2	22	100.0
10-14	4	11.4	19	54.3	12	34.3	35	100.0
15-19	15	15.1	68	68.7	16	16.2	99	100.0
20-24	10	32.2	14	45.2	7	22.6	31	100.0
25-29	2	15.4	3	23.1	8	61.5	13	100.0
30 or more	3	25.0	7	58.3	2	16.7	12	100.0
TOTAL	47	20.6	128	56.1	53	23.3	228	100.0

P = .005

Over 20 percent of the cells have expected counts less than 5.

teachers.

Hypothesis fifteen (H015, Q.20) was not rejected. It proposed that:

There will be no significant differences in intra-role conflict between the years of experience of City College teachers and role commitment.

The only noteworthy data was that the most experienced teachers, 20-30 or more years, were less conflicted (low and high) over role commitment vs. career than teachers with less experience (see Table 27). It is particularly noteworthy that over half, 58.4 percent, of the 30 or more years experienced cohort were unconflicted. It is probable that after 20-30 or more years of experience teachers who remain in teaching have adapted to the inherent limitations of their role (students, educational structure, society) and, therefore, experience less conflict. Drugan also found that most senior teachers were less conflicted over role commitment vs. career than least senior teachers.

The City College teachers were not significantly conflicted by years of experience over the work ethic values. Hypothesis sixteen (H016, Q.21) stated that:

There will be no significant differences in intra-role conflict between the years of experience of City College teachers and work ethic values.

In spite of the lack of statistical significance of the data, some variations in the findings will be noted.

Teachers with 1-9 years of experience were less conflicted (low and high) about work ethic values than teachers with

TABLE 27
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE TEACHERS BY
 TEACHER CONFLICT OVER ROLE COMMITMENT VS. CAREER (Ho15, Q.20)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	4	25.00	6	37.5	6	37.5	16	100.0
5- 9	6	27.3	9	40.9	7	31.8	22	100.0
10-14	8	22.2	20	55.6	8	22.2	36	100.0
15-19	25	25.5	47	48.0	26	26.5	98	100.0
20-24	12	38.7	10	32.3	9	29.0	31	100.0
25-29	4	30.8	4	30.8	5	38.4	13	100.0
30 or more	7	58.4	4	33.3	1	8.3	12	100.0
TOTAL	66	28.9	100	43.9	62	27.2	228	100.0

P = .407

Over 20 percent of the cells have expected counts less than 5.

10-30 or more years of experience. Among the 10-30 or more years cohort, the most conflicted were the 30 or more years cohort (see Table 28). What may be operating for the 30 or more years cohort is not work ethic expectations for students acquired during thirty years of teaching experience but work ethic values acquired at an earlier historical period. Hypothesis seventeen (Hol7, Q.22) stated that:

There will be no significant differences in intra-role conflict between the years of experience of City College teachers and student performance expectations.

was neither statistically significant nor exhibited any noteworthy variations (see Table 29).

Hypothesis eighteen (Hol8, Q.23) was also not statistically significant. It stated that:

There will be no significant differences in intra-role conflict between the years of experience of City College teachers and perceptions of status inconsistency.

A noteworthy item of data was that the most experienced teachers, 30 or more years, were substantially less conflicted (low and high) than all other cohorts (see Table 30). This is not surprising since the longevity of this cohort suggests that status inconsistency problems should have been resolved, if they ever existed.

In summary, the data in the study along with Getzels and Guba (1955) and Bhogle (1971) generally found no significant differences between teaching experience and role conflict. Only in one out of six areas, role vulnerability (Hol4, Q.19), was there a statistically significant

TABLE 28
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE TEACHERS BY
 TEACHER CONFLICT OVER STUDENT WORK ETHIC VALUES (Ho16, Q.21)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	4	25.0	8	50.0	4	25.0	16	100.0
5- 9	6	27.3	10	45.5	6	27.2	22	100.0
10-14	5	13.9	18	50.0	13	36.1	36	100.0
15-19	16	16.5	52	53.6	29	29.9	97	100.0
20-24	6	19.4	12	38.7	13	41.9	31	100.0
25-29	2	16.7	4	33.3	6	50.0	12	100.0
30 or more	0	0.0	6	50.0	6	50.0	12	100.0
TOTAL	39	17.2	110	48.7	77	34.1	226	100.0

P = .651

Over 20 percent of the cells have expected counts less than 5.

TABLE 29
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE
 TEACHERS BY TEACHER CONFLICT OVER PERFORMANCE
 EXPECTATIONS FOR STUDENTS (Ho17, Q.22)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	1	6.2	10	62.5	5	31.3	16	100.0
5- 9	0	0.0	12	54.6	10	45.4	22	100.0
10-14	6	16.7	17	47.2	13	36.1	36	100.0
15-19	8	8.1	41	41.4	50	50.5	99	100.0
20-24	3	10.3	10	34.5	16	55.2	29	100.0
25-29	3	23.1	3	23.1	7	53.8	13	100.0
30 or more	0	0.0	8	66.7	4	33.3	12	100.0
TOTAL	21	9.3	101	44.5	105	46.2	227	100.0

P = .164

Over 20 percent of the cells have expected counts less than 5.

TABLE 30
 ALL YEARS OF COLLEGE TEACHING EXPERIENCE OF CITY COLLEGE
 TEACHERS BY TEACHER CONFLICT OVER PERCEPTIONS
 OF OWN STATUS INCONSISTENCY (Ho18, Q.23)

Years of Experience	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	4	25.0	7	43.8	5	31.2	16	100.0
5- 9	6	27.3	9	40.9	7	31.8	22	100.0
10-14	9	25.7	16	45.7	10	28.6	35	100.0
15-19	20	20.0	51	51.0	29	29.0	100	100.0
20-24	8	25.8	9	29.0	14	45.2	31	100.0
25-29	3	23.1	3	23.1	7	53.8	13	100.0
30 or more	5	41.7	5	41.7	2	16.6	12	100.0
TOTAL	55	24.0	100	43.7	74	32.3	229	100.0

P = .497

Over 20 percent of the cells have expected counts less than 5.

relationship between years of college teaching experience and role conflict. Teachers with less college teaching experience (less than 10 years) and the most college teaching experience (20-24 years and 30 or more years) were less conflicted (low and high) about role vulnerability than teachers in the middle cohorts (10-14 and 15-19 years) with the exception of the 25-29 year cohort. These variations were explained by a hypothesis of diminished involvement; that is, less involvement, e.g., committees etc., generates less role conflict over divergent expectations from a teacher's role set.

Irrespective of statistical significance, it is interesting to speculate why the 30 or more years cohort was the only cohort that varied across all six hypotheses (see Tables 25-30). The 30 or more years cohort was consistently less conflicted (low and high) than most other cohorts about role diffuseness, role vulnerability, role commitment and status inconsistency and more conflicted than most other cohorts about work ethic values and performance expectations. In other words, the most experienced cohort seemed to be generally more adapted to the conflicts of their role in all aspects tested, except in areas dealing with immediate student outcomes, i.e., transmission of work ethic values and high student performance expectations. Apparently time and attrition do not dampen teacher expectations for student outcomes.

Teaching Specialty

Only two of the six hypotheses about teaching specialty and role conflict were significant, that is, role commitment vs. career and student work ethic values (see Table 31).

Teaching specialty, like the variable years of college teaching experience, had a large number of cells in the tables with expected counts less than five. However, since teaching specialties are exclusive of one another, it was not possible to collapse the teaching specialties in order to improve the probability of chi-square significance.

Hypothesis nineteen (Ho19, Q.18) stated that:

There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role diffuseness.

The hypothesis was not significant. Noteworthy, however, is the fact that the three African-American teachers and the Allied Science teachers (Allied Health; Architecture/Engineering/Air Conditioning; Automotive Technology; Electronics; Social Studies) were substantially less conflicted (low and high) than the teachers in the other teaching specialties. Also to be noted is the relatively high percentage of Humanities teachers who were highly conflicted about role diffuseness (see Table 32).

As in the case of the previous hypothesis, hypothesis twenty (Ho20, Q.19) was not significant. It stated that:

There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role vulnerability.

TABLE 31
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF HYPOTHESES ABOUT TEACHING
 SPECIALTY OF CITY COLLEGE TEACHERS BY SIX ROLE CONFLICT AREAS

Hypotheses	df	χ^2	Significance Level
Ho19	24	19.541	.723
Ho20	24	29.584	.199
Ho21	24	48.116	.002*
Ho22	24	39.227	.026*
Ho23	24	25.620	.373
Ho24	24	24.437	.437

*Significant at the .05 level or higher.

Note the three African American teachers, the counselors and the Mathematics teachers who were less conflicted (low and high) over role vulnerability than the other teachers. However, Business teachers, Humanities teachers, Nursing teachers and Social Science teachers were more conflicted (low and high) than the other teachers. Particular attention should be paid to the higher percentages of Business, Humanities, Nursing and Physical Education teachers than the other teachers who were highly conflicted (see Table 33). Perhaps unique intra-departmental perceptions of the opinions of others (role set) were responsible for the highly conflicted responses.

Hypothesis twenty-one (Ho21, Q.20) was highly significant (see Table 31). It stated that:

There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and role commitment.

The three teachers of African-American Studies, teachers of English and Communications, Foreign Language, Humanities, Natural Sciences and Physical Education were much less conflicted (low and high) over role commitment vs. career than other teachers. Teachers of Allied Studies, Business and Nursing were much more conflicted (low and high) than the other teachers (see Table 34). It may well be that teachers of Allied Studies, Business and Nursing were more conflicted because they have opportunities for additional and outside employment which the others do not share. Added support for this assumption may be found in the

TABLE 32
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
CONFLICT OVER ROLE DIFFUSENESS (Ho19, Q.18)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	2	66.7	1	33.3	0	0.0	3	100.0
Allied Sciences ^a	5	35.7	6	42.9	3	21.4	14	100.0
Business ^b	4	9.8	28	68.2	9	22.0	41	100.0
Child Development	1	12.5	5	62.5	2	25.0	8	100.0
Counseling	3	25.0	8	66.7	1	8.3	12	100.0

P = .723

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology, Electronics, Social Services.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

(Continued)

TABLE 32 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
 CONFLICT OVER ROLE DIFFUSENESS (Ho19, Q.18)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	5	13.2	27	71.0	6	15.8	38	100.0
Foreign Languages	1	12.5	6	75.0	1	12.5	8	100.0
Humanities ^d	2	15.3	7	53.9	4	30.8	13	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	2	25.0	6	75.0	0	0.0	8	100.0
Natural Sciences ^e	6	17.7	24	70.5	4	11.8	34	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 32 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
 CONFLICT OVER ROLE DIFFUSENESS (Ho19, Q.18)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	1	20.0	3	60.0	1	20.0	5	100.0
Social Sciences ^f	3	11.1	20	74.1	4	14.8	27	100.0
Mathematics	2	13.3	11	73.4	2	13.3	15	100.0
TOTAL	37	16.4	152	67.2	37	16.4	226	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

TABLE 33
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
CONFLICT OVER ROLE VULNERABILITY (Ho20, Q.19)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	2	66.7	1	33.3	0	0.0	3	100.0
Allied Studies ^a	2	14.3	10	71.4	2	14.3	14	100.0
Business ^b	4	9.8	24	58.5	13	31.7	41	100.0
Child Development	2	25.0	4	50.0	2	25.0	8	100.0
Counseling	5	41.7	5	41.7	2	16.6	12	100.0

P = .199

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology, Electronics, Social Service.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

(Continued)

TABLE 33 (CONT'D)
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
CONFLICT OVER ROLE VULNERABILITY (Ho20, Q.19)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	11	28.2	22	56.4	6	15.4	39	100.0
Foreign Languages	2	25.0	4	50.0	2	25.0	8	100.0
Humanities ^d	1	7.1	7	50.0	6	42.9	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	0	0.0	4	50.0	4	50.0	8	100.0
Natural Sciences ^e	10	28.6	18	51.4	7	20.0	35	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 33 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER
 CONFLICT OVER ROLE VULNERABILITY (Ho20, Q.19)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	1	20.0	2	40.0	2	40.0	5	100.0
Social Sciences ^f	2	7.1	19	67.9	7	25.0	28	100.0
Mathematics	5	33.3	8	53.4	2	13.3	15	100.0
TOTAL	47	20.4	128	55.7	55	23.9	230	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

particularly high levels of experienced role conflict admitted by teachers of Allied Studies and Nursing (see Table 34). Mathematics teachers also have greater opportunities for additional and outside employment and, while not having as high overall percentages of conflict as their counterparts, they did admit experiencing particularly high levels of conflict.

Hypothesis twenty-two (Ho22, Q.21) was significant (see Table 31). It stated that:

There will be no significant differences in intra-role conflict between teaching specialties of City College teachers and conflict over work ethic values.

The three teachers of African-American Studies, the teachers of Foreign Languages and the Physical Education teachers were substantially less conflicted (low and high) over work-ethic values than the other teachers; while teachers of Allied Studies, Humanities and Social Sciences were more conflicted (low and high) than the other teachers (see Table 35). It appears from these data that the teaching specialties are sorting themselves by cultural transmission (socialization) and technical analysis properties (Technical analysis is the systematic study of the elements of culture as done by the Social Sciences and Humanities). Foreign Language and Physical Education, per se, are not involved with the transmission or analysis of cultural values, and, therefore, it is not surprising that teachers of these specialties were less conflicted (low and high) over work ethic values than the other teachers. African-American

TABLE 34
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER ROLE COMMITMENT VS. CAREER (Ho21, Q.20)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	3	100.0	0	0.0	0	0.0	3	100.0
Allied Studies ^a	1	7.1	4	28.6	9	64.3	14	100.0
Business ^b	5	12.2	25	61.0	11	26.8	41	100.0
Child Development	2	22.2	5	55.6	2	22.2	9	100.0
Counseling	3	25.0	6	50.0	3	25.0	12	100.0

P = .002

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

(Continued)

TABLE 34 (CONT'D)
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER ROLE COMMITMENT VS. CAREER (Ho21, Q.20)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	16	41.0	16	41.0	7	18.0	39	100.0
Foreign Languages	4	50.0	1	12.5	3	37.5	8	100.0
Humanities ^d	7	50.0	3	21.4	4	28.6	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	0	0.0	5	62.5	3	37.5	8	100.0
Natural Science ^e	14	40.0	13	37.1	8	22.9	35	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 34 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER ROLE COMMITMENT VS. CAREER (Ho21, Q.20)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	22	50.0	2	50.0	0	0.0	4	100.0
Social Sciences ^f	5	17.9	17	60.7	6	21.4	28	100.0
Mathematics	4	25.0	5	31.2	7	43.8	16	100.0
TOTAL	66	28.6	102	44.1	63	27.3	231	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

TABLE 35
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER STUDENT WORK ETHIC VALUES (Ho22, Q.21)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	2	66.7	1	33.3	0	0.0	3	100.0
Allied Studies ^a	1	7.1	5	35.8	8	57.1	14	100.0
Business ^b	6	14.6	20	48.8	15	36.6	41	100.0
Child Development	1	11.2	4	44.4	4	44.4	9	100.0
Counseling	3	25.0	5	41.7	4	33.3	12	100.0

P = .026

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

(Continued)

TABLE 35 (CONT'D)
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER STUDENT WORK ETHIC VALUES (Ho22, Q.21)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	11	29.7	17	46.0	9	24.3	37	100.0
Foreign Languages	4	50.0	2	25.0	2	25.0	8	100.0
Humanities ^d	0	0.0	5	35.7	9	64.3	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	1	12.5	5	62.5	2	25.0	8	100.0
Natural Science ^e	4	11.8	22	64.7	8	23.5	34	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 35 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER STUDENT WORK ETHIC VALUES (Ho22, Q.21)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	2	40.0	3	60.0	0	0.0	5	100.0
Social Sciences ^f	1	3.6	15	53.5	12	42.9	28	100.0
Mathematics	4	26.7	6	40.0	5	33.3	15	100.0
TOTAL	40	17.5	110	48.3	78	34.2	228	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

Studies teachers may be less conflicted (low and high) than the other teachers in as much as African-American Studies may view work ethic values as symbolic of an oppressive culture and, therefore, unworthy of approval. It is not surprising that teachers of the Social Sciences and Humanities were more conflicted (low and high) than the other teachers, since both disciplines are involved in the analysis of the functions of values in culture and may be involved, at the community college level, in the transmission of specific cultural values viewed as necessary for social survival. Allied Studies teachers (Allied Health; Architecture/Engineering; Air Conditioning; Automotive Technology; Electronics, Social Service), while not involved in the transmission or analysis of culture, per se, may also be more conflicted because they view transmission of work ethic values as integral to economic success in their area.

The most highly conflicted teachers were teachers of Allied Studies, Humanities and Social Sciences for reasons just discussed (see Table 35). In addition to the teaching specialties already discussed, teachers of Business, Child Development, Counseling and Mathematics were also highly conflicted. Child Development and Counseling analyze and may transmit work ethic values for their survival value. While Business requires commitment to work ethic values for economic success, mathematics may espouse work ethic values for the same reason as business because mathematics is so closely connected today with preparations for courses

in business.

Hypothesis twenty-three (Ho23, Q.22) stated that:

There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and student performance expectations.

The hypothesis was not significant. A noteworthy item of data was that counselors experienced less conflict (low and high) than teachers of other specialties (see Table 36). This is not surprising since counselors spend most of their time outside the classroom.

Hypothesis twenty-four (Ho24, Q.23) was not rejected (see Table 37). The hypothesis stated that:

There will be no significant differences in intra-role conflict between the teaching specialties of City College teachers and perceptions of status inconsistency.

Noteworthy data was that substantially higher percentages of teachers of Allied Studies and Physical Education than teachers in the other specialties were conflicted (low and high) about status inconsistency, probably because the colleges are dominated by the academic specialties and Physical Education is regarded as peripheral to a college education and Allied Sciences involves manual skills not the traditional academic skills. Of the three teachers of African-American Studies two-thirds experienced no status inconsistency, probably because teaching in a community college is a highly prestigious occupation for black teachers.

These findings about teaching specialty and role conflict were mixed like Fishburn's (1962) and Orphen's

TABLE 36
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER PERFORMANCE EXPECTATIONS FOR STUDENTS (Ho23, Q.22)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	0	0.0	3	100.0	0	0.0	3	100.0
Allied Studies ^a	1	7.1	5	35.7	8	57.2	14	100.0
Business ^b	6	14.6	15	36.6	20	48.8	41	100.0
Child Development	0	0.0	3	33.3	6	66.7	9	100.0
Counseling	4	33.3	3	25.0	5	41.7	12	100.0

P = .372

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machine.

(Continued)

TABLE 36 (CONT'D)
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER PERFORMANCE EXPECTATIONS FOR STUDENTS (Ho23, Q.22)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	3	8.1	19	51.4	15	40.5	37	100.0
Foreign Languages	1	11.1	5	55.6	3	33.3	9	100.0
Humanities ^d	1	7.1	6	42.9	7	50.0	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	000.0
Nursing	1	12.5	2	25.0	5	62.5	8	100.0
Natural Science ^e	1	2.9	18	51.4	16	45.7	35	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 36 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER PERFORMANCE EXPECTATIONS FOR STUDENTS (Ho23, Q.22)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	1	20.0	3	60.0	1	20.0	5	100.0
Social Sciences ^f	1	3.7	11	40.7	15	55.6	27	100.0
Mathematics	1	6.2	9	56.3	6	37.5	16	100.0
TOTAL	21	9.1	102	44.4	107	46.5	230	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

TABLE 37
TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
OVER PERCEPTIONS OF OWN STATUS INCONSISTENCY (Ho24, Q.23)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	2	66.7	0	0.0	1	33.3	3	100.0
Allied Studies ^a	1	7.1	5	35.7	8	57.2	14	100.0
Business ^b	9	22.0	20	48.8	12	29.2	41	100.0
Child Development	2	22.2	3	33.3	4	44.5	9	100.0
Counseling	4	33.3	5	41.7	3	25.0	12	100.0

P = .437

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machine.

(Continued)

TABLE 37 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER PERCEPTIONS OF OWN STATUS INCONSISTENCY (Ho24, Q.23)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English/ Communications ^c	10	26.3	21	55.3	7	18.4	38	100.0
Foreign Languages	2	22.2	4	44.5	3	33.3	9	100.0
Humanities ^d	4	28.6	4	28.6	6	42.8	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	000.0
Nursing	1	12.5	3	37.5	4	50.0	8	100.0
Natural Science ^e	12	34.3	15	42.9	8	22.8	35	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^bHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

(Continued)

TABLE 37 (CONT'D)
 TEACHING SPECIALTY OF CITY COLLEGE TEACHERS BY TEACHER CONFLICT
 OVER PERCEPTIONS OF OWN STATUS INCONSISTENCY (Ho24, Q.23)

Teaching Specialty	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical Education	0	0.0	2	40.0	3	60.0	5	100.0
Social Sciences ^f	4	14.2	12	42.9	12	42.9	28	100.0
Mathematics	5	31.2	8	50.0	3	18.8	16	100.0
TOTAL	56	24.1	102	44.0	74	31.9	232	100.0

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

(1982); that is, two hypotheses were significant and four were not. Fishburn found no significant differences between teachers by teaching specialty (see pp. 35-36); while Orphen found significant differences between teachers by teaching specialty (see p. 50).

In summary, two of the six hypotheses about teaching specialty and role conflict were statistically significant and four were not statistically significant. There were significant differences between the teachers by teaching specialty and role commitment vs. career (Ho21, Q.20). Teachers of Allied Studies, Business and Nursing were more conflicted (low and high) about role commitment vs. career than the other teachers probably because of greater opportunities for additional and outside employment. Significant differences by teaching specialty were also found between the teachers by conflict over work ethic values (Ho22, Q.21). Teachers of Humanities, Social Sciences and Allied Studies experienced more conflict (low and high) over work ethic values than the other teachers. This is attributed to the cultural transmission and/or analysis properties of these disciplines. When the data on the six hypotheses were analyzed irrespective of statistical significance, the small number of African-American teachers who responded were less conflicted (low and high) than the other teachers in all areas except student performance expectation (Ho23, Q.22). Teachers of Humanities and Allied Sciences were more conflicted (low and high) than the other teachers

in four of the six areas. Teachers of Humanities were more conflicted in the areas of role diffuseness (Ho19, Q.18), role vulnerability (Ho20, Q.19), work ethic values (Ho22, Q.21) and student performance expectations (Ho23, Q.22). Teachers of Allied Sciences were more conflicted in the areas of role commitment vs. career (Ho21, Q.20), work ethic values (Ho22, Q.21), student performance expectations (Ho23, Q.22) and status inconsistency (Ho24, Q.23).

SUMMARY OF DATA ABOUT REFERENCE GROUP HYPOTHESIS AND ROLE CONFLICT

1. Both Grace and this study employed almost identical instruments and found that a majority of teachers across elementary and secondary levels for segments of British Society (Grace) and for higher education in this society are conflicted (low and high) and the majority of the conflicted teachers experienced low level conflict.

2. The null hypothesis about the sex of City College teachers and role conflict were not rejected. Grace, however, found statistically significant differences for role diffuseness, role commitment vs. career and conflict over work ethic values of students. Perhaps cross-cultural variations or differences in levels of education were responsible.

3. Only one of the six null hypotheses about the ethnicity of City College teachers and role conflict was rejected. This hypothesis suggests that a higher percentage of black teachers than white teachers or "others"

experience a sense of accomplishment (role diffuseness) in their work. This may be due to the communication established between the black teachers and black students, who were the majority of the student sample. These data suggest to the writer the hypothesis that white teachers and "others" may not communicate as effectively with predominantly black students compared to the black teachers. Tentative support for this hypothesis is provided by the fact that "others" were more conflicted, although not statistically significantly, over role commitment vs. career, work ethic values, performance expectations, and status inconsistency.

4. Only one out of six hypotheses about years of college teaching experience and role conflict was significant, that is, role vulnerability. Teachers with less college teaching experience (less than 10 years) and the most college teaching experience (20-24 years and 30 or more years) were less conflicted (low and high) about role vulnerability than teachers in the middle cohorts of experience (10-14 and 15-19 years) with the exception of the 25-29 year cohort. All these data may be explained by the writer's hypothesis of diminished involvement, that is, the less teachers are involved in the activities, e.g., committees, in an institution the less they are exposed to divergent opinions from their role set. According to this hypothesis, the 25-29 year cohort may be getting more involved again, possibly to invest new meaning in their

careers. Irrespective of statistical significance, the 30 or more years cohort was consistently less conflicted over four of the six hypotheses (role diffuseness, role vulnerability, role commitment and status inconsistency) than most other cohorts, and more conflicted than most other cohorts over the other two hypotheses (work ethic values of the students and performance expectations). This suggests that time and attrition for teachers dampen most role conflicts except for general student outcomes.

5. Only two of the six hypotheses about teaching specialty and role conflict were significant, that is, role commitment vs. career and student work ethic values. These data suggest that teachers of Allied Studies, Business, Nursing, and Mathematics were much more conflicted over commitment vs. career than the other teachers because of presumed opportunities for additional and outside employment which the others do not share. Conflict over student work ethic values in the teaching specialties may be regulated by a teaching specialties cultural transmission and/or analysis properties. For example, Foreign Languages and Physical Education may be less conflicted because these disciplines, per se, are not involved in the transmission or analysis of cultural values, while Social Sciences and Humanities may be more conflicted because they are involved, at least in the community college, in the transmission and analysis of values.

6. There was only limited empirical support for the

reference group hypotheses (sex, ethnicity, years of college teaching experience and teaching specialty) and role conflict. Only four of the hypothesized twenty-four null relationships between the various reference groups and the role conflict areas were rejected.

SOCIAL STRUCTURE: ORGANIZATIONAL CHARACTERISTICS

The structural part of the questionnaire proved to be the most statistically fruitful. While only four relationships were significant between the reference group variables and role conflict, eighteen significant relationships emerged in the structural part of the questionnaire. A structure will be considered to be any relatively permanent relationship of parts that forms or is part of a whole. In this study the elements of social structure included the role relationships of teacher-administrator, teacher-student, teacher-department and student-institution, i.e., Colleges A, B and C by student ethnicity and student behaviors.

Teacher-Administrator Role Relationship

Years of college teaching experience and particularly role conflict were significantly related to economic functioning in the City Colleges in ways that teacher-administrator role relationship can be inferred.

One out of eight possible relationships between control and regulation (see Appendix, Q.25 and Q.27) of economic matters in the city colleges were related to one of the four reference group variables (sex, ethnicity, years of college teaching experiences and teaching specialty), that is, years

TABLE 38
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF CONTROL (ADMINISTRATION,
 FACULTY, ADMINISTRATION AND UNION, OTHER) OF ECONOMIC MATTERS
 IN THE CITY COLLEGES BY REFERENCE GROUP VARIABLES (SEX,
 ETHNICITY, YEARS OF COLLEGE TEACHING EXPERIENCE,
 TEACHING SPECIALTY)

Economic Matters By Reference Group Variables	df	χ^2	Significance Level
Q.25 X Q.1	2	1.973	.373
Q.25 X Q.2	4	5.621	.229
Q.25 X Q.3	12	12.815	.383
Q.25 X Q.4-17	24	25.727	.367

*Significance at the .05 level or higher.

TABLE 39
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF REGULATION (HIGH OR LOOSELY)
 OF ECONOMIC MATTERS IN THE CITY COLLEGES BY REFERENCE GROUP
 VARIABLES (SEX, ETHNICITY, YEARS OF COLLEGE TEACHING
 EXPERIENCE, TEACHING SPECIALTY)

Economic Matters By Reference Group Variables	df	χ^2	Significance Level
Q.27 X Q.1	1	1.694	.193
Q.27 X Q.2	2	3.773	.152
Q.27 X Q.3	6	14.031	.029*
Q.27 X QQ.4-17	12	9.495	.660

*Significance at the .05 level or higher.

TABLE 40
 ECONOMIC MATTERS IN THE CITY COLLEGES (HIGHLY-LOOSELY REGULATED)
 BY YEARS OF COLLEGE TEACHING EXPERIENCE (Q.27)

Years of College Teaching Experience	Highly Regulated		Loosely Regulated		Total	
	Number	Percent	Number	Percent	Number	Percent
1- 4	13	92.9	1	7.1	14	100.0
5- 9	15	75.0	5	25.0	20	100.0
10-14	32	94.1	2	5.9	34	100.0
15-19	85	91.4	8	8.6	93	100.0
20-24	25	89.3	3	10.7	28	100.0
25-29	12	92.3	1	7.7	13	100.0
30 or more	6	60.0	4	40.0	10	100.0
TOTAL	188	88.7	24	11.3	212	100.0

P = .029

Over 20 percent of the cells have expected counts less than 5.

of college teaching experience (see Table 38-39). A consideration of the column marginals in Table 40 indicates that the overwhelming majority, 88.7 percent, of city college teachers by years of college teaching experience perceived economic matters in the City Colleges to be highly regulated. However, many teachers with 30 or more years of experience had a different perception of economic matters in the city colleges. Substantially fewer of the 30 or more years cohort considered the City Colleges to be highly regulated (see Table 40). This suggests that many in the 30 or more year cohort have different perceptions of control of economic matters in the City Colleges than their counterparts in the other cohorts and possibly a somewhat different perceived role relationship to the City Colleges. This perhaps is accounted for by special economic benefits, e.g., accumulation of leave time, paid personal leave, lump sum payment for unused sick leave upon retirement, the highest salary levels etc.

Three of the six role conflict areas out of twelve possible relationships (role diffuseness, performance expectations, status inconsistency) were significantly related to economic matters in the City Colleges (see Table 41-42). The column marginals of the three significant role conflict areas (see Tables 43-45) show that about half of the teachers perceive the administration to be in control of economic matters and a little less than half of the

TABLE 41
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF CONTROL (ADMINISTRATION,
 FACULTY, ADMINISTRATION AND UNION, OTHER) OF ECONOMIC MATTERS
 IN THE CITY COLLEGES BY THE SIX ROLE CONFLICT AREAS

Economic Matters By Role Conflict Areas	df	χ^2	Significance Level
Q.25 X Q.18	4	11.547	.021*
Q.25 X Q.19	4	3.366	.410
Q.25 X Q.20	4	2.869	.580
Q.25 X Q.21	4	4.971	.290
Q.25 X Q.22	4	18.569	.001*
Q.25 X Q.23	4	10.607	.031*

*Significance at the .05 level or higher.

TABLE 42
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF REGULATION (HIGHLY OR
 LOOSELY) OF ECONOMIC MATTERS IN THE CITY COLLEGES BY THE
 SIX ROLE CONFLICT AREAS

Economic Matters By Role Conflict Areas	df	χ^2	Significance Level
Q.27 X Q.18	2	4.031	.135
Q.27 X Q.19	2	2.933	.231
Q.27 X Q.20	2	4.817	.090
Q.27 X Q.21	2	0.505	.777
Q.27 X Q.22	2	3.123	.210
Q.27 X Q.23	2	0.086	.958

*Significance at the .05 level or higher.

TABLE 43
TEACHER PERCEPTIONS OF CONTROL OF ECONOMIC MATTERS IN THE
CITY COLLEGES BY ROLE DIFFUSENESS (Q.25 X Q.18)

Role Diffuseness	Administration and Union						Total	
	Administration ^a		Union		Other ^b			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	18	50.0	14	38.9	4	11.1	36	100.0
Low	74	49.3	74	49.3	2	1.4	150	100.0
High	23	62.2	13	35.1	1	2.7	37	100.0
TOTAL	115	51.6	101	45.3	7	3.1	223	100.0

P = .021

Over 20 percent of the cells have expected counts less than 5.

^aThe Faculty category was deleted because of no response.

^bLegislature, and different combinations of the Board, Union, Administration, Faculty, Departments.

TABLE 44
TEACHER PERCEPTIONS OF CONTROL OF ECONOMIC MATTERS IN THE CITY
COLLEGES BY PERFORMANCE EXPECTATIONS (Q.25 X Q.22)

Performance Expectations	Administration and Union							
	Administration ^a		Union		Other ^b		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	16	76.2	3	14.3	2	9.5	21	100.0
Low	40	39.6	59	58.4	2	2.0	101	100.0
High	61	58.1	41	39.0	3	2.9	105	100.0
TOTAL	117	51.5	103	45.4	7	3.1	227	100.0

P = .001

Over 20 percent of the cells have expected counts of less than 5.

^aThe Faculty category was deleted because of no response.

^bLegislature, and different combinations of the Board, Union, Administration, Faculty, Departments.

TABLE 45
TEACHER PERCEPTIONS OF CONTROL OF ECONOMIC MATTERS IN THE CITY
COLLEGES BY STATUS INCONSISTENCY (Q.25 X Q.23)

Status Inconsistency	Administration ^a		Administration and Union		Other ^b		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	20	37.7	29	54.7	4	7.6	54
Low	52	51.0	47	46.1	3	2.9	102	100.0
High	45	60.8	29	39.2	0	0.0	74	100.0
TOTAL	117	51.1	105	45.8	7	3.1	229	100.0

P = .031

Over 20 percent of the cells have expected counts of less than 5.

^aThe Faculty category was deleted because of no response.

^bLegislature, and different combinations of the Board, Union, Administration, Faculty, Departments.

teachers perceive the administration and union to be in control of economic matters.

A higher percentage of teachers who were highly conflicted over role diffuseness and status inconsistency perceived the administration to be in control of economic matters in contrast to their less conflicted counterparts (none and low, see Tables 43 and 45). Perhaps the highly conflicted feel that the administration is responsible for their conflict about a sense of achievement (role diffuseness) by depressing student achievement through withholding funds for materials and support staff and for the same reason opening community college teachers to a loss of esteem (status inconsistency) among the academic community.

A high percentage, 58.1 percent, of the highly conflicted over performance expectations perceived the administration to be in control of economic matters, but an even higher percentage, 76.2 percent of the unconflicted shared the same perception (see Table 44). Perhaps the unconflicted are the teachers who have achieved satisfactory academic outcomes with their students, have taken advantage of administration sponsored in-service training courses and may even share administration sentiments for teacher accountability. The same rationale may be used here as above for the high percentage of highly conflicted teachers who perceive the administration to be in control of economic matters.

In summary, experience (30 or more years) and the

degree and kind of role conflict (role diffuseness, performance expectations, status inconsistency) are related to differential teacher perceptions of regulation and control of economic matters. Highly conflicted faculty perhaps perceive administrative control as retarding student academic outcomes, while perhaps the unconflicted perceive administrative control as enhancing student academic outcomes. Fewer of the most experienced teachers, in contrast to their less experienced counterparts, perceived the City Colleges as highly economically regulating. These uneven teacher perceptions of administrative economic control perhaps reflect a variegated teacher-administrator role relationship, if teacher perceptions translate into teacher expectations and/or behavior. That is, all teachers and administrators may not relate to each other in a structurally unified manner.

Teacher-Perceived Student Role Behavior

The presumption in this section of the study is that teacher perceptions of student behaviors (apathetic-alert; irresponsible-responsible; uncertain-confident; dependent-initiating) are an index of student role behavior. Teacher perceived student role behavior will be related to teacher reference group (years of college teaching experience and teaching specialty) and teacher role conflict. These two relationships produced the majority of significant relationships in this study. Three out of sixteen relationships between student behaviors and the reference group variables

were significant (see Table 46-49) and fourteen out of twenty-four relationships between student behaviors and the role conflict areas were significant (see Tables 50-53).

The scales which measured student behaviors (see Appendix, QQ. 30-33) were collapsed in order to improve statistical significance. For example, apathetic least, more and most was collapsed to one item, apathetic; and alert least, more and most was collapsed to alert. The middle measure, mixture of apathetic-alert, was unchanged.

The reference group variable years of college teaching experience indicated in the column marginals that nearly sixty percent of the teachers perceived their students' role behavior to be a mixture of apathetic-alert and a mixture of irresponsible-responsible and nearly one-third of the teachers perceived their students' role behavior to be alert and responsible (see Tables 54-55). Substantially more of the most experienced teachers (30 or more years) cohort, 60.0 percent, than the other cohorts perceived their students' role behavior to be alert (see Table 54), while substantially more, 56.2 percent, of the least experienced teacher cohort (1-4 years) than the other cohorts considered their students' role behavior to be responsible. Perhaps the latter is attributable to inexperience, that is, standards of responsibility for students may not yet be formulated; while the former perhaps are the perceptions of adapted and potentially successful teachers. Noteworthy is the 25-29 year cohort which had the lowest percentage of

TABLE 46
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIOR APATHETIC-
 ALERT BY REFERENCE GROUP VARIABLES (SEX, ETHNICITY, YEARS OF
 COLLEGE TEACHING EXPERIENCE, TEACHING SPECIALTY)

Apathetic-Alert by Reference Group Variables	df	χ^2	Significance Level
Q.30 X Q.1	2	5.282	.071
Q.30 X Q.2	4	6.779	.148
Q.30 X Q.3	12	27.101	.008*
Q.30 X QQ.4-17	24	35.096	.067

*Significance at the .05 level or higher.

TABLE 47
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIOR IRRESPONSIBLE-
 RESPONSIBLE BY REFERENCE GROUP VARIABLES (SEX, ETHNICITY, YEARS
 OF COLLEGE TEACHING EXPERIENCE, TEACHING SPECIALTY)

Irresponsible- Responsible by Reference Group Variables	df	χ^2	Significance Level
Q.31 X Q.1	2	0.402	.818
Q.31 X Q.2	4	3.864	.425
Q.31 X Q.3	12	20.858	.053*
Q.31 X QQ.4-17	24	44.665	.006*

*Significance at the .05 level or higher.

TABLE 48
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIOR UNCERTAIN-
 CONFIDENT BY REFERENCE GROUP VARIABLES (SEX, ETHNICITY, YEARS
 OF COLLEGE TEACHING EXPERIENCE, TEACHING SPECIALTY)

Uncertain- Confident by Reference Group Variables	df	χ^2	Significance Level
Q.32 X Q.1	2	2.137	.344
Q.32 X Q.2	4	5.568	.234
Q.32 X Q.3	12	16.778	.158
Q.32 X QQ.4-17	24	* 28.367	.245

*Significance at the .05 level or higher.

TABLE 49
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIOR DEPENDENT-
 INITIATING BY REFERENCE GROUP VARIABLES (SEX, ETHNICITY, YEARS
 OF COLLEGE TEACHING EXPERIENCE, TEACHING SPECIALTY)

Dependent- Initiating by Reference Group Variables	df	χ^2	Significance Level
Q.33 X Q.1	2	0.313	.855
Q.33 X Q.2	4	2.157	.707
Q.33 X Q.3	12	13.313	.347
Q.33 X QQ.4-17	24	33.587	.092

TABLE 50
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIORS
 APATHETIC - ALERT BY THE SIX ROLE CONFLICT AREAS

Apathetic - Alert by Role Conflict Areas	df	χ^2	Significance Level
Q.30 X Q.18	4	9.719	.045*
Q.30 X Q.19	4	10.238	.037*
Q.30 X Q.20	4	18.035	.001*
Q.30 X Q.21	4	19.750	.0006*
Q.30 X Q.22	4	25.186	.0001*
Q.30 X Q.23	4	5.967	.202

*Significant at the .05 level or higher.

TABLE 51
 SUMMARY OF DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIORS
 IRRESPONSIBLE-RESPONSIBLE BY THE SIX ROLE CONFLICT AREAS

Irresponsible- Responsible by Role Conflict Areas	df	χ^2	Significance Level
Q.31 X Q.18	4	7.421	.115
Q.31 X Q.19	4	14.519	.006*
Q.31 X Q.20	4	10.313	.036*
Q.31 X Q.21	4	23.249	.0001*
Q.31 X Q.22	4	17.140	.002*
Q.31 X Q.23	4	2.979	.561

*Significance at the .05 level or higher

TABLE 52
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIORS
 UNCERTAIN-CONFIDENT BY THE SIX ROLE CONFLICT AREAS

Uncertain- Confident by Role Conflict Areas	df	χ^2	Significance Level
Q.32 X Q.18	4	11.773	.019*
Q.32 X Q.19	4	4.601	.331
Q.32 X Q.20	4	1.243	.871
Q.32 X Q.21	4	3.195	.526
Q.32 X Q.22	4	10.116	.039*
Q.32 X Q.23	4	0.746	.460

*Significance at the .05 level or higher.

TABLE 53
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF STUDENT BEHAVIORS
 DEPENDENT-INITIATING BY THE SIX ROLE CONFLICT AREAS

Dependent- Initiating by Role Conflict Areas	df	χ^2	Significance Level
Q.33 X Q.18	4	8.850	.065
Q.33 X Q.19	4	9.748	.045*
Q.33 X Q.20	4	2.693	.611
Q.33 X Q.21	4	12.898	.012*
Q.33 X Q.22	4	13.707	.008*
Q.33 X Q.23	4	1.444	.836

*Significance at the .05 level or higher.

teachers who considered their students to be responsible and the highest percentage of teachers who considered their students to be irresponsible (see Table 55). The researcher considers this cohort's responses potentially explained by characteristics intrinsic to the cohort. Data about these characteristics is not available in this study.

Teaching specialty as a reference group variable indicated that sixty percent of the teachers in the column marginals perceived their students' role behavior to be a mixture of irresponsible-responsible and approximately thirty percent, 31.8 percent, perceived their students' role behavior to be responsible (see Table 56). African-American Studies, Foreign Languages, Humanities, Physical Education and Mathematics are noteworthy because more than half of the teachers considered their students' role behavior to be responsible. Perhaps the common characteristics shared by these specialties is selectivity of students. African-American Studies, Foreign Languages, Physical Education and Mathematics are not required courses and, therefore, must fill some important personal or occupational need in order to be selected by the students. African-American Studies may fulfill a need for identity and to explain the Black-American experience; Foreign Language may fulfill specific occupational needs or personal self-fulfillment; Physical Education has the advantage of varsity sports and the physical fitness fad today; and Mathematics proficiency is demanded for success in the business world,

TABLE 54
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY YEARS
OF COLLEGE TEACHING EXPERIENCE (Q.30)

Years of College Teaching Experience	Apathetic		Mixture Apathy and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1- 4	0	0.0	10	62.5	6	37.5	16
5- 9	0	0.0	15	83.3	3	16.7	18	100.0
10-14	3	8.8	20	58.8	11	32.4	34	100.0
15-19	16	16.5	57	58.8	24	24.7	97	100.0
20-24	9	32.1	8	28.6	11	39.3	28	100.0
25-29	2	16.7	7	58.3	3	25.0	12	100.0
30 or more	0	0.0	4	40.0	6	60.0	10	100.0
TOTAL	30	13.9	121	56.3	64	29.8	215	100.0

P = .008

Over 20 percent of the cells have expected counts less than 5.

TABLE 55
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY YEARS OF
COLLEGE TEACHING EXPERIENCE (Q.31)

Years of College Teaching Experience	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	0	0.0	7	43.8	9	56.2	16	100.0
5- 9	0	0.0	11	64.7	6	35.3	17	100.0
10-14	6	17.1	23	65.8	6	17.1	35	100.0
15-19	7	7.2	57	58.8	33	34.0	97	100.0
20-24	4	14.3	13	46.4	11	39.3	28	100.0
25-29	3	25.0	8	66.7	1	8.3	12	100.0
30 or more	0	0.0	7	70.0	3	30.0	10	100.0
TOTAL	20	9.3	126	58.6	69	32.1	215	100.0

P = .053

Over 20 percent of the cells have expected counts less than 5.

particularly by the professionally oriented transfer student. Humanities, while not a high demand area today, lacks the mass beginning level courses of some specialties, e.g., the Social Sciences, and therefore, reaches the more select students who survive to the sophomore year. Attention should be given to the 40.0 percent of the physical education teachers who perceive their students to be irresponsible. This perhaps reflects the unmotivated students who are merely filling out their schedules with physical education and the uncommitted physical fitness students.

Counselors had the lowest percentage, 9.1 percent, among the specialties who perceived the students' role behavior to be responsible, no counselor perceived students to be irresponsible in role behavior and the highest percentage, 90.0 percent, among the specialties who perceived the students to be a mixture of irresponsible-responsible. The counselor-student relationship is an out-of-the-classroom relationship concerned with student problems and planning the schedules of many students with academic backgrounds checkered with success, failures, many course dropouts and incompletes. In view of their role it is not surprising that so many straddled the middle measure.

In summary, approximately 30 percent of the teachers by the reference groups years of college teaching experience and teaching specialty perceived their students' role behavior to be responsible and, in addition, an equivalent percent by years of college teaching experience perceived

TABLE 56
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
BY TEACHING SPECIALTY (Q.31)

Teaching Specialty	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	African-American Studies	0	0.0	0	0.0	3	100.0	3
Allied Studies ^a	1	7.1	10	71.5	3	21.4	14	100.0
Business ^b	4	10.5	25	65.8	9	23.7	38	100.0
Child Development	0	0.0	5	62.5	3	37.5	8	100.0
Counseling	0	0.0	10	90.9	1	9.0	11	100.0

P = .006

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

(Continued)

TABLE 56 (CONT'D)
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
BY TEACHING SPECIALTY (Q.31)

Teaching Specialty	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	English/ Communications ^c	2	5.9	24	70.6	8	23.5	34
Foreign Languages	0	0.0	3	37.5	5	62.5	8	100.0
Humanities ^d	2	15.3	4	30.8	7	53.9	13	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	1	12.5	6	75.0	1	12.5	8	100.0
Natural Sciences ^e	2	6.3	21	65.6	9	28.1	32	100.0

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and T.V.

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than 101 and 102), Physics/Physical Science (other than 101 and 102).

TABLE 56 (CONT'D)
 TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
 BY TEACHING SPECIALTY (Q.31)

Teaching Specialty	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Physical Education	2	40.0	0	0.0	3	60.0	5
Social Sciences ^f	6	22.2	12	44.5	9	33.3	27	100.0
Mathematics	0	0.0	8	50.0	8	50.0	16	100.0
TOTAL	20	9.2	128	59.0	69	31.8	217	100.0

^f Social Science 101 and 102, Anthropology, Economics, Education, Geography, History, Political Science, Psychology, Sociology.

their students' role behavior to be alert. Nearly sixty percent of the teachers by years of college teaching experience and teaching specialty perceived their students to be a mix of irresponsible-responsible in role behavior and an equal percent by teaching specialty perceived their students to be a mix of alert-apatetic. Sixty percent of the most experienced teachers (30 or more years) perceived their students to be alert in role behavior and nearly sixty percent, 56.2 percent, of the least experienced teachers (1-4 years) perceived their students to be responsible. More than half of the teachers of African-American Studies, Foreign Languages, Physical Education, Mathematics and Humanities perceived the students' role behavior to be responsible. Counseling faculty had the lowest percentage among the specialties who perceived their students' role behavior to be responsible. From all these data it may be inferred that the teacher-perceived student role behavior varies by selected reference group affiliations.

As discussed above, the relationship between student behaviors and the role conflict areas produced more statistically significant relationships than any other area in this study; fourteen out of twenty-four. A comparison of the marginals across the teacher-perceived student role behaviors and the role conflict areas reveals that the vast majority of teachers were conflicted (low and high) about perceived student role behaviors. The majority of the teachers experienced low conflict, substantially fewer were

highly conflicted and the fewest of all were unconflicted (see Table 57). The one exception from the skew toward low conflict was a slight shift toward high conflict in teacher performance expectations for students along with a substantial drop in the percentage of unconflicted teachers about performance expectations (see Table 57). Apparently, irrespective of perceived student role behaviors (apathetic-alert, irresponsible-responsible, uncertain-confident, dependent-independent), and irrespective of the polar opposite selected, teacher performance expectations for students were unmet. Since teacher perceptions of student behaviors were measured in some depth by these four questions, it is suggested that no behavior short of matching teaching performance expectations will lower the percentage of conflicted teachers in this area.

An overview of the column marginals (see Tables 59-72) of teacher perceptions of student behaviors by the role conflict areas shows that the majority of the teachers, approximately 50-60 percent, perceived their students to be a mixture of polar opposites, i.e., apathetic-alert, irresponsible-responsible, uncertain-confident, dependent-initiating. About one-fourth of the teachers, approximately 23-32 percent, perceived their students to be at the positive polar extreme, i.e., alert, responsible, confident, initiating, and about one-fifth perceived their students to be at the negative polar extreme, i.e., apathetic, irresponsible, uncertain, dependent. Since most of the variations occurred

TABLE 57^a
 MARGINALS OF PERCENTAGES OF TEACHER PERCEPTIONS OF OWN
 STUDENT BEHAVIORS BY ROLE CONFLICT AREAS^b

Role Conflict Areas	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.
	30	31	32	33	30	31	32	33	30	31	32	33
	None	None	None	None	Low	Low	Low	Low	High	High	High	High
Q.18	16.1		16.5		68.3		67.9		15.6		15.6	
Q.19	20.6	20.1		19.7	55.1	55.6		55.9	24.3	24.3		24.4
Q.20	28.8	28.8			43.3	43.3			27.9	27.9		
Q.21	17.0	17.0		17.1	49.0	49.0		48.8	34.0	34.0		34.1
Q.22	8.8	8.8	8.7	8.8	44.0	44.0	43.8	43.7	47.2	47.2	47.5	47.5
Q.23												

^aSee Table 58 for numbers.

^bMarginals reflect only statistically significant data.

TABLE 58^a
 MARGINALS OF NUMBERS OF TEACHER PERCEPTIOS OF OWN
 STUDENT BEHAVIORS BY ROLE CONFLICT AREAS^b

Role Conflict Areas	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.	Q.
	30	31	32	33	30	31	32	33	30	31	32	33
	None	None	None	None	Low	Low	Low	Low	High	High	High	High
Q.18	34		35		144		144		33		33	
Q.19	44	43		42	118	119		119	52	52		52
Q.20	62	62			93	93			60	60		
Q.21	36	36		36	104	104		103	72	72		72
Q.22	19	19	19	19	95	95	95	94	102	102	103	102
Q.23												

^aSee Table 57 for percentages.

^bMarginals reflect only statistically significant data.

at the polar extremes, the analysis of the data below will concentrate there.

Apathetic-Alert Role Behavior

The teacher-perceived student role behaviors, apathetic-alert, produced significant to highly significant variations in five of the six role conflict areas. The only area that consistently produced no significant differences across the four groups of student behaviors (QQ. 30-33) was status inconsistency. Variations in role conflict occurred between each of the three scale measures (none, low, high). In all five role conflict areas the student role behavior alertness was negatively related to role conflict. Substantially higher percentages of teachers who were unconflicted considered their students to be alert than teachers who were highly conflicted. Low conflict teachers fell somewhere between the two extremes (see Tables 59-63). This relationship was anticipated since it is reasonable to expect that the less conflicted teachers are the more likely to positively perceive their role partners, the students.

Noteworthy are the substantially higher percentages of teachers who were highly conflicted over work ethic values and highly conflicted over performance expectations and who perceived their students' role performance to be apathetic than their counterparts (unconflicted or low conflict, see Tables 62-63). It is not surprising that teachers who are highly conflicted over work ethic values and performance expectations perceive apathy in their

students' role performance since both areas presuppose uncompromising commitment to both academic and general personal achievement, which, in the writer's experience, are more highly valued by some teachers than others, perhaps for personal reasons. In summary, an anticipated negative relationship between perceived student alertness in their roles and role conflict was supported.

Irresponsible-Responsible Role Behavior

As above, the teacher-perceived student role behaviors, irresponsible-responsible, produced significant to highly significant variations, but only in four of the six role conflict areas (role vulnerability, role commitment, work ethic values, and performance expectations). The two areas that did not produce significant differences were role diffuseness and status inconsistency. Three out of the four significant role conflict relationships were negative (inverse) and one, performance expectations, was not. A substantially higher percentage of teachers who were not conflicted (role vulnerability, role commitment and work ethic values) than teachers who were highly conflicted perceived their students to be responsible. Teachers who experienced low conflict fell somewhere between the two extremes (see Tables 64-66). As in the previous question, these relationships can be viewed as reasonable outcomes of less conflicted teachers tending to perceive their students positively.

Noteworthy are the substantially higher percentages

TABLE 59
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
DIFFUSENESS (Q.30 X Q.18)

Role Diffuseness	Apathetic		Mixture Apathetic and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	0	0.0	18	52.9	16	47.1	34
Low	25	17.4	78	54.1	41	28.5	144	100.0
High	5	15.2	20	60.6	8	24.2	33	100.0
TOTAL	30	14.2	116	55.0	65	30.8	211	100.0

P = .045

Over 20 percent of cells have expected counts of less than 5.

TABLE 60
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
VULNERABILITY (Q.30 X Q.19)

Role Vulnerability	Apathetic		Mixture Apathetic and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	6.8	22	50.0	19	43.2	44
Low	18	15.3	62	52.5	38	32.2	118	100.0
High	9	17.3	35	67.3	8	15.4	52	100.0
TOTAL	30	14.0	119	55.6	65	30.4	214	100.0

P = .037

TABLE 61
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
COMMITMENT (Q.30 X Q.20)

Role Commitment	Apathetic		Mixture Apathetic and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	4	6.4	29	46.8	29	46.8	62
Low	16	17.2	49	52.7	28	30.1	93	100.0
High	10	16.7	42	70.0	8	13.3	60	100.0
TOTAL	30	14.0	120	55.8	65	30.2	215	100.0

P = .001

TABLE 62
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY WORK ETHIC
VALUES (Q.30 X Q.21)

Work Ethic Values	Apathetic		Mixture Apathetic and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	8.3	18	50.0	15	41.7	36
Low	7	6.7	64	61.6	33	31.7	104	100.0
High	20	27.8	38	52.8	14	19.4	72	100.0
TOTAL	30	14.2	120	56.6	62	29.2	212	100.0

P = .0006

TABLE 63
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY PERFORMANCE
EXPECTATION (Q.30 X Q.22)

Performance Expectations	Apathetic		Mixture Apathetic and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	1	5.3	7	36.8	11	57.9	14
Low	6	6.3	53	55.8	36	37.9	95	100.0
High	23	22.5	62	60.8	17	16.7	102	100.0
TOTAL	30	13.9	122	56.5	64	29.6	216	100.0

P = .0001

of teachers than their counterparts (unconflicted and less conflicted) who were highly conflicted over work ethic values and perceived their students to be irresponsible in their roles (see Table 66). As above, it is not surprising that teachers who perceive their students to be irresponsible are highly conflicted over work ethic values since both concepts are mutually exclusive. This interpretation is supported in the same Table (see Table 66) by an overall positive relationship between work ethic values and perceived student role irresponsibility. Consistent with the teacher responses about role vulnerability, role commitment vs. career and work ethic values, substantially more unconflicted teachers than highly conflicted teachers perceived their students to be responsible. However, performance expectation was inconsistent with the above role conflict areas (see Tables 64-66) in that a somewhat higher percentage of low conflict teachers than unconflicted teachers perceived their students to carry out their role responsibly (see Table 67). Perhaps the higher percentage of low conflict teachers than unconflicted teachers were the ones who were disturbed because of the frustration that responsible students were unable to meet their academic performance expectations. While the unconflicted faculty in terms of performance expectations perceived a somewhat lower percentage of responsible students than their low conflict counterparts, they perceived a somewhat higher percentage of irresponsible students than the same

TABLE 64
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
VULNERABILITY (Q.31 X Q.19)

Role Vulnerability	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	0	0.0	23	53.5	20	46.5	43
Low	13	10.9	66	55.5	40	33.6	119	100.0
High	7	13.5	37	71.1	8	15.4	52	100.0
TOTAL	20	9.4	126	58.9	68	31.7	214	100.0

P = .006

Over 20 percent of the cells have expected counts less than 5.

TABLE 65
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
COMMITMENT (Q.31 X Q.20)

Role Commitment	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	4.8	31	50.0	28	45.2	62
Low	11	11.8	54	58.1	28	30.1	93	100.0
High	6	10.0	42	70.0	12	20.0	60	100.0
TOTAL	20	9.3	127	59.1	68	31.6	215	100.0

P = .036

TABLE 66
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY WORK ETHIC
VALUES (Q.31 X Q.21)

Work Ethic Values	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	0	0.0	18	50.0	18	50.0	36
Low	6	5.8	59	56.7	39	37.5	104	100.0
High	13	18.0	48	66.7	11	15.3	72	100.0
TOTAL	19	8.0	125	59.0	68	32.0	212	100.0

P = .0001

counterparts. This perhaps suggests that the unconflicted teachers are more realistic than their low conflict counterparts (see Chapter I, p. 4).

In summary, except for conflict over performance expectations, there was a negative (inverse) relationship between teacher perceptions of student role behavior as responsible and role conflict over role vulnerability, role commitment, and work ethic values. Congruent with the implications of work values stated in Question 21, substantially higher percentages of teachers who perceived their students to be irresponsible were highly conflicted than their counterparts (unconflicted and less conflicted). Perhaps the frustration of unmet academic goals versus the realism of lower expectations for student role responsibility may account for the somewhat higher percentage of low conflict teachers than unconflicted teachers who were conflicted over performance expectations.

Uncertain-Confident Role Behaviors

The teachers varied significantly in their perceptions of student role behavior in only two of six role conflict areas, role diffuseness and performance expectations. Teacher variations in conflictedness were substantial over perceived uncertain student role behavior and role diffuseness. The central variation occurred between the unconflicted teachers, none of whom perceived their students to be uncertain, and the conflicted teachers (low and high), about one-fifth of whom perceived their students to be

TABLE 67
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY PERFORMANCE
EXPECTATIONS (Q.31 X Q.22)

Performance Expectations	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	15.8	9	47.4	7	36.8	19
Low	5	5.3	48	50.5	42	44.2	95	100.0
High	12	11.8	71	69.6	19	18.6	102	100.0
TOTAL	20	9.3	128	59.3	68	31.4	216	100.0

P = .002

uncertain (see Table 68). Perhaps these data may be interpreted as a refusal or inability of the unconflicted teachers to perceive uncertainty among the students from which they derive a sense of achievement (role diffuseness).

As above, perceived student uncertain role behavior produced the most noteworthy variations in conflictedness over performance expectations. The central variation occurred between the highly conflicted and unconflicted teachers on the one hand and the low conflict teachers on the other hand. About one-fourth of the highly conflicted teachers perceived their students to be uncertain in role behavior and about 16 percent of the unconflicted teachers perceived their students to be uncertain (see Table 69). Only about 8 percent of the low conflict teachers perceived their students to be uncertain. Again perhaps the unconflicted and high conflict teachers may be more realistic about their students (see Chapter I, p. 4) than their low conflict counterparts. Noteworthy is a small negative (inverse) relationship between teacher perceptions of confident student role behavior and conflict over performance expectations.

In summary, the most consistent pattern that appeared in the data was the greater percentage of highly conflicted teachers than their counterparts (low conflict and unconflicted) who perceived their students' role behavior to be uncertain and were conflicted over a sense of achievement (role diffuseness) over unachieved performance expectations.

TABLE 68
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
BY ROLE DIFFUSENESS (Q.32 X Q.18)

Role Diffuseness	Uncertain		Mixture Uncertain and Confident		Confident		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	0	0.0	23	65.7	12	34.3	35
Low	28	19.4	89	61.8	27	18.8	144	100.0
High	7	21.2	16	48.5	10	30.3	33	100.0
TOTAL	35	16.5	128	60.4	49	23.1	212	100.0

P = .019

TABLE 69
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIOR BY
PERFORMANCE EXPECTATIONS (Q.32 X Q.22)

Performance Expectations	Uncertain		Mixture Uncertain and Confident		Confident		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	15.8	11	57.9	5	26.3	19
Low	8	8.4	64	67.4	23	24.2	95	100.0
High	26	25.2	55	53.4	22	21.4	103	100.0
TOTAL	37	17.1	130	59.9	50	23.0	217	100.0

P = .039

Over 20 percent of the cells have expected counts less than 5.

This is not surprising since high conflictedness logically subsumes the other variables.

An interesting change occurred in the data. There was a shift in variations from positive polar opposites, i.e., alert (Q. 30); responsible (Q. 31); to a negative polar opposite, i.e., uncertain (Q.32).

Dependent-Initiating Role Behaviors

The teachers varied significantly to very significantly in three of the six role conflict areas (role vulnerability, work ethic values and performance expectations) by the perceived student role behaviors dependent-initiating. At first glance it may seem curious that one-third of the conflicted teachers (low and high) over role vulnerability perceive their students' role behavior to be initiating, whereas only about one-tenth of the unconflicted teachers shared the same perception (see Table 70). It suggests that the conflicted and unconflicted teachers have different perceptions and perhaps standards of role behavior for their students. The conflicted teachers (low and high) perhaps feel pressure from others, that is, their own peers, administrators and the general academic community to improve on student initiating behavior.

The unconflicted teachers perceive the vast majority of their students to be less than purely initiating, that is, dependent and mixed dependent-initiating, and may be undisturbed by the opinions of others. Perhaps the unconflicted are undisturbed because they are reasonably

TABLE 70
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY ROLE
VULNERABILITY (Q.33 X Q.19)

Role Vulnerability	Dependent		Mixture Dependent and Initiating		Initiating		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	9	21.4	28	66.7	5	11.9	42
Low	27	22.7	53	44.5	39	32.8	119	100.0
High	7	13.5	28	53.8	17	32.7	52	100.0
TOTAL	43	20.2	109	51.2	61	28.6	213	100.0

P = .045

effective academically with their students and/or feel that they have done all that can be done about the behavior of their students.

There was a positive relationship between teacher work ethic values and perceived student dependent role behavior (see Table 71). The more conflicted the teachers the higher percentage of dependence they perceived. This relationship is not surprising since work ethic values imply initiating behavior.

As in all the other data on teacher conflict about performance expectations, nearly half of the teachers sampled were highly conflicted (see Table 57). Substantially more highly conflicted teachers than their counterparts (unconflicted and low conflict), perceived their students to be dependent in role behavior (see Table 72). This may be explained if it is assumed that the highly conflicted hold higher standards of initiating behavior than their counterparts (unconflicted and low conflicted) and these standards may sensitize the highly conflicted more than their counterparts to dependent behavior.

In summary, the pressures of the opinions of others (role vulnerability) to improve student initiating role behavior seems to be associated with the conflict of the one-third conflicted (low and high) teachers, while the unconflicted teachers do not seem to be bothered by these pressures perhaps because they are reasonably academically successful in working with their students and/or feel that

TABLE 71
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY WORK
ETHIC VALUES (Q.33 X Q.21)

Work Ethic Values	Dependent		Mixture Dependent and Initiating		Initiating		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	3	8.3	25	69.5	8	22.2	36
Low	16	15.5	51	49.5	36	35.0	103	100.0
High	22	30.6	32	44.4	18	25.0	72	100.0
TOTAL	41	19.4	108	51.2	62	29.4	211	100.0

P = .012

TABLE 72
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY PERFORMANCE
EXPECTATIONS (Q.33 X Q.22)

Performance Expectations	Dependent		Mixture Dependent and Initiating		Initiating		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	None	2	10.5	11	57.9	6	31.6	19
Low	11	11.7	57	60.6	26	27.7	94	100.0
High	31	30.4	41	40.2	30	29.4	102	100.0
TOTAL	44	20.5	109	50.7	62	28.8	215	100.0

P = .008

they have done all they can about the behavior of their students. Congruent with the implication of independence in work ethic values, there was a negative relationship between work ethic values and teachers who perceived their students to be dependent. Perhaps the conflict of the almost one-third highly conflicted teachers about performance was due to a higher sensitivity to dependent role behavior promoted potentially by high standards of initiating behavior. A relatively consistent pattern in the data was the higher percentage of highly conflicted teachers than their counterparts (unconflicted and low conflict) who perceived their students to be dependent over work ethic values and performance expectations. This suggests that these teachers hold high standards of independence in these role conflict areas. In general, there was a shift in the variations, as above, from positive polar opposites, i.e., alert (Q. 30); responsible (Q. 31); to negative polar opposites, i.e., dependent (Q. 33).

General Summary of Teacher-Perceived Student Role

1. The significant variations produced in the structural part of the study substantially exceeded those produced in the reference group role conflict part of the questionnaire, i.e., 18 vs. 4 significant variations.

2. Generally, about 30 percent of the teachers by reference groups (years of college teaching experience and teaching specialty) perceived their students to be responsible and alert in role behavior and nearly 60 percent of

the teachers by reference group perceived their students to be a mix of irresponsible-responsible and apathetic-alert in role behavior.

3. Teacher perceptions of the student role varied by the selected reference group affiliations; years of college teaching experience and teaching specialty. Sixty percent of the most experienced teachers (30 or more years) perceived their students to be alert, while nearly sixty percent of the least experienced teachers (1-4 years) perceived their students to be responsible. The former may be the result of teacher adaptiveness and/or successful academic student outcomes, while the latter may be due to inexperience. More than half of the teachers of African-American Studies, Foreign Languages, Physical Education, Mathematics and Humanities faculties perceived their students to be responsible, perhaps because of student selectivity. Counseling faculty had the lowest percentage among the specialties who perceived their students to be responsible, perhaps because counselors direct so many students with academic problems.

4. About one-fourth of the teachers (23-32 percent) perceived their students to be at the positive polar extreme and about one-fifth perceived their students to be at the negative polar extreme. About 50-60 percent of the teachers perceived their students to be a mix of polar opposites in role behavior, i.e., apathetic-alert, irresponsible-responsible, uncertain-confident and dependent-initiating.

5. The vast majority of the teachers were conflicted (low and high) about perceived student role behaviors. The majority of these teachers experienced low level role conflict.

6. A slight majority of teachers were highly conflicted over student performance expectations across all student role behaviors. These data suggest that nothing less than the students matching teacher performance expectations will decrease the percentage of conflicted teachers in this area.

7. The vast majority of the teachers were conflicted (low and high) in spite of perceived student role behaviors (negative or positive polar opposites or a mix of both), while a small minority of teachers were unconflicted in spite of perceived student role behaviors. Perhaps a third variable, student academic achievement, is operating along with perceived student behaviors to produce these results. The conflicted teachers may perceive student academic achievement to be inadequate, while the unconflicted teachers may perceive student academic performance to be adequate.

8. In five of the six role conflict areas (role diffuseness, role vulnerability, role commitment, work ethic values, performance expectations) an anticipated negative relationship appeared between teacher-perceived student alertness in role behavior and role conflict. In other words, the more the teachers perceived their students

to be alert the less conflicted they felt.

9. In three of the six role conflict areas (role vulnerability, role commitment, work ethic values) there was a negative relationship between teacher-perceived student role responsible behavior and role conflict. However, performance expectations for students departed somewhat from the above negative relationship between the role conflict areas and perceived student role responsible behavior; that is, more low conflicted teachers than unconflicted teachers (see Table 67) perceived their students to be responsible. Perhaps their conflict may be explained by frustration over high expectations for responsibility which did not translate into acceptable academic performance. Put another way, all these data state that the more the teachers perceive their students to be responsible the less conflicted they felt.

10. Probably the most consistent pattern among teachers who perceived their students to be uncertain in their role behavior was that teachers who were highly conflicted about a sense of achievement (role diffuseness) and about unmatched performance expectations by their students tended to perceive their students to be uncertain.

11. Conflicted (low and high) and unconflicted teachers about role vulnerability appear to hold different standards for student initiating role behavior. Conflicted teachers appear to hold high standards for student initiating behavior and may feel pressure from others to improve

student initiating behavior; while unconflicted teachers perhaps hold less demanding standards of initiating behavior and may not feel pressured by the opinions of others to improve student initiating behavior.

12. Another pattern that emerged was that more highly conflicted teachers over work ethic values and performance expectations tended to perceive their students to be dependent in role behavior more than their counterparts (unconflicted and low conflict). The former is explained by an incompatibility between work ethic values and dependent behavior and the latter by high standards of independent behavior.

13. Teacher perceptions of their students' role behaviors relative to role vulnerability, work ethic values and performance expectations were important sources of role conflict for teachers, since three of the four student role behaviors were related to role vulnerability and work ethic values and all four student behaviors were related to performance expectations. More specifically, fewer teachers who felt vulnerable to the opinions of others than their secure (unconflicted) counterparts perceived their students to be alert and responsible but they perceived them to be initiating. The latter may be due to perceived pressure to increase initiating behavior. More teachers who were highly conflicted about work ethic values than their counterparts (unconflicted and low conflict) perceived their students to be apathetic and irresponsible in role behavior and

fewer of the highly conflicted teachers than their counterparts (low conflict) perceived their students to be alert and initiating in role behavior. These perceptions are inherent in the concept of work ethic values as presented in Question 21. More highly conflicted teachers about performance expectations (academic performance) for their students, than their counterparts (unconflicted and low conflict), perceived their students to be apathetic, uncertain, dependent in role behavior, and fewer highly conflicted than their counterparts perceived their students to be alert and confident. It is not surprising that students who do not match teacher performance expectations are perceived in such ways.

14. After having discussed all of the above data, two conclusions are warranted if it can be inferred that teacher perceptions of student behaviors are an index of student role behavior. (1) Selected reference group affiliations affect teacher perceptions of student role behavior. (2) Teacher perceptions of student role behavior are related to teacher role conflict and generally as student role behavior departs from positive role behaviors (alert, responsible, confident, initiating) the potential for teacher role conflict increases.

Teacher-Department Relations

It was the writer's experience that in academic matters in the City Colleges (e.g., selection of textbooks, teaching methods and methods of evaluating course

achievement) teacher autonomy and/or departmental autonomy prevailed. This assumption was confirmed in the column marginals by an overwhelming percentage of teachers who stated that academic matters in the City Colleges were loosely regulated (see Tables 77-78). However, this perception was not uniformly shared by selected reference groups (ethnic and years of college teaching experience). Two highly significant relationships out of ten appeared in the reference group data (sex, ethnicity, years of college teaching experience and teaching specialty; see Tables 73-74). There were no significant relationships between academic matters and the role conflict variables (see Tables 75-76).

Ethnicity and years of college teaching experience produced the two highly significant relationships mentioned above. White teachers overwhelmingly, 94.4 percent, considered the City Colleges loosely regulated in academic matters; while one-fourth of the black teachers and the "others" (Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian) considered the City Colleges highly regulated in academic matters. Seniority is the most logical explanation of these results since a racially-focused rationale would not be systematically functioning for only one-fourth of the black teachers and "others" and not the remaining three-fourths. The seniority rationale also is historically verified by the recent educational mobility of blacks and many of the "others" and

TABLE 73
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF CONTROL (ADMINISTRATION, FACULTY,
 OTHERS) OF ACADEMIC MATTERS (e.g., TEXTBOOKS, TEACHING METHODS,
 EVALUATING COURSE ACHIEVEMENT) IN THE CITY COLLEGES BY
 REFERENCE GROUP VARIABLES (SEX, ETHNICITY, YEARS OF
 COLLEGE TEACHING EXPERIENCE, TEACHING SPECIALTY)

Academic Matters By Reference Group Variables	df	χ^2	Significance Level
Q.24 X Q.1	2	0.767	.681
Q.24 X Q.2	4	2.624	.623
Q.24 X Q.3	12	15.169	.232
Q.24 X QQ.4-17	24	34.819	.071

*Significance at the .05 level or higher.

TABLE 74
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF REGULATION (HIGHLY OR LOOSELY)
 OF ACADEMIC MATTERS (e.g., TEXTBOOKS, TEACHING METHODS, EVALUATING
 COURSE ACHIEVEMENT) IN THE CITY COLLEGES BY REFERENCE GROUP
 VARIABLES (SEX, ETHNICITY, YEARS OF COLLEGE TEACHING
 EXPERIENCE, TEACHING SPECIALTY)

Academic Matters By Reference Group Variables		df	x ²	Significance Level
Q.26	Q.1	1	.686	.407
Q.26	Q.2	2	17.161	.0002*
Q.26	Q.3	6	28.891	.0001*
Q.26 X	QQ.4-17	12	15.445	.218

*Significance at the .05 level or higher.

TABLE 75
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF CONTROL (ADMINISTRATION, FACULTY,
 OTHERS) OF ACADEMIC MATTERS (e.g., TEXTBOOKS, TEACHING METHODS,
 EVALUATING COURSE ACHIEVEMENT) IN THE CITY COLLEGES BY THE
 SIX ROLE CONFLICT AREAS

Academic Matters By Role Conflict Areas	df	χ^2	Significance Level
Q.24 X Q.18	4	1.156	.885
Q.24 X Q.19	4	7.293	.121
Q.24 X Q.20	4	8.518	.074
Q.24 X Q.21	4	5.973	.201
Q.24 X Q.22	4	0.935	.920
Q.24 X Q.23	4	8.373	.079

*Significance at the .05 level or higher.

TABLE 76
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF REGULATION (HIGHLY OR
 LOOSELY) OF ACADEMIC MATTERS (e.g., TEXTBOOKS, TEACHING
 METHODS, EVALUATING COURSE ACHIEVEMENT) IN THE CITY
 COLLEGES BY THE SIX ROLE CONFLICT AREAS

Academic Matters By Role Conflict Areas	df	χ^2	Significance Level
Q.26 X Q.18	2	5.763	.056
Q.26 X Q.19	2	1.942	.379
Q.26 X Q.20	2	0.961	.619
Q.26 X Q.21	2	1.700	.427
Q.26 X Q.22	2	4.428	.810
Q.26 X Q.23	2	0.786	.675

*Significance at the .05 level or higher

TABLE 77
 ACADEMIC MATTERS IN THE CITY COLLEGES, SUCH AS, SELECTION OF
 TEXTBOOKS, TEACHING METHODS AND METHODS OF EVALUATING
 COURSE ACHIEVEMENT ARE; (Q.26)

Ethnicity	Highly Regulated		Loosely Regulated		Total	
	Number	Percent	Number	Percent	Number	Percent
Black	11	25.5	32	74.4	43	100.0
White	9	5.6	153	94.4	162	100.0
Other*	3	25.0	9	75.0	12	100.0
TOTAL	23	10.6	194	89.4	217	100.0

P = .0002

Over 20 percent of the cells have expected counts less than 5.

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

the recent immigration of many of the "others". All of this taken together accounts for the recent employment and, therefore, lower seniority of blacks and "others" in the City Colleges.

Not surprisingly, years of college teaching experience (seniority) verified the writer's presumption that academic matters in the City Colleges were inversely related to years of college teaching experience. A higher percentage of the less senior faculty (1-4 and 5-9 years) than their higher seniority counterparts (10-30 or more years) considered the City Colleges to be highly regulated in academic matters (see Table 78). Half of the least senior teachers (1-4 years) and about one-fifth of the 5-9 year cohort considered the City Colleges highly regulated in academic matters, while all of the most senior teachers (30 or more years) considered the City Colleges loosely regulated in academic matters. Teachers with 10-29 years of experience created a middle group which overwhelmingly but not unanimously considered the City Colleges loosely regulated in academic matters. It seems that it takes half of the faculty at least four years and some nine years to feel a part of the control of academic matters exerted by senior teachers, possibly acting as a department and/or as opinion leaders in a department.

In summary, academic matters in the City Colleges were not significantly related to teacher role conflict. However, selected reference group affiliations (ethnicity and

TABLE 78
 ACADEMIC MATTERS IN THE CITY COLLEGES, SUCH AS, SELECTION OF TEXTBOOKS,
 TEACHING METHODS AND METHODS OF COURSE ACHIEVEMENT ARE (Q.26)

Years of College Teaching Experience	Highly Regulated		Loosely Regulated		Total	
	Number	Percent	Number	Percent	Number	Percent
1- 4	7	50.0	7	50.0	14	100.0
5- 9	5	22.7	17	77.3	22	100.0
10-14	4	11.8	30	88.2	34	100.0
15-19	7	7.3	89	92.7	96	100.0
20-24	1	3.2	30	96.8	31	100.0
25-29	1	7.7	12	92.3	13	100.0
30 or more	0	0.0	11	100.0	11	100.0
TOTAL	25	11.3	196	88.7	221	100.0

P = .0001

Over 20 percent of the cells have expected counts less than 5.

years of college teaching experience) were related to academic matters in the City Colleges so that teacher departmental relations could be inferred. While more blacks and "others" than Whites considered the City Colleges highly regulated academically, a rationally-focused rationale was rejected in favor of a seniority rationale based on the data in Table 77 and the educational, immigration and employment patterns of the minorities being considered. Three seniority groups emerged and were inversely in control of academic matters in the City Colleges. The three groups may be classified as the least senior group (1-9 years), a middle group (10-29 years) and the most senior group (30 or more years). In other words, the higher the seniority the less the experience of academic control.

Student-Institution Relations

The student-institution element in the study presumes that student role expectations at Colleges A, B and C are importantly determined and may be inferred from teacher perceptions of their students' behaviors. Two of the four relationships between Colleges A, B and C and teacher perceptions of their students' behaviors were highly statistically significant (see Table 79). The percentage of black students and teachers at the three colleges was negatively related to teacher perceptions of their students as alert and responsible; while the percentage of white students and teachers at the three colleges was positively related to the same perceived behaviors (see Table 80).

TABLE 79
 SUMMARY DATA OF CHI-SQUARE OF COLLEGES A, B, C BY TEACHER
 PERCEPTIONS OF STUDENT BEHAVIORS

Student Behaviors	df	χ^2	Significance Level
Q.30	4	15.166	.004*
Q.31	4	15.707	.003*
Q.32	4	7.301	.121
Q.33	6	6.149	.188

*Significance at the .05 level or higher.

Also, College C, which had the highest percentage of black students, had the highest percentage of teachers who perceived their students to be apathetic and irresponsible (see Table 80). These responses were independent of teacher ethnicity since College C, with the most black students and the least positive and most negative teacher perceptions of their students' behaviors, had the highest percentages of minority teachers, 37.6 percent (see Table 80). It is the researcher's impression that these data seem to reflect teacher perceptions of differential student patterns of attendance, punctuality, keeping appointments, preparation for assignments and tests and drop out rates. These patterns may ultimately be traced to life long socializing experiences to work ethic values which prove functional given open opportunity structures or a deficiency of these experiences which prove functionless given limited access to the same opportunity structures. The negative relationship of black teachers to the teacher-perceived student behaviors, alert and responsible, and the positive relationship of white teachers to the same perceived behaviors merely suggests to the researcher that both ethnic groups are following the same work ethic criteria in perceiving their students' behaviors.

In summary, both black and white teachers perceived student alertness and responsibility to decrease as the percentages of black students increased, while both ethnic groups of teachers perceived the opposite to be true as the percentages of white students increased. At the over-

TABLE 80^a
 COMBINED TABLES OF ETHNICITY OF CITY COLLEGE STUDENTS AND TEACHERS COMPARED
 WITH TEACHER PERCEIVED STUDENT BEHAVIORS

College	Black		White		Other ^c		Student Behaviors (QQ.30-31)			
	Students ^b	Teachers	Students	Teachers	Students	Teachers	Alert	Responsible	Apathetic	Irresponsible
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
B	17.2	4.8	69.1	90.4	13.7	4.8	46.6	48.3	12.1	6.9
A	63.4	7.9	17.7	82.6	18.9	9.5	31.7	31.7	8.3	3.3
C	92.4	37.6	1.2	59.5	6.4	3.0	19.2	22.2	18.2	14.2

^aFor a full presentation of data on ethnicity of teachers and teacher perceptions of student behaviors by college see Tables 81-83.

^bSOURCE: City Colleges of Chicago, Annual Report 1983-1984, p. 9.

^cOther Students: For the purpose of this study the Annual Report's categories Hispanic and Other were combined to form a single category of "Other".

Other teachers: Oriental, Japanese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 81
COLLEGE BY ETHNICITY OF CITY COLLEGE TEACHERS

College	Black		White		Other*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	5	7.9	52	82.6	6	9.5	63	100.0
B	3	4.8	56	90.4	3	4.8	62	100.0
C	38	37.6	60	59.5	3	3.0	101	100.0
TOTAL	46	20.4	168	74.3	12	5.3	226	100.0

*Other: Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian.

TABLE 82
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY COLLEGE (Q.30)

College	Apathetic		Mixture Apathy and Alert		Alert		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	5	8.3	36	60.0	19	31.7	60	100.0
B	7	12.1	24	41.3	27	46.6	58	100.0
C	18	18.2	62	62.6	19	19.2	99	100.0
TOTAL	30	13.8	122	56.2	65	30.0	217	100.0

P = .004

TABLE 83
TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS BY COLLEGE (Q.31)

College	Irresponsible		Mixture Irresponsible and Responsible		Responsible		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	A	2	3.3	39	65.0	19	31.7	60
B	4	6.9	26	44.8	28	48.3	58	100.0
C	14	14.2	63	63.6	22	22.2	99	100.0
TOTAL	20	9.2	128	59.0	69	31.8	217	100.0

P = .003

whelmingly black attended college, College C, both ethnic groups of teachers (black and white) perceived higher percentages of apathy and irresponsibility in their students as compared with the other two colleges. These results were explained by life long socializing experiences to work ethic values within enhanced or limited opportunity structures.

Student Role Classifications

This study used two measures of student role. The first, discussed above, was designed to infer the students' own definition of student role from teacher perceptions of discrete student behaviors, e.g., apathetic-alert, responsible-irresponsible etc., (QQ. 30-33). The other measure of the student role was designed to infer the teacher and organizational definition of student role. The second method of identifying student role defined three classes of roles, i.e., "member", "client", "product" (Q. 29), and required the teachers to select the prevailing role class which they perceived, on the average, at their college. Students were defined as "members" at a college if they were perceived to be part of a give-and-take structure such as, a community; students were defined as "clients" at a college if they were perceived as self-initiated receivers of educational and other services; and students were defined as "products" if they were perceived as highly monitored units by performance standards set by the college. A comparison of the data produced by two role definitions, the inferred student definition and the teacher-organizational

definition, will be used to gauge institutional congruence-incongruence of student role.

The teachers at the three colleges taken together almost unanimously, 88.9 percent, perceived their students to be clients (see Table 84). However, a lower percentage of teachers at College B, 79.4 percent, than the teachers at the other two colleges perceived their students to be clients (see Table 84). It will be recalled that a higher percentage of teachers at College B than the other two colleges perceived their students to be alert and responsible. Perhaps the identification by teachers at College B of the alternate student roles of "members", 10.3 percent, and "product", 10.3 percent, may have contributed to their higher percentage of favorable perceptions of student behaviors. Both alternate roles permit greater teacher and organizational control over student behavior and perhaps through control student academic outcomes may have been improved.

When the data produced by the two measures of student role were compared, it became clear that the inferred student definition (teacher-perceived student behaviors, QQ. 30-32) and the teacher-organizational definition ("member", "client", "product", Q.29) were incongruous. A majority of the teachers sampled, 55.8-86.7 percent, perceived their students' behaviors to be a mixture of polar opposites (i.e., apathetic-alert, irresponsible-responsible, uncertain-confident, dependent-initiating) or to be at the

TABLE 84
TEACHER PERCEPTIONS BY COLLEGE OF STUDENT ROLE CLASSIFICATIONS (Q.29)

College	Member		Client		Product		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	1	1.7	57	96.6	1	1.7	59	100.0
B	6	10.3	46	79.4	6	10.3	58	100.0
C	3	3.0	89	89.9	7	7.1	99	100.0
TOTAL	10	4.6	192	88.9	14	6.5	216	100.0

P = .037

negative pole (i.e., apathetic, irresponsible, uncertain, dependent) and were conflicted (low and high) about their perceptions (see Tables 59-72). Such perceptions suggest that a majority of the students need active supervision, structuring, direction and support, but by definition an overwhelming majority of the faculty, 88.9 percent, at the three colleges (see Table 84) perceive the students to be clients (self-initiated receivers of educational and other services).

The teachers were conflicted about the teacher-organizational definition of the student role (i.e., "client"), but not nearly as extensively and pervasively as they were about the inferred student definition (teacher-perceived student behaviors). The overwhelming majority of teachers (see Table 85) were significantly conflicted (low and high) over the teacher-organizational definition of student role in only one out of six role conflict relationships (see Table 86), but the teachers were significantly conflicted about the inferred student definition of student role in 14 out of 24 relationships (see Table 50-53), perhaps because the former conforms to the prevailing definition of a college student and places fewer demands on the faculty and the latter departs from the prevailing definition of a good college student. Perhaps a slight movement toward a realignment of the two definitions of the student role toward congruity may be found in the small variations in the percentages of the teachers at the three colleges who

TABLE 85
 TEACHER PERCEPTIONS BY CONFLICT OVER WORK ETHIC VALUES
 OF STUDENT ROLE CLASSIFICATIONS (Q.21 X Q.29)

Work Ethic Values	Member		Client		Product		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	5	14.3	28	80.0	2	5.7	35	100.0
Low	4	4.0	90	90.0	6	6.0	100	100.0
High	1	1.3	70	90.9	6	7.8	77	100.0
TOTAL	10	4.7	188	88.7	14	6.6	212	100.0

P = .051

Over 20 percent of the cells have expected counts less than 5.

TABLE 86
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF TEACHER PERCEIVED STUDENT
 ROLE CLASSIFICATIONS (MEMBER, CLIENT, PRODUCT) OF CITY
 COLLEGE TEACHERS BY THE SIX ROLE CONFLICT AREAS

Student Role Classifications By Role Conflict Areas	df	χ^2	Significance Level
Q.29 X Q.18	4	3.107	.540
Q.29 X Q.19	4	6.033	.197
Q.29 X Q.20	4	3.195	.526
Q.29 X Q.21	4	9.432	.051*
Q.29 X Q.22	4	4.142	.387
Q.29 X Q.23	4	4.335	.363

*Significance at the .05 level or higher.

defined the students as members and/or products (see Table 85). When the same data were compared by teaching specialty, the four teachers of Physical Education overwhelmingly, 75.0 percent, defined the students as members, one-fifth of the teachers of Business and Humanities defined the students as members and products and smaller amounts of teachers of Child Development, English/Communications, Nursing, Natural Sciences, Social Sciences and Mathematics defined the students as members and/or products (see Table 87).

In summary, the data verified that the inferred definition of student role was incongruous with the teacher-organizational definition of the student role. Teachers were more extensively and pervasively conflicted over the inferred student definition than the teacher organizational definition. Some slight movement toward institutional realignment of the two role definitions may be found in the generally small variations in percentages of teachers at the three colleges who defined their students as members and/or products and in the generally small variations in percentages of teacher, with the exception of Physical Education, by teaching specialty who defined their students as members and/or products.

SELF-RELATED BEHAVIOR

Teaching Style and Professional Self

The self component of role theory, that is, the professional self, was tested by two concepts of teaching style, "specialist" and "practitioner". A "specialist" was

TABLE 87
TEACHER PERCEPTIONS BY TEACHING SPECIALTY OF
STUDENT ROLE CLASSIFICATIONS (Q.29)

Teaching Specialty	Member		Client		Product		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African-American Studies	0	0.0	3	100.0	0	0.0	3	100.0
Allied Studies ^a	0	0.0	14	100.0	0	0.0	14	100.0
Business ^b	4	10.3	31	79.4	4	10.3	39	100.0
Child Development	0	0.0	6	85.7	1	14.3	7	100.0
Counseling	0	0.0	12	100.0	0	0.0	12	100.0
English/ Communications ^c	1	2.7	35	94.6	1	2.7	37	100.0
Foreign Languages	0	0.0	9	100.0	0	0.0	9	100.0

P = .001

Over 20 percent of the cells have expected counts less than 5.

^aAllied Health, Architecture/Engineering/Air Conditioning, Automotive Technology.

^bAccounting, Business Administration/Management, Data Processing/Office Machines.

^cEnglish 101 and 102, Composition/Literature (American and English Literature), E.S.L., Reading, Speech/Drama/Radio and TV.

(Continued)

TABLE 87 (CONT'D)
TEACHER PERCEPTIONS BY TEACHING SPECIALTY OF
STUDENT ROLE CLASSIFICATIONS (Q.29)

Teaching Specialty	Member		Client		Product		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Humanities ^d	1	7.1	11	78.6	2	14.3	14	100.0
Law Enforcement	0	0.0	0	0.0	0	0.0	0	0.0
Nursing	0	0.0	7	87.5	1	12.5	8	100.0
Natural Sciences ^e	0	0.0	27	93.1	2	6.9	29	100.0
Physical Education	3	75.0	1	25.0	0	0.0	4	100.0
Social Sciences ^f	0	0.0	23	92.0	2	8.0	25	100.0
Mathematics	1	6.7	13	86.6	1	6.7	15	100.0
TOTAL	10	4.6	192	88.9	14	6.5	216	100.0

^dHumanities 201 and 202, Art/Fine Arts/Photography, Music, Philosophy/
Literature (World).

^ePhysical Science 101 and 102, Biology 101 and 102, Biology (other than
101 and 102), Physics/Physical Science (other than 101 and 102).

^fSocial Science 101 and 102, Anthropology, Economics, Education, Geography,
History, Political Science, Psychology, Sociology.

defined as any teacher highly trained in a discipline and a practitioner was defined as a teacher skilled in the techniques of teaching. One question was used to test each concept (see Appendix, QQ. 34-35) and the two questions were related to the teachers' experienced role conflict (QQ. 18-23) and their perceptions of student behaviors (QQ. 30-33). A seven point Likert-type scale was used to measure each concept, but, in order to improve statistical significance, the Likert-type scale was collapsed to three points: low (1-2), medium (3-5) and high (6-7). The concept "practitioner" was significantly related to only one of the six role conflict areas and the concept "specialist" was significantly related to one of the four questions about teacher perceived student behaviors (see Tables 88-91).

Substantially more teachers who rated themselves high on the "specialist" measure than their counterparts (middle and low) perceived their students positively, i.e., alert, or mixed positive and negative, i.e., apathetic-alert, while substantially more teachers who rated themselves less than high (middle and low) than their counterparts (high) rated their students negatively, i.e., apathetic (see Table 92). In other words, more teachers with a high professional self-esteem ("specialist") were positive and mixed in their perceptions of student behavior, and more teachers with a less high professional self-esteem were negative in their perceptions of student behavior.

Substantially more teachers who rated themselves high

TABLE 88
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF SPECIALIST
 TEACHING STYLE BY THE SIX ROLE CONFLICT AREAS

Specialist Style by Role Conflict Areas	df	χ^2	Significance Level
Q.34 X Q.18	4	6.662	.155
Q.34 X Q.19	4	5.902	.207
Q.34 X Q.20	4	4.604	.330
Q.34 X Q.21	4	2.860	.582
Q.34 X Q.22	4	3.101	.541
Q.34 X Q.23	4	4.064	.397

*Significant at the .05 level or higher.

TABLE 89
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF PRACTITIONER
 TEACHING STYLE BY THE SIX ROLE CONFLICT AREAS

Practitioner Style by Role Conflict Areas	df	χ^2	Significance Level
Q.35 X Q.18	4	10.266	.036*
Q.35 X Q.19	4	5.145	.273
Q.35 X Q.20	4	3.665	.453
Q.35 X Q.21	4	4.014	.404
Q.35 X Q.22	4	2.551	.636
Q.35 X Q.23	4	7.235	.124

*Significance at the .05 level or higher.

TABLE 90
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF SPECIALIST TEACHING
 STYLE BY THE FOUR POLAR OPPOSITE STUDENT BEHAVIORS

Specialist Style by Polar Opposite Student Behaviors	df	χ^2	Significance Level
Q.34 X Q.30	4	12.790	.012*
Q.34 X Q.31	4	6.284	.179
Q.34 X Q.32	4	3.593	.464
Q.34 X Q.33	4	2.896	.575

*Significance at the .05 level or higher

TABLE 91
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF PRACTITIONER TEACHING
 STYLE BY THE FOUR POLAR OPPOSITE STUDENT BEHAVIORS

Practitioner Style by Polar Opposite Student Behaviors	df	χ^2	Significance Level
Q.35 X Q.30	4	3.879	.423
Q.35 X Q.31	4	4.620	.329
Q.35 X Q.32	4	2.127	.712
Q.35 X Q.33	4	1.214	.876

*Significance at the .05 level or higher.

TABLE 92
 TEACHER PERCEIVED SPECIALIST TEACHING STYLE BY TEACHER
 PERCEIVED STUDENT BEHAVIORS (Q.34 X Q.30)

Teacher Perceived Student Behaviors	Low		Middle		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Apathetic	2	7.1	17	60.7	9	32.2	28	100.0
Mixture Apathetic and Alert	3	2.5	40	33.6	76	63.9	119	100.0
Alert	0	0.0	29	44.6	36	55.4	65	100.0
TOTAL	5	2.3	86	40.6	121	57.1	212	100.0

P = .012

Over 20 percent of the cells have expected counts of less than 5.

TABLE 93
TEACHER PERCEIVED PRACTITIONER TEACHING STYLE BY
ROLE DIFFUSENESS (Q.35 X Q.18)

Role Diffuseness	Low		Middle		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	3	8.6	12	34.3	20	57.1	35	100.0
Low	18	13.2	78	56.9	41	29.9	137	100.0
High	2	6.2	16	50.0	14	43.8	32	100.0
TOTAL	23	11.2	106	52.0	75	36.8	204	100.0

P = .036

Over 20 percent of the cells have expected counts of less than 5.

on the "practitioner" measure than their counterparts (middle and low) were unconflicted about role diffuseness (a sense of achievement), while more teachers who rated themselves less than high (middle and low) on the "practitioner" scale were conflicted (low and high) about role diffuseness (see Table 93). In other words, more teachers with a high professional self-esteem ("practitioner") were unconflicted about role diffuseness, and more teachers with a lower professional self-esteem were conflicted (low and high) about role diffuseness.

An interesting relationship appeared in the data among the high self-rated "practitioners" about conflictedness (unconflicted, low and high) over role diffuseness; that is, more high "practitioners" were unconflicted or experienced high conflict than teachers who experienced low level conflict (see Table 93). This relationship may be explained if unconflicted teachers are presumed to be successful "practitioners" and the highly conflicted teachers are presumed to be unsuccessful "practitioners".

If the column marginals are compared for teachers who have a high estimation of themselves professionally as "specialists" and "practitioners", it is apparent that the teachers sampled in this study perceive themselves no differently than the teachers in other community colleges. That is, they see themselves more as academicians than as teaching technicians (see Chapter I, pp. 6-7). The marginals show that a little over one-half, 57.1 percent,

of the teachers rated themselves high on the "specialist" scale, while only a little over one-third rated themselves high on the "practitioner" scale (see Tables 92-93).

The above data is insufficient to broadly generalize about the relationship of professional self-esteem of the teachers and their perceptions of student behaviors and their experienced role conflict, since only two out of twenty relationships were significant (see Tables 88-91). However, it is evident that the professional self-esteem of the teachers is related to their perceptions of student alertness and/or apathy and their unconflicted or conflicted sense of achievement (role diffuseness). These data warrant the speculation that high professional self-esteem may be related to teacher perceptions of their own success in the classroom, since it is less likely that unsuccessful teachers in the classroom will perceive their students to be alert or even mixed (alert-apatetic) and will be unconflicted about a sense of achievement. Another conclusion to be drawn from the marginals in Tables 92 and 93 is that the professional self-esteem of the community college teachers sampled is more identified with being "specialists" than "practitioners" which, both in the opinion of Spalding (1975) and the researcher, is a critical identity for teachers in a time of mass higher education.

Career Satisfaction (Reconsideration of Career Choice)

Since the above data have verified that the majority of the teachers sampled were significantly conflicted (low

and high) about at least some of the role conflict areas relative to three of the reference group variables (ethnicity, years of college teaching experience and teaching specialty) and relative to the four teacher perceived student role behaviors, it is appropriate to question the career satisfaction of the teachers sampled. A measure of career satisfaction was included in this study and was related to the six role conflict areas and the four reference group variables. The career satisfaction measure consisted of a simple request to answer "yes", "no" or "unsure" to the statement (Q.28): If you had to do it over again, would you teach in a community college?

One of the four relationships was significant between the reconsidered career choice to teach in a community college and the four reference group variables (years of college teaching experience) and five of the six role conflict areas were significantly related to the reconsidered career choice (see Tables 94-95). The only role conflict area that was not significant was role diffuseness (a sense of achievement). The marginals for these data indicate that nearly three-fourths of the teachers sampled would choose again community college teaching if they had to do it over again (see Tables 96-101). Only a little over 13 percent of the teachers would not choose community college teaching if they had to do it over again. At first these career responses may seem to be surprisingly high in view of the fact that a majority of the faculty experienced

TABLE 94
 SUMMARY DATA OF CHI-SQUARE ANALYSIS OF CITY COLLEGE TEACHERS'
 RESPONSES TO RECONSIDERATION OF CAREER CHOICE TO TEACH IN
 A COMMUNITY COLLEGE BY REFERENCE GROUP VARIABLES (SEX,
 ETHNICITY, YEARS OF COLLEGE TEACHING EXPERIENCE,
 TEACHING SPECIALTY)

Reconsideration of Career Choice** By Reference Group Variables	df	χ^2	Significance Level
Q.28 X Q.1	2	4.895	.087
Q.28 X Q.2	4	5.956	.203
Q.28 X Q.3	12	29.116	.004*
Q.28 X Q.4	24	21.387	.616

*Significance at the .05 level or higher.

**If you had to do it over again, would you teach in a community college? 1. Yes, 2. No, 3. Unsure.

TABLE 95
 SUMMARY DATA OF CHI SQUARE ANALYSIS OF CITY COLLEGE TEACHERS'
 RESPONSES TO RECONSIDERATION OF CAREER CHOICE TO TEACH IN
 A COMMUNITY COLLEGE BY THE SIX ROLE CONFLICT AREAS

Reconsideration of Career Choice** By Role Conflict Areas	df	χ^2	Significance Level
Q.28 X Q.18	4	6.926	.140
Q.28 X Q.19	4	13.553	.009*
Q.28 X Q.20	4	24.028	.0001*
Q.28 X Q.21	4	16.919	.002*
Q.28 X Q.22	4	15.577	.004*
Q.28 X Q.23	4	16.700	.002*

*Significance at the .05 level or higher.

**If you had to do it over again, would you teach in a community college? 1. Yes, 2. No, 3. Unsure.

some conflict (low and high) relative to three of the reference group variables and four of the teacher perceived student role behaviors. However, two considerations put these responses in perspective. First, the majority of the faculty who were conflicted experienced a low level of role conflict, the majority of Grace's sample also experienced low level conflict. It may be that the majority of teachers experience low level role conflict, expect it and adapt to it. This will be more fully discussed below. Second, teaching in the city colleges offers the following advantages, or trade-offs: 12 contact hours and 4 office hours, limited demands for attendance at meetings, tenure, no demands for publication, above average wages and benefits, and union protection.

A more specific analysis of the data on the reference variable, years of college teaching experience by reconsideration of career choice, revealed that nearly half, 46.1 percent, of the 25-29 year cohort would not teach at a community college if they could reconsider their career choice, and 29.0 percent of the 20-24 year cohort also would not teach at a community college if they could reconsider (see Table 96). However, all of the other cohorts' rejection of community college teaching was far less than the two cohorts mentioned above. Perhaps these two cohorts, particularly the 25-29 year cohort, are responding expectationally to the change in skills and achievement of the student body which accompanied the demographic changes in

TABLE 96
 IF YOU HAD TO DO IT OVER AGAIN, WOULD YOU TEACH IN A
 COMMUNITY COLLEGE? (Q.28)

Years of College Teaching Experience	Yes		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1- 4	12	75.0	0	0.0	4	25.0	16	100.0
5- 9	18	81.8	2	9.1	2	9.1	22	100.0
10-14	26	72.2	5	13.9	5	13.9	36	100.0
15-19	75	75.0	7	7.0	18	18.0	100	100.0
20-24	18	58.1	9	29.0	4	12.9	31	100.0
25-29	5	38.5	6	46.1	2	15.4	13	100.0
30 or more	10	83.3	2	16.7	0	0.0	12	100.0
TOTAL	164	71.3	31	13.5	35	15.2	230	100.0

P = .004

the city over the same historical period. This rationale perhaps gives a fuller explanation for the high percentages of conflicted (low and high), and particularly the highly conflicted, among the 25-29 year cohort (see Table 26) in connection with the diminished involvement hypothesis.

This cohort (25-29 years) unpredictably was more conflicted (low and high) about role vulnerability than their equally highly experienced counterparts (20-24 and 30 or more years of experience).

The most unsure, 25 percent, teachers if given the opportunity to reconsider community college teaching were the 1-4 year cohort, while the 30 or more years cohort had no uncertainty about reconsidering community college teaching if given the opportunity (see Table 96). Neither cohort's choices are surprising in view of the youth and inexperience of the former and the longevity of the latter filtered by the force of attrition, or perhaps the lack of alternatives.

Career reconsideration of the teachers and role conflict were negatively related to four out of the five significant role conflict areas (role vulnerability, role commitment vs. career, work ethic values, performance expectations (see Tables 97-101). Status inconsistency was the only role conflict area that departed from the negative relational pattern (see Table 101). However, in all five of the role conflict areas, status inconsistency included, a substantially higher percentage of unconflicted teachers

TABLE 97
 CITY COLLEGE TEACHERS' RECONSIDERATION OF CAREER CHOICE OF TEACHING
 IN A COMMUNITY COLLEGE BY ROLE VULNERABILITY (Q.28 X Q.19)

Role Vulnerability	Yes*		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	39	83.0	4	8.5	4	8.5	47	100.0
Low	96	75.0	14	10.9	18	14.1	128	100.0
High	29	52.8	13	23.6	13	23.6	55	100.0
TOTAL	164	71.3	31	13.5	35	15.2	230	100.0

P = .009

*If you had to do it over again, would you teach in a community college?

1. Yes, 2. No, 3. Unsure.

TABLE 98.
CITY COLLEGE TEACHERS' RECONSIDERATION OF CAREER CHOICE OF TEACHING
IN A COMMUNITY COLLEGE BY ROLE COMMITMENT (Q.28 X Q.20)

Role Commitment	Yes*		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	58	87.9	2	3.0	6	9.1	66	100.0
Low	74	72.5	12	11.8	16	15.7	102	100.0
High	32	50.8	17	27.0	14	22.2	63	100.0
TOTAL	164	71.0	31	13.4	36	15.6	231	100.0

P = .0001

*If you had to do it over again, would you teach in a community college?
1. Yes, 2. No, 3. Unsure.

TABLE 99
CITY COLLEGE TEACHERS' RECONSIDERATION OF CAREER CHOICE OF TEACHING
IN A COMMUNITY COLLEGE BY WORK ETHIC VALUES (Q.28 X Q.21)

Work Ethic Values	Yes*		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	33	82.5	5	12.5	2	5.0	40	100.0
Low	87	79.1	10	9.1	13	11.8	110	100.0
High	43	55.1	16	20.5	19	24.4	78	100.0
TOTAL	163	71.5	31	13.6	34	14.9	228	100.0

P = .002

*If you had to do it over again, would you teach in a community college?
1. Yes, 2. No, 3. Unsure.

TABLE 100
CITY COLLEGE TEACHERS' RECONSIDERATION OF CAREER CHOICE OF TEACHING
IN A COMMUNITY COLLEGE BY PERFORMANCE EXPECTATIONS (Q.28 X Q.22)

Performance Expectations	Yes*		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	17	81.0	4	19.0	0	0.0	21	100.0
Low	82	80.4	7	6.9	13	12.7	102	100.0
High	64	59.8	20	18.7	23	21.5	107	100.0
TOTAL	163	70.9	31	13.5	36	15.6	230	100.0

P = .004

Over 20 percent of the cells have expected counts less than 5.

*If you had to do it over again, would you teach in the community college?

1. Yes, 2. No, 3. Unsure.

TABLE 101
 CITY COLLEGE TEACHERS' RECONSIDERATION OF CAREER CHOICE OF TEACHING
 IN A COMMUNITY COLLEGE BY STATUS INCONSISTENCY (Q.28 X Q.23)

Status Inconsistency	Yes*		No		Unsure		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	44	78.6	6	10.7	6	10.7	56	100.0
Low	82	80.4	8	7.8	12	11.8	102	100.0
High	40	54.1	16	21.6	18	24.3	74	100.0
TOTAL	166	71.6	30	12.9	36	15.5	232	100.0

P = .002

*If you had to do it over again, would you teach in the community college?
 1. Yes, 2. No, 3. Unsure.

than highly conflicted teachers would not reconsider teaching in a community college if they had the opportunity. In other words, career satisfaction decreases for the city college teachers as role conflict generally increases.

The above data support Tosi and Tosi (1970) and Carroll (1974) who found job satisfaction significantly related to role conflict. Hammer and Tosi's (1974) findings that role conflict and role ambiguity were not related to managers leaving an organization appears to be relevant to the majority of the teachers sampled who would choose community college teaching again, if they had the opportunity. Hammer and Tosi reasoned that managers may expect role conflict and, therefore, they experienced no particular desire to leave the organization. Perhaps the same is true of the teachers sampled in relation to their career choice.

In summary, nearly three-fourths of the city college teachers sampled seem to be satisfied with their career choice, since, if the opportunity was available, they would not reconsider community college teaching. However, nearly half of the 25-29 year cohort would reconsider community college teaching and substantially more highly conflicted teachers than their counterparts (unconflicted and low conflict) would do the same. These data were related to several job satisfaction studies (Tosi and Tosi, 1970; Carroll, 1974; Hammer and Tosi, 1974) reviewed in Chapter II.

General Chapter Summary: Chapter IV may be briefly summarized as an analysis of the relationships between the following variables: reference group (teacher characteristics) by role conflict; social structure (organizational characteristics) by role conflict and reference group; and self-related behaviors by role conflict and by reference group.

The most important theoretical finding in the data was that reference group variables were much less importantly related to role conflict than structural variables. There were only four significant relationships between reference groups and role conflict but eighteen significant relationships between social structure and role conflict. There were also seven statistically significant relationships between social structure and role conflict. These data suggest that social structure may have a mediating effect on role conflict and reference group. Student academic achievement may also have a mediating effect on perceived student role behavior and role conflict since the vast majority of teachers were conflicted in spite of student role behaviors (negative or positive polar opposites or a mix of both), while a small minority of teachers were unconflicted in spite of perceived student role behaviors.

Some of the more noteworthy findings discussed in the chapter were that the majority of teachers experienced low level role conflict about one or more of the six role conflict areas by relevant reference group, structural and

self-related variables. More black teachers than white teachers or "others" experienced a sense of accomplishment (role diffuseness) in their work with the predominantly black student body. Cultural alienation of the non-black teachers was the suggested rationale for this finding. Generally, teachers with the least college teaching experience (1-10 years) and the most college teaching experience (20-24 and 30 or more years) felt least vulnerable (role vulnerability) to the opinions of others. Diminished involvement was the suggested explanation for this finding.

Teachers of Allied Studies, Business, Nursing and Mathematics were far more conflicted over commitment (dedication) to teaching vs. career advancement (promotion in rank and salary). Opportunities for additional and outside employment may have caused this response. Teachers of Allied Studies, Humanities and Social Sciences were more conflicted about work ethic values than the other teachers. Perhaps teachers in these disciplines have taken some responsibility for socializing the students to work ethic values.

About one-fourth of the teachers (23-32 percent) perceived their students to be at the positive polar extreme and about one-fifth perceived their students to be at the negative polar extreme. A little over half of the teachers perceived their students to be a mixture of polar opposites in role behavior, i.e., apathetic-alert, irresponsible-responsible, uncertain-confident and dependent-initiating.

Teacher perceptions of student role related behavior were associated with teacher role conflict; that is, generally, as student role behaviors departed from positive role behaviors (alert, responsible, confident, initiating) the potential for teacher role conflict increased.

Teacher perceptions of student role behaviors were important sources of role conflict in three role conflict areas: role vulnerability, work ethic values and performance expectations. It appears that teachers, particularly highly conflicted teachers, were troubled about student role behavior, student outcomes (performance expectations and work ethic values) and at least some of this concern may be attributable to feelings of vulnerability to the opinions of others, perhaps to conflicting opinions about how to do their work.

A very noteworthy finding in the data was the evidence of incongruence in the teacher-student role relationship. Faculty perceived the students to possess many qualities (apathy, irresponsibility, uncertainty, dependence or a mixture of these and their polar opposites) antagonistic to the prevailing teacher-student role relationship in higher education, that is, a client relationship (a self-initiated receiver of educational and other services), but they simultaneously perceived the students to be treated as clients at the colleges.

Independent of teacher ethnicity, the faculties at the colleges sampled perceived student alertness and

responsibility to decrease as the percentages of black students increased, while the opposite was true as the percentages of white students increased. The rationale given was differential socialization to work ethic values within a divided opportunity structure.

Nearly three-fourths of the teachers sampled appeared to be satisfied with their careers, since they would not reconsider them if given the opportunity. The professional self-esteem of the teachers seemed more to be identified with being "specialists" than "practitioners" which in the opinion of Spalding (1975) and the researcher is a critical identity for community college teachers in a time of mass higher education.

Chapter V will present a summary of the study: the nature of the problem, the theoretical framework, the methodology and major findings. General conclusions, sociological and educational implications, and recommendations for future research will be discussed.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Nature of the Problem

The nature of the problem may be summarized in the three major objectives of the study. The first was to determine whether selected areas of intra-role conflict, the six role conflict areas, are experienced by community college teachers, and, if so, the degree of importance--how troubled--they were by them. The second objective was to determine the relationship of specific teacher characteristics (reference group variables)--sex, ethnicity, years of college teaching experience and teaching specialty--to the selected areas of intra-role conflict. The third objective was to determine whether selected organizational characteristics (social structure) may serve as measures of role conflict.

The first objective found 28 statistically significant relationships between the various independent variables (reference group, social structure, teaching style and career reconsidered) and up to five of the six role conflict areas. A sizable majority were conflicted (low and high) and most experienced low level conflict (see Tables 102-110).

The second objective found only four out of twenty-four null hypotheses were rejected. In other words, only three teacher characteristics or reference group variables

TABLE 102
MARGINALS OF REFERENCE GROUP VARIABLES (ETHNICITY, Q.2; YEARS OF
COLLEGE TEACHING EXPERIENCE, Q.3; TEACHING SPECIALTY, Q.4)
BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Reference Group Variables by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.2 X Q.18 (Ho7)	35	15.9	148	67.3	37	16.8	220	100.0
Q.3 X Q.19 (Ho14)	47	20.6	128	56.1	53	23.3	228	100.0
Q.4 X Q.20 (Ho21)	66	28.6	102	44.1	63	27.3	231	100.0
Q.4 X Q.21 (Ho22)	40	17.5	110	48.3	78	34.2	228	100.0

*Significance at the .05 level or higher.

TABLE 103
 SOCIAL STRUCTURE MARGINALS OF TEACHER PERCEPTIONS OF CONTROL OF
 ECONOMIC MATTERS IN THE CITY COLLEGES BY STATISTICALLY
 SIGNIFICANT ROLE CONFLICT AREAS*

Control of Economic Matters by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.25 X Q.18	36	16.1	150	67.3	37	16.6	223	100.0
Q.25 X Q.22	21	9.3	101	44.5	105	46.2	227	100.0
Q.25 X Q.23	53	23.1	102	44.5	74	32.4	229	100.0

*Significance at the .05 level or higher

TABLE 104

SOCIAL STRUCTURE MARGINALS OF CITY COLLEGE TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
(APATHETIC-ALERT) BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Student Behaviors (Apathetic-Alert) by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.30 X Q.18	34	16.1	144	68.3	33	15.6	211	100.0
Q.30 X Q.19	44	20.6	118	55.1	52	24.3	214	100.0
Q.30 X Q.20	62	28.8	93	43.3	60	27.9	215	100.0
Q.30 X Q.21	36	17.0	104	49.0	72	34.0	212	100.0
Q.30 X Q.22	19	8.8	95	44.0	102	47.2	216	100.0

*Significance at the .05 level or higher.

. TABLE 105
 SOCIAL STRUCTURE MARGINALS OF CITY COLLEGE TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
 (IRRESPONSIBLE-RESPONSIBLE) BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Student Behaviors (Irresponsible- Responsible by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.31 X Q.19	43	20.1	119	55.6	52	24.3	214	100.0
Q.31 X Q.20	62	28.8	93	43.3	60	27.9	215	100.0
Q.31 X Q.21	36	17.0	104	49.0	72	34.0	212	100.0
Q.31 X Q.22	19	8.8	95	44.0	102	47.2	216	100.0

*Statistical significance at the .05 level or higher.

TABLE 106
 SOCIAL STRUCTURE MARGINALS OF CITY COLLEGE TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
 (UNCERTAIN-CONFIDENT) BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Student Behaviors (Uncertain- Confident) by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.32 X Q.18	35	16.5	144	67.9	33	15.6	212	100.0
Q.32 X Q.22	19	8.7	95	43.8	103	47.5	217	100.0

*Significance at the .05 level or higher.

TABLE 107
 SOCIAL STRUCTURE MARGINALS OF CITY COLLEGE TEACHER PERCEPTIONS OF OWN STUDENT BEHAVIORS
 (DEPENDENT-INITIATING) BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Student Behaviors (Dependent- Initiating) by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.33 X Q.19	42	19.7	119	55.9	52	24.4	213	100.0
Q.33 X Q.21	36	17.1	103	48.8	72	34.1	211	100.0
Q.33 X Q.22	19	8.8	94	43.7	102	47.5	215	100.0

*Significance at the .05 level or higher.

TABLE 108
 SOCIAL STRUCTURE MARGINALS OF CITY COLLEGE TEACHER PERCEPTIONS OF STUDENT ROLE
 CLASSIFICATIONS ("MEMBER," "CLIENT," "PRODUCT") BY STATISTICALLY
 SIGNIFICANT ROLE CONFLICT AREAS (WORK ETHIC VALUES)*

Student Role Classifications by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.29 X Q.21	35	16.5	100	47.2	77	36.3	212	100.0

*Significance at the .05 level or higher.

TABLE 109
 SELF-RELATED BEHAVIOR MARGINALS OF CITY COLLEGE TEACHER-PERCEIVED PRACTITIONER TEACHING
 STYLE BY STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS (ROLE DIFFUSENESS)*

Practitioner Teaching Style by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.35 X Q.18	35	17.1	137	67.2	32	15.7	204	100.0

*Significance at the .05 level or higher.

TABLE 110
 SELF-RELATED BEHAVIOR MARGINALS OF CITY COLLEGE TEACHER CAREER
 SATISFACTION (RECONSIDERATION OF CAREER CHOICE) BY
 STATISTICALLY SIGNIFICANT ROLE CONFLICT AREAS*

Career Satisfaction by Statistically Significant Role Conflict Areas	None		Low		High		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Q.28 X Q.19	47	20.4	128	55.7	55	23.9	230	100.0
Q.28 X Q.20	66	28.6	102	44.2	63	27.2	231	100.0
Q.28 X Q.21	40	17.6	110	48.2	78	34.2	228	100.0
Q.28 X Q.22	21	9.1	102	44.4	107	46.5	230	100.0
Q.28 X Q.23	56	24.1	102	44.0	74	31.9	232	100.0

*Significance at the .05 level or higher.

(ethnicity, years of college teaching experience, and teaching specialty) were significantly related to some of the role conflict areas (ethnicity and role diffuseness; years of college teaching experience and role vulnerability; teaching specialty and role commitment and work ethic values). Sex was not significantly related to any of the six role conflict variables.

The third objective provided the most statistically significant number of role conflict relationships of all that this study discovered, 18 out of 24. This indicates that organizational characteristics (i.e., social structure) were by far the more effective measures of role conflict as compared to teacher characteristics (reference group variables). Six other statistically significant role conflict relationships, included in Chapter IV under self-related behavior (teaching style by role conflict, Q.35 x Q.18 and career satisfaction by role conflict, Q.28 x QQ.19-23), are not part of this objective and, therefore, will not be discussed here.

Theoretical Framework

Role theory was selected as the theoretical framework of this study because it provided an organization and a nomenclature broad enough to encompass the survey data sought by this study. This study did not attempt to verify any part of reference group theory.

The broad units of role theory are role, the component of culture; position or status, the component of society;

and the self or individual, the component of personality (Sarbin, 1954). A position or status may be defined as a collectively organized category of persons based on a common attribute, behavior or common reactions of others toward them. A role may be regarded as a "set of prescriptions defining what the behavior of a position member ought to be" (Biddle and Thomas, 1966 and 1979, p. 6). The self or the individual will be defined as "our awareness of, and feelings about, our own personal and social identities" (Popenoe, 1983, p. 127).

The point of articulation between society (status) and the self or the individual is the concept role. There are three basic conceptualizations of role: prescribed roles, subjective roles and enacted roles. This study relies completely on the subjective role (or the phenomenological perspective), which presumes perceptions and interpretations of expectations. All data in this survey are viewed from the perspective of the teacher.

The main concern of role theory, relative to the interrelations among expectations, self, role-playing skills and overt behavior, is how different types of expectations emanating from different sources--norms, others and reference groups--are mediated by self-interpretations and evaluations and, then, circumscribed by role-playing skills in a way that a given style of role performance is evident (Turner, 1974). This study did not measure the complicated relationship just described but the concept of normative

reference group--sex, ethnicity, years of college teaching experience and teaching specialty--served as the independent variables in the 24 null hypotheses about six role conflict variables (dependent variables) --role diffuseness, role vulnerability, role commitment, work ethic values, student performance expectations and teacher status inconsistency. A reference group serves as a reference point from which actors (i.e., the teachers) derive standards to evaluate their own performance (Shaw and Costanzo, 1970), and a normative reference group is a source of values and expectations assimilated by the actors, the teachers.

Role conflict, the six role conflict variables, served as the frame of reference of the study. The major focus of the frame of reference was on the teacher-student role relationship. However, along with the teacher-student role relationship, the role conflict variables were implicated in the teacher-administrator role relationship, teaching style as a measure of professional self, and career satisfaction.

Role conflict is defined as a form of polarized dissensus (a form of disagreement where the majority of persons fall into a few categories, or opposing camps, of disagreement). Intra-role conflict occurs when the expectations associated with a single position an actor holds are incompatible. Six role conflict role areas (dependent variables) were used to test intra-role conflict. Four role conflict areas were taken from Grace (1972): (1) role

diffuseness--twin expectations for a sense of achievement, that is, the feelings of accomplishment the teachers would like to sense and those which they actually do or do not sense, and, therefore, what they come to expect. (2) Role vulnerability--conflicting role expectations from the teachers' role set, i.e., board of education, chancellor, administrators, chairpersons etc. (3) Role commitment vs. career--dedication to teaching vs. career advancement (promotion in rank and salary) which distracts from teaching. (4) Work ethic (success) values conflict between teachers and students. Two additional areas were added from the researcher's own experiences: (5) student performance expectations--twin performance expectations, that is, outcomes the teachers would like to achieve from the students and what they are forced to accept and, therefore, expect. (6) Status Inconsistency--unequal respect from four-year college and university teachers.

No hypotheses were stated about the organizational characteristics (social structure) and role conflict but these were included to determine their potential as measures of role conflict, discussed above. The structural items by role conflict areas which produced the 18 out of 24 statistically significant relationships were the teacher-administrator role relationship as measured by the control of economic matters; teacher perceived student role behaviors; and student role classifications ("member", "client", "product").

The structural items were not only compared to role conflict variables but also to reference group variables. The structural items by differential reference group variables (ethnicity, years of college teaching experience and teaching specialty) which proved to be statistically significant were the teacher-administrator role relationship about the regulation of economic matters; the teacher perceived student role behaviors apathetic-alert and irresponsible-responsible; teacher departmental relations about economic matters; and the student role classifications ("member", "client", "product").

Structural variables were sometimes compared to other structural variables. In this sense college (Colleges A, B and C individually considered), as a combination of undefined structural items, appeared briefly in statistically significant relationships to the structural variables: student role classifications and student role behaviors apathetic-alert and responsible-irresponsible. In the category of student institutional-relations, Colleges A, B and C were compared by statistically significant student role behaviors. Ethnicity of student and teachers was introduced into the college and student role behaviors comparisons in order to reveal patterns of student behaviors by college and student-teacher ethnicity.

The items in the category teacher self related behavior (teaching style and career satisfaction) emerged as differentially related to role conflict variables,

social structural variables and reference group variables.

Those variables which were statistically significant were teaching style ("practitioner") by the role conflict area role diffuseness and career satisfaction by the role conflict areas role vulnerability, role commitment vs. career, work ethic values, performance expectations and status inconsistency. Teaching style ("specialist") by the perceived student role behavior apathetic-alert and career satisfaction by the reference group variable years of college teaching experience were, also, statistically significant. The more important findings of the different variables mentioned here and their implications will be discussed below.

The Sample

The faculty of three colleges of seven city colleges of Chicago served as the population of this study. The three colleges were selected primarily for their accessibility and, secondarily, because they were representative of the other four colleges in sex of faculty, ethnicity of faculty and students, years of college teaching experience of the faculty and teaching specialties of the faculty. The three colleges sampled were coded Colleges A, B and C. A total of 423 faculty and counselors received questionnaires at the three colleges and 233 of these, or 55.1 percent responded. College C had the highest rate of return, 74.5 percent, then College B, 50.4 percent, and College A, 41.5 percent.

An attempt was made to argue that the three colleges broadly reflected the city colleges as a whole. However, it was difficult to secure data on the whole city college system which was comparable to every data category discussed below. At the time of the study, Fall 1983, the city colleges consisted of eight colleges; but the eighth college, coded College D, differed so importantly in organization and student population from the other seven that it was excluded from the data whenever possible. There was a general similarity between the three colleges sampled and the city colleges as a whole in ethnicity of students and teachers, sex of teachers and student headcount enrollment by program areas; except that ethnicity of teachers and sex of teachers included the eight colleges and ethnicity of students and student headcount enrollment by program area excluded College D. Other problems developed in comparing teaching specialty and years of college teaching experience of the three colleges sampled and the city colleges as a whole. Since no data for the city colleges as a whole were comparable to teaching specialty as grouped in this study, the data on teaching specialty of the three colleges sampled were roughly classified according to the Illinois Community College Board (ICCB) student headcount enrollment by program area categories, Baccalaureate/Transfer and Occupational for the city colleges, exclusive of College D. It was found that there was a relatively close match between the faculty teaching in Baccalaureate/Transfer and Occupational

programs in the three colleges sampled and the students enrolled in these programs in the city colleges as a whole, exclusive of College D. In other words, this suggests that the distribution of teachers across the categories constructed for this study, e.g., African-American Studies, English/Communications, Foreign Languages etc., may reflect the distribution of teachers by these categories across the seven city colleges.

Years of college teaching experience presented a special problem since the categories provided by the District Office of Research and Evaluation of the city colleges did not match the categories adopted in this study. The discrepancies between the two sources of data had to be so broadly explained that comparability of these data was questionable.

In summary, this study should be regarded more in the nature of a case study of the three colleges sampled. Secondly, the data may be regarded as broadly parallel to the city colleges as a whole as long as it is kept in mind that College D could not always be isolated in comparing the sample with the city colleges as a whole; that the three colleges sampled were always part of the whole to which they were compared; and the difficulties in matching the categories years of college teaching experience in the sample and those provided by the District office of Research and Evaluation of the city college.

Instrument

A three part questionnaire was developed to measure the objectives of this study. The first part of the instrument collected personal data to serve as reference group variables--sex, ethnicity, years of college teaching experience and teaching specialty. These variables were hypothesized to be related to intra-role conflict and were selected because so little research had been done on them relative to role conflict. The content and form of the questions about these variables was developed to fit the sample requirements.

The second part of the instrument, the role conflict questionnaire, was directly taken, with some adaptations from Grace's (1972) role conflict questionnaire. The first four questions were adapted from Grace and the last two were added by the researcher. Intra-role conflict was seen as originating in the structure of the role of community college teacher. The six role conflict areas (QQ. 18-23), as each tested intra-role conflict, were discussed in this chapter in the summary of the theoretical framework. Rather than testing both perceived and experienced role conflict, only experienced role conflict was tested because Guba (1952) and Drugan (1979) agreed that there was not enough evidence to conclude that the situational instrument (perceived role conflict) excluded elements of experienced role conflict.

Each item in the experienced role conflict instrument

was measured by a Likert-type scale of five points (0-4). Zero was no role conflict and four maximum role conflict. During the analysis of the data, this scale was collapsed in order to improve statistical significance: no conflict (0) remained unchanged, low conflict (1-2), high conflict (3-4). Content validity of four of the six role conflict questions (QQ. 18-23) was established by Grace (1972), Drugan (1979), and the researcher. The content validity of the last two areas (QQ. 22-23) was based on the writer's sixteen years of teaching experience in the community college and adoption of the same question format that Grace used. Drugan concluded that the first four role conflict questions (QQ. 18-21) were both reliable and internally consistent based on scores ranging from .83-.88 in Cronbach's Standardized Item Alpha.

The third part of the instrument was supplementary to the main focus of the study. This part of the instrument related selected organization characteristics (social structure) and teacher self-related behavior to the six role conflict areas in order to determine their ability to predict role conflict. Three organizational characteristics were taken from Schlechty (1976): the control exerted by differential role set members, e.g., administration, faculty, etc., over academic and economic matters and role conflict; tightly or loosely regulated organizational structures in academic and economic matters and role conflict; and perceived student role classifications within

the organizational structure and role conflict (QQ. 24-27, 29). The final area of organizational structure related to role conflict was four teacher-perceived student role behaviors (apathetic-alert, irresponsible-responsible, uncertain-confident, dependent-initiating, QQ. 30-33). These were taken from Ryans (1960). Ryans did not report the validity and reliability of these questions; but, since Ryans took such impressive effort to establish the content validity of other areas of this study, it is suggested that equal care was taken by him in establishing the content validity of these questions. For the purpose of completeness and continuity, the organizational structure variables (QQ. 24-27; 29; 30-33), were also related to the reference group variables (QQ. 1-3; 4-17) and college (College A, B, and C).

The four teacher-perceived student behaviors were scored on a scale from 1-7. For example, the teacher-perceived student role behavior apathetic-alert was marked 1-3 for behavior increasingly (least, more, most) apathetic and 5-7 for behavior increasingly (least, more, most) alert. The number four on the scale was reserved for behavior that was a mixture of apathetic and alert. All student behaviors were defined for the respondents in a glossary in the questionnaire.

During the analysis of the data the scale which measured teacher perceived student role behavior was collapsed to improve statistical significance. For example,

apathetic least, more, most (1-3) was collapsed to one item, apathetic; and alert least, more, most (6-7) was collapsed to alert. The middle measure (4), mixture of apathetic-alert, was unchanged.

In the third part of the instrument, along with the organizational structure items, self-related behavior and role conflict was measured; that is, teacher perceptions of their professional selves as "specialists" and "Practitioners" and role conflict (QQ. 34-35) and teacher job (career) satisfaction and role conflict (Q. 28). Since job (career) satisfaction may logically be connected to reference group variables, these variables were related. Also, because teaching style appears to be logically related to student behavior, teaching style (QQ. 34-35) was related to teacher-perceived role behaviors (QQ. 303-33). The "specialist" and "practitioner" concepts were suggested by Spalding (1975). The self will be considered "an awareness of and feelings about one's own personal and social identities" (Popenoe, 1983, p. 127). Both "specialist" and "practitioner" concepts were considered measures of teaching style. Each concept was measured on a seven point Likert-type scale. During the analysis of the data the seven point scale was collapsed to three items in order to improve statistical significance: low (1-2), medium (3-5) and high (6-7). The instrument also allowed for an optional signature in order to follow-up with another qualitative study, after completion of this study.

Design of the Study and Statistical Procedure

This study is a descriptive case study utilizing an ex post facto correlational design. The design of the instrument was discussed above. The level of measurement of the variables was at the nominal or ordinal levels. Therefore, the hypothesized relationships were expressed in percentages. Chi-square was used as a test of statistical significance.

FINDINGS, CONCLUSIONS, AND IMPLICATIONS FOR RESEARCH

The major findings of this study may be divided into three major categories: reference group findings, organizational structural findings and teacher self-related behavior.

Reference Group

The reference group variables produced only a few notable findings. Both Grace's study and this study found that a majority of the teachers sampled experienced role conflict (low and high) and the majority of the teachers were conflicted at a low level. Grace studied elementary and secondary education for segments of British society, while this study emphasized the community college component of higher education. These findings, however, may be broadly interpreted as suggesting that teachers in western society are generally similar in levels of role conflict experiences. It would be surprising to find most teachers were unconflicted in view of the mass nature of education in western society and the tendency of mass education to

cross-out diverse social groups. It was surprising to the researcher that not more of the City College teachers (see Table 102-110) sampled were not highly conflicted, in view of the diffuse mission of the community college, the historical and demographic changes it has undergone and the diverse characteristics of its student population (see Chapter I). This large percentage of low and unconflicted teachers, along with the finding that nearly three-fourths of the teachers sampled would choose community college teaching again if given the opportunity (see Tables 96-101), suggests a relatively well adapted group of teachers who are satisfied with their careers. This also suggests that the teaching staff may be motivated at the optimal level; that is, low level conflict (highly conflicted teachers may be overly conflicted, that is, too dissatisfied and negative) to cope with the diverse student population, provided that a mission is clarified, teaching strategies are crystalized, the student population characteristics are understood, leadership, organization and other incentives for change are available to the faculty. Currently, institutional structures are locked into funding the status quo and minimum funds are available for research and study leading to appropriate curriculum development. Since these data were gathered some funds have been allocated to each of the City Colleges to do relevant local research, and an institution wide effort at each of the colleges has been made to develop locally appropriate goals and objectives. Attempts have

been made to involve as many faculty as possible, but the researcher observed at College C that always the same few individuals participated. Wages are contingent on teaching classes and meeting conference and advisement hours and very little is available in rewards for participating in often the equally, and maybe more, demanding planning process. Summer is an optimum period of time for the faculty to plan, develop and articulate curricular and institutional changes, since the vast majority, who are not employed teaching, might be employed for the above process. Perhaps the process could rotate through the system, that is, one summer one college engage in the process and the next summer another college and so on through the system. In this way, each college could benefit from what the other colleges learned. However, this format would depart from the way the system currently is funded and, in addition could be too expensive.

Higher percentages of black teachers than white teachers or "others" (Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian) experience a sense of accomplishment (role diffuseness) in their work (see Table 17). It was suggested that, since the majority of the students in the three colleges sampled as a whole were black, black teachers may be communicating more effectively with black students than the other teachers. If this is the case, the communication process of the black teachers needs to be researched and the findings shared with other teachers. Research should illuminate these questions.

Does this communication of black teachers to black students lead to more effective teaching or is it a personal feeling of accomplishment shared only by black teachers? Are black teachers more sensitive to subtle outcomes among black students that others miss? Does teaching ethnic peers provide a feeling of generativity (Erikson 1963, p. 267) which is perceived as a sense of accomplishment?

The researcher presented a hypotheses of diminished involvement to explain why teachers with less college teaching experience (less than 10 years) and teachers with the most experience (20-24 years and 30 or more years) were less conflicted (low and high) over opposing opinions about how to do their professional work (role vulnerability, see Table 26). According to this hypothesis the most involved teachers (e.g., those working on committees which incorporate varieties of role set members and/or their directives), are the ones who are exposed to the greatest varieties of conflicting opinions about their professional work and, therefore, are more conflicted than the others. The middle experience cohorts (10-14 and 15-19 years) were the most conflicted. It appears logical that this cohort should be the most involved and, according to the hypothesis, more conflicted since they have substantial experience, influence, energy and should be at the top of their professional experience. The 25-29 year cohort's variation from the pattern of less conflict which the most experienced cohorts followed may be explained in two ways. The first explanation follows

the hypothesis of diminished involvement and suggests that this cohort is getting more involved in order to invest new meaning in their careers. The second explanation suggests that the group is an exception to the pattern and may be experiencing some unique problems. This will be discussed further below. Whatever explanation is used, the hypotheses logically still holds and deserves testing, since it may serve as a guide to target groups which may provide the energy and leadership for change. Questions also arise about the reasons for the lesser involvement, if that is the case, of the most experienced (20-24 and 30 or more years). Is it apathy, accommodation, frustration, diminished energy? Testing these motives is implicated in faculty productivity.

Irrespective of statistical significance, the 30 or more years cohort was consistently less conflicted over four of six hypotheses (role diffuseness, role vulnerability, role commitment and status inconsistency) than most other cohorts, and more conflicted than most other cohorts over two hypotheses (work ethic values of students and performance expectations, see Tables 25-30). This suggests that attrition and accommodation for the 30 or more years teachers dampen most other role conflicts except for general student outcomes.

Faculty in the teaching specialties of Allied Studies, Business, Nursing and Mathematics were much more conflicted than the faculty in other specialties about dedication to teaching vs. career advancement through promotion in rank

and salary (role commitment vs. career, see Table 34). It was suggested that perhaps more opportunities for overtime work within the city college or employment outside the system may have contributed to their conflict.

Differences in teacher-student acceptance of work ethic (success) values was reflected in the variations in role conflict by teaching specialty. The researcher advanced a cultural transmission and analysis hypothesis as a possible explanation of these findings. According to this hypothesis, the role of community college teacher is diffuse (broad) enough to incorporate socializing properties. Community college students' needs often demand reinforcement of success oriented values, both occupational and educational. Disciplines, which by reason of their analytic properties of culture, i.e., Social Sciences, Humanities, Child Development, and Counseling or probable commitment to work ethic (success) values, i.e., Allied Studies and Business, should be more conflicted about teacher-student differences over work ethic values than disciplines like Foreign Languages and Physical Education which, per se, are not involved with the transmission or analysis of cultural values (see Table 35). Mathematics teachers were also highly conflicted about work ethic values probably for the same reason as business teachers; perhaps because mathematics today is so closely connected with preparation for business. It is noteworthy that the researcher, along with many of his colleagues, shares the belief that community college students, such as

the ones in the three colleges sampled, need socialization in cultural values which prepare both for occupations and for life. If a commitment to socialization is a widespread phenomena among community college teachers, the community college structure in that respect would incorporate an element of elementary and secondary education. Research may uncover many other similarities to elementary and secondary education. The picture the researcher suggests will emerge is an institution divided between higher education and elementary and secondary education. This is another way of stating a rationale for the confusion in the mission of the community college.

Social Structure and Self-Related Behavior

A rationale must now be presented for the statistical significance of so few reference group hypotheses, four out of twenty four. A rationale emerges from the supplementary data collected about organizational structure and role conflict. Eighteen statistically significant role conflict relationships appeared in these structural data--teacher-administrator role relationships and control of economic matters; teacher perceived student role behaviors; and student role classifications. In other words, role conflict in this community college sample is more of a structural phenomena than a reference group phenomena.

The extensive significance of the structural variables and role conflict is consistent with the broad and, yet, unfulfilled mission of the community college; the hetero-

geneous student body; particularly, the non-traditional, unprepared students to do college level work; and a faculty who were traditionally prepared and who are uncertain about their skills and role in dealing with non-traditional students (see Chapter I).

In the above institutional climate, an incongruent teacher-student role relationship is logically predictable. This logical inference was borne out by the incongruity uncovered by the two measures of student role behavior: the inferred student definition of role behavior (teacher-perceived student role behaviors, QQ. 30-32) and teacher-organizational definition of student role behavior ("member," "client," "product," Q. 29). The majority of the teachers sampled, 55.8-86.7 percent, perceived their students to be apathetic, irresponsible, uncertain and dependent or a mixture of apathetic-alert, irresponsible-responsible, uncertain-confident and dependent-initiating and experienced some measure of role conflict (low or high) about their perceptions (see Tables 59-72).

These faculty perceptions suggest that a majority of the students need ongoing supervision and counseling, a curriculum adaptable to student needs, a relatively structured curriculum in the classroom guided by goals articulated with broad institutional goals, competency testing, enforced deadlines, an attendance policy that is, obviously (to the student), linked with curriculum mastery and frequently reinforced with points or grades (a token economy), and an

effective referral and tutoring system in skills and content by an adequate supply of competent tutors. The researcher's experience has been that many students are responsive to a token economy. All students must be actively counseled in maintaining compatibility between their course load, gainful employment and family responsibilities. It is not that the above does not occur, but what is not evident is a systematic institutionally articulated strategy.

Contrary to the findings of the inferred student definition of role behavior, the teacher-organizational definition of student role behavior found an overwhelming majority of the faculty, 88.9 percent, at the three colleges sampled as perceiving the students to be clients (self-initiated receivers of educational and other services, see Table 84). In other words, the students are perceived by the faculty as having many qualities (apathy, irresponsibility, uncertainty, dependence or a mixture of these and their polar opposites) antagonistic to the self-initiated behavior of clients but are simultaneously perceived to be treated as clients at the colleges.

The overwhelming majority of the teachers (see Table 85) were significantly conflicted (low and high) over the teacher-organizational definition of student role in only one out of six role conflict relationships (see Table 86), but the teachers were more extensively and pervasively conflicted about the inferred definition of student role (14 out of 24 relationships were statistically significant, see

Table 50-53). Perhaps the teachers were conflicted substantially less often about the former because it conforms to the prevailing definition of a good college student and places fewer demands on the faculty, while the teachers were substantially more often conflicted about the latter because it departs from the prevailing definition of a good college student.

Perhaps a slight movement toward realignment of the two definitions of the student role toward congruity may be found in the small variations in percentages of teachers at the three colleges who defined the students as members and/or products (see Table 85). When the same data were compared by teaching specialty, the four teachers of Physical Education overwhelmingly, 75.0 percent, defined the students as members, one-fifth of the teachers of Business and Humanities defined the students as members and products and smaller numbers of teachers of Child Development, English/Communications, Nursing, Natural Sciences, Social Sciences and Mathematics defined the students as members and/or products (see Table 87).

Since these data were gathered, some system-wide processes were begun which could have far-reaching implications in many areas, perhaps in student role re-alignment. All colleges within the system were required by the central administration to establish goals and objectives relevant to their local student populations. These goals and objectives were a cooperative effort between faculty and

administration. Some funds were allocated for the faculty to do pragmatic community college research and a program of ongoing in-service training, and research efforts are now being established with a major Chicago university. It appears to the researcher that another source of research which should not be overlooked are the doctoral dissertations of teachers within the system. These studies, both theoretical and practical, could provide a relatively economical source of ongoing research on aspects of the City Colleges system.

One method of realigning the two student role definitions is by a definition of goals and objectives through the cooperative effort of administration and faculty, discussed above. However, all faculty and the administration must not only cooperate to establish appropriate goals and objectives, but also must implement the goals and objectives. Another method of realigning the two definitions is to present curricular and systems changes, by way of working suggestions, which respond directly to the incongruities. Along with the suggestions made above, the researcher proposes an element of pragmatism in course content. That is, the researcher proposes that course content include, wherever possible, pragmatic student oriented implications along with the principles and facts, e.g., in psychology, not merely a presentation of the principles of learning, but the principles of learning applied to personal student learning strategies; in sociology, not merely a study of the forms

of interaction, but the forms of interaction in each student's family; again, in sociology, not merely a study of stratification and work ethic values, but stratification and each student's self-appraisal of his or her own work ethic values relative to employment. To be effective, this strategy requires departmental selection of topics and development and sharing of methods and test measures. In other words, what all of the above is suggesting is that the teacher-organizational definition of the student role shift from client to product (highly monitored individuals according to standards and performance levels with emphasis on results). It appears to the researcher that the system may be trying to move toward the product definition. In order to avoid an impersonal, mechanism inherent in a product, it may be advisable for each faculty member to be responsible for the active counseling of a fixed number of students through an academic year (an idea which was suggested a number of years ago at the researcher's college) and that standardized records be maintained in order to monitor the effectiveness of the program. Perhaps if the above data, curricular and systems change suggestions and the redefinition of the student role to product are used as a basis for discussion among the faculty, an institutionally articulated strategy may emerge which will lessen the potential for faculty role conflict, which was demonstrated in Chapter IV to be coupled with teacher-perceived student role behavior as it departs from positive role behaviors (alert,

responsible, confident, initiating) and shifts to negative role behaviors (apathetic, irresponsible, uncertain, dependent).

An immediately evident difficulty with change of the student role definition from client to product is that the above curricular and systems suggestions involve the inventions of practitioners (a teacher skilled in the techniques of teaching), but the data presented in this study show that more teachers sampled emphasized the academician ("specialist") side of their professional selves than the teaching technician ("practitioner") side of their professional selves. The column marginals in Tables 92-93 show that a little over one-half, 57.1 percent of the teachers rated themselves high on the "specialist" scale, while only a little over one-third rated themselves high on the "practitioner" scale. However, the data suggest that more teachers might experience a sense of achievement if they incorporate more "practitioner" strategy into their teaching techniques, since more teachers were unconflicted about a sense of achievement (role diffuseness) who rated themselves high on the "practitioner" scale, while more teachers who rated themselves less than high (middle and low) on the "practitioner" scale were conflicted (low and high) about a sense of achievement (see Table 93).

Definition of institutional goals and objectives, student role redefinition and other curricular and systems changes can only be expected to have a limited impact on

student outcomes and faculty role conflict and to expect more is naive and dangerous in the light of the indeterminate influences of extra college factors, such as, home, peer group, community and socio-cultural institutions. This issue is illustrated by the data presented in Table 80. These data show that the percentage of black students and teachers at the three colleges was negatively related to teacher perceptions of student alertness and responsibility, while the percentage of white students and teachers at the three colleges was positively related to the same perceived behaviors. Also, College C, which had the highest percentage of black students, had the highest percentage of teachers who perceived their students to be apathetic and irresponsible. These responses were independent of teacher ethnicity, since College C, with the most black students and least positive and most negative teacher perceptions of student behaviors, had the highest percentage of minority teachers, 37.6 percent. It is suggested that these patterns are related to life long socializing experiences, to work ethic values which prove functional given open opportunity structures, or a deficiency of these experiences which are functionless given limited access to the same opportunity structures.

It is a little surprising to find that nearly three-fourths of the teachers sampled were career satisfied, that is, would choose community college teaching again if given the opportunity (see Tables 96-101), since, in 28

statistically significant relationships (reference group, social structure, teaching style and career reconsidered), a sizable majority of the faculty were conflicted, although most were conflicted at a low level (see Tables 102-110). However, career satisfaction decreases as role conflict increases for the three-fourths who were career satisfied. This involved a sizable majority of the career satisfied (see Tables 97-101).

These findings about the high percentage of career satisfaction among the city college teachers sampled are reinforced when compared to Hammer and Tosi's (1974) findings that role conflict and role ambiguity were not related to managers leaving an organization because, the researchers reasoned, managers expect role conflict, and, likewise, Cohen and Brawer's (1977, p. 82) findings that 78 percent of the community college teachers in their study would choose community college teaching again, if given the chance. Cohen and Brawer reported in the same study (p. 25) that other researchers found community college teachers better satisfied with their jobs than their counterparts in higher education. Perhaps, as Hammer and Tosi reasoned, community college teachers expect role conflict. Also, the favorable wages, hours, general working conditions, protection of unionization at the City Colleges and the absence of pressures of publication may be an acceptable trade-off for the role conflict experienced.

It is difficult to predict how a career satisfied

faculty with institutionalized positive (job benefits and protections) and negative (presumed decreasing career satisfactions with increasing role conflict) motives may affect the institutional changes discussed above, particularly, the role redefinition of the incongruous student role. On the one hand, it may be suggested that a career satisfied faculty will do little to change the status quo; but, on the other hand, the already existing role conflict augmented by decreasing student enrollment, scarce funds, pressure for student competency from the state legislature and public opinion may motivate them to participate in needed changes.

The reference group variables produced eight statistically significant relations with the structural variables and self-related behavior. Seven of the eight significant relationships were with structural variables and one with self-related behavior. Years of college teaching experience constituted five of the eight significant relationships (teacher-administrator role relations about regulation of economic matters; teacher-perceived student role behavior about apathetic-alert and irresponsible-responsible behaviors; tightly or loosely regulated departmental relations about academic matters; and career satisfaction). Two of the significant reference group relationships involved teaching specialty by teacher-perceived student irresponsible-responsible role behavior and teaching specialty by the student role classifications ("member", "client", "product"). These were sufficiently discussed above (see Tables 56 and

87). Ethnicity only produce one significant relationship to the regulation (tight-loose) of academic matters. White teachers overwhelmingly, 94.4 percent, considered the city colleges loosely regulated in academic matters; while one-fourth of the black teachers and the "others" (Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian) considered the city colleges highly regulated in academic matters. Seniority rather than a racially focused rationale was used to explain the findings, since minorities historically are the most recent to be employed by the system (see Table 77).

Three noteworthy patterns appeared in the reference group data about years of college teaching experience. The first pattern appeared in the 25-29 years cohort, that is, this cohort had the lowest percentage of teachers who considered their students responsible and the highest percentage of teachers who considered their students irresponsible (see Table 55); it had the highest percentage of career dissatisfied teachers (see Table 96); and, if the role conflict data are consulted, were the most highly conflicted about the opinions of others (role vulnerability). In other words, the cohort appeared to be troubled. Perhaps the unmeasured unique problem of this cohort referred to above was the change in skills and achievement of the student body which accompanied the demographic changes in the city over the same historical period.

The second pattern appeared in the 30 or more years

of college teaching experience cohort. This cohort appeared to be most privileged of all the cohorts. Substantially fewer of the 30 or more years cohort considered the city colleges highly economically regulated (see Table 40); it unanimously considered the City Colleges loosely regulated in academic matters (see Table 78); substantially more of the cohort than the other cohorts considered their students alert (see Table 54); it had the highest percentage of career satisfied teachers (see Table 96); and, if the statistically significant role conflict data are considered, it had one of the lower percentages of teachers conflicted about the opinions of others (role vulnerability, see Table 26). If all the role conflict data are considered, irrespective of statistical significance, the lower conflictedness of this cohort than the others is confirmed, except in two areas (see Tables 25-30). Perhaps what is evident here are the effects of attrition, particularly of the dissatisfied, and the privileges of seniority.

The third pattern appeared in an inverse relationship between seniority (1-9; 10-29; and 30 or more years of college teaching experience) and the regulation of academic matters (high-loose). The greater the seniority the more liberally academic matters were perceived to be regulated. In other words, the senior faculty control academic matters.

Summary Profile of City College Teachers

City College teachers seem to be a relatively well

adapted group of teachers who are satisfied with their careers. The majority of the teachers experience low level role conflict about any or all of the following: a sense of achievement, conflicting opinions about the way to carry out their jobs; a commitment to teaching vs. getting ahead in their careers; conflicting work ethic values with their students; compromised performance expectations; and a professional status that is not valued equivalently by their counterparts in four-year colleges and universities.

If the teachers are Black, more of the them feel a sense of accomplishment than teachers who are white or "other" (Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian). By years of college teaching experience, the least experienced teachers and the most experienced teachers are less conflicted over differing opinions about how to carry out their jobs than the middle experience group (10-19 years). Faculty with 30 or more years of experience are generally among the less conflicted about everything, except about student outcomes (student work ethic values and performance expectations).

Faculty in the Allied Sciences, Business, Nursing and Mathematics are much more conflicted than faculty in the other specialties about dedication to teaching vs. career advancement. Teachers in the disciplines of the Social Sciences, Humanities, Child Development, Counseling, Allied Sciences, Business and Mathematics are more conflicted over work ethic values than teachers in Foreign

Languages and Physical Education.

The City College faculty are working in an incongruously defined teacher-student role relationship. At the same time while perceiving the students to be apathetic, irresponsible, uncertain, dependent or a mixture of these and their polar opposites, the teachers also perceive the students to be clients (self-initiated receivers of educational and other services).

The faculty emphasize more the academician ("specialist") side of their professional selves than the technician ("practitioner") side of their professional selves in spite of the fact that more are unconflicted about a sense of achievement who rate themselves high as technicians ("practitioner"), while more are conflicted who rate themselves less high as technicians ("practitioner").

Independent of teacher ethnicity, teacher perceptions of student alertness and responsibility rise with the percentage of white students at the colleges sampled. White teachers overwhelmingly consider the City Colleges liberally regulated, academically, while about one-fourth of the black teachers and "others" (Oriental, Japanese, Chinese, Asian, Cuban, Caucasian-Mexican, American Indian) consider the City Colleges highly regulated academically. Seniority is probably the cause of this response.

Seniority is implicated in other faculty response patterns; that is, the greater the faculty seniority (1-9; 10-29; 30 or more years of college teaching experience) the

more liberally economic matters were perceived to be regulated in the City Colleges. Seniority and attrition of the dissatisfied are evident in the response patterns of the 30 or more cohort. These teachers are the most career satisfied; generally are among the less conflicted; substantially more of them consider their students alert; and more of them view the City Colleges as liberally regulated in economic and academic matters.

Role Theory

It was mentioned above that this study did not attempt to verify any part of role theory but used the concepts and framework of role theory for purposes of organization. In this sense, the utility of role theory was illustrated by the concepts and organizing framework of the data in Chapter IV: reference group by role conflict; social structure; that is, role related items by role conflict and by reference group and social structure (role related items) by other structural items, i.e., College A, B, and C by perceived student role behavior and College A, B, and C by student role classifications; and self related behavior (professional self), that is, teaching style by role conflict and by perceived student role behavior and career satisfaction by reference group and by role conflict. Central in the organization of this study are two core concepts of role theory, role and self.

Analysis of Variables

Reference group variables in themselves do not seem

to be too important when related to the role conflict variables, only four relationships were statistically significant. Structural variables, on the other hand, proved to be the most important variables in the study, since structural variables established seven statistically significant relationships with reference group variables and eighteen statistically significant relationships with role conflict variables. This suggests that structural variables may have a mediating effect on reference group variables and role conflict variables.

Implications for Future Research

Future research on the role conflict of teachers should consider structural variables, student achievement and a measure of teacher personality as mediating variables. A measure of teacher personality would be particularly useful to explain the extremes of role conflict; that is, no conflict and high conflict. Triangulation with qualitative statements from the sample also would be useful to add greater depth to the explanations.

Since the least conflicted teachers about a sense of achievement were black teachers, and the largest single ethnic minority among the students sampled was Black, 56.0 percent (see Table 1), it was suggested that black teachers may have established a cultural dialogue with their students and, therefore, were least conflicted about a sense of achievement. This explanation gives rise to questions about the nature of the dialogue and the educational outcomes.

What form does black teacher-student symbolic interaction take? Do teacher expectancies, teaching techniques, course content, and grading vary by ethnic groups? Are there measurable educational outcomes across ethnically homogeneous teaching situations? If so, are the educational outcomes content specific, attitudinal, or content specific and ethnically pragmatic? Do black teachers perceive educational outcomes among ethnic peers which ethnically different teachers do not? Is the sense of achievement of black teachers independent of measurable educational outcomes and more one of generativity (guiding the next generation of peers in personally acquired knowledge, wisdom and strategies)?

Since organizational change may be a desirable outcome of role conflict, what is the optimum level of role conflict for faculty and administration in order to become seriously involved in organizational change? Does too high a level of role conflict cause the subjects to leave the field, if not by quitting or retirement then by passive involvement (going through the motions of teaching and seeking stimulation elsewhere)?

Does role conflict over conflicting opinions about how to carry out their jobs increase as teachers become more active professionally outside the classroom and, if so, what effect does conflicting opinions have on involvement by years of experience? Is there a tendency among high seniority faculty to become less involved and, if so, to

what extent is the long exposure to conflicting opinions of others involved?

Limitations and Contributions

Besides the limitations inherent in role theory (see Chapter I) and the correlational and survey methods, probably the most important limitation of the study was that the mediating effects of the structural variables on the reference group variables and role conflict variables were not explained. Another matter for concern were the tables with over 20 percent of the cells with expected counts of less than five.

This study contributes to the limited educational literature on role conflict of the teacher in higher education and, particularly, role conflict of the community college teacher. A few studies were found about role conflict of college and university teachers, but none were found about role conflict of community college teachers. In this sense this study was unique.

The studies of Getzels and Guba (1955), Grace (1972), Drugan (1979), Duron (1981) and this study constitute a body of loosely connected role conflict literature. This study was developed to provide some continuity and comparability with the four earlier studies. Grace, Drugan, Duron and this study used role conflict instruments taken from Getzels and Guba (1955). All these studies used one or more reference group variables adopted by this study. However, because the earlier studies investigated elementary

and/or secondary education and used statistical methods which were different from this study (with the exception of Grace), only general comparisons were made with this study.

Theoretically, this study is also somewhat unique in its relationship of reference group variables (sex, ethnicity, years of college teaching experience and teaching specialty) to role conflict variables. Only nine other studies were found which related or inferred a relationship with one or more of the reference group variables adopted by this study. The evidence of this study, taken together with the evidence of the few studies which considered the above reference group variables and role conflict generally, suggests giving these variables a non-central place in educational role conflict research (see Chapter II).

The major contribution of this study was to call attention to the importance of organizational structure (social structure) rather than reference group in the role conflict of teachers, particularly community college teachers. Among other things, this study discovered that the student role in the organizational structure sampled was incongruent. The students were perceived to be apathetic, irresponsible, uncertain and dependent or a combination of these and their polar opposites and at the same time were perceived to be treated as clients (self-initiated receivers of educational and other services). Until a structural incongruence as basic as this one is corrected, curriculum

changes cannot be expected to have optimum outcomes. The student role perhaps in this organizational structure should be viewed as a continuum of self-initiated behavior and other-initiated behavior. It is for the administration, faculty and students in an institutionally systematic, articulated manner to work out where on the continuum the students fit.

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APPENDIX

City
Colleges of
Chicago

30 EAST LAKE STREET, CHICAGO, ILLINOIS 60601 AREA CODE: 312-984-3111



Center for the
Improvement of
Teaching and Learning

October 19, 1983

TO: The Faculty of Daley, Loop, and Olive-Harvey Colleges
FROM: Don Barshis, Executive Director of CITL *Don Barshis*
SUBJECT: A Request for Your Help in Completing a Faculty Attitude Survey

One of the services the Center for the Improvement of Teaching and Learning (CITL) has long been interested in providing for CCC faculty is research consultation help for faculty engaged in educational research projects designed to further our knowledge about who we are, who we serve, and how we can do it better in our urban community college setting. To this end we have sent several of our faculty to select conferences and workshops during the last two or three years so that they might share their information with their colleagues upon their return. We have also sponsored some small-scale curriculum development projects and disseminated results to appropriate departments and curriculum leaders. We now would like to offer a more direct form of research assistance to one of our faculty, Professor Bernie Rechlicz from Olive-Harvey's Social Sciences Department, who has sought our help in completing a research project on City Colleges of Chicago faculty attitudes. We have met with Bernie to discuss his project and have agreed to assist him in the distribution and collection of his faculty survey instrument which I have attached to this letter.

Professor Rechlicz has asked that you complete each of the sections of the survey by following the specific directions for the section and answering to the best of your abilities or information. He has estimated that the survey will take no more than five to ten minutes of your time and has agreed to furnish you with a final summary of the survey data if you request it of him. If you have any questions about the survey, he will be happy to answer them. His phone number at Olive-Harvey is 568-3700, ext. 435. He has also asked that you complete the survey and turn it in to the college contact person listed below on or before Tuesday, November 1st. The survey can simply be dropped off in the contact person's mailbox (in Loop's case, it can be placed in the Central Office mail bin addressed to me). Professor Rechlicz has also included a spot for your signature, if you so choose. This will afford him a list of faculty names for a possible follow-up study, but you have the option not to sign. I think that the survey will yield some interesting information on our faculty and feel confident that Bernie's research design will provide all of us with helpful information on ourselves and our perceptions of our instructional roles. Thank you for your help from both Professor Rechlicz and the Center.

ROLE CONFLICT QUESTIONNAIRE

DIRECTIONS: The following statements refer to actual problems that might occur in City College teaching. Will you please indicate whether any of these problems has caused you any personal concern (i.e., that you have 'felt' this problem and been to some extent troubled by it). If so, will you please indicate to what extent.

Scale: I HAVE PERSONALLY FELT THIS AS A PROBLEM

- 0. Not at all
- 1. To a small extent
- 2. To a moderate extent
- 3. To a great extent
- 4. To a very great extent

Please circle the number at the right of each statement to indicate your response.

- | | | | | | |
|--|---|---|---|---|---|
| 18. The teachers' work requires a considerable input of energy and yet for all this the teacher never knows for certain what their work has accomplished with their students, if anything. | 0 | 1 | 2 | 3 | 4 |
| 19. Teachers, unlike many professional practitioners, are subject to a variety of conflicting opinions as to how they should carry out their professional work. | 0 | 1 | 2 | 3 | 4 |
| 20. In this society which stresses "getting ahead"; that is, money and promotions, it is becoming increasingly difficult for a teacher to maintain a strong commitment to teaching. | 0 | 1 | 2 | 3 | 4 |
| 21. A teacher has a difficult time to effectively transmit values associated with the work-success ethic: e.g., hard work, self-denial, achievement and future orientation. | 0 | 1 | 2 | 3 | 4 |
| 22. City College teachers tend to hold performance hopes for their students which they experienced in college but now experience difficulty achieving them with their students. | 0 | 1 | 2 | 3 | 4 |
| 23. City College teachers are about as well prepared as four year college teachers, but, in spite of, this and all their frustrations, they receive less social respect than their counterparts. | 0 | 1 | 2 | 3 | 4 |

ROLE CONFLICT QUESTIONNAIRE

DIRECTIONS: Please circle the number below each statement to indicate your response.

24. Academic matters in the City Colleges, such as, selection of textbooks teaching method and methods of evaluating course achievement are controlled by the
1. Administration
 2. Faculty
 3. Other _____
-
25. Economic matters in the City Colleges are controlled by the
1. Administration
 2. Faculty
 3. Administration and Union
 4. Other _____
-
26. Academic matters in the City Colleges, such as, selection of textbooks teaching methods and methods of evaluating course achievement are
1. Highly regulated
 2. Loosely regulated
27. Economic matters in the City Colleges are
1. Highly regulated
 2. Loosely regulated
28. If you had to do it over again, would you teach in a community college?
1. Yes
 2. No
 3. Unsure
29. Classify, on the average, the students at your college.
1. Member: The student does all that is expected or required of all students in the school. He actively is involved in school functions: e.g., clubs, student government, etc. Both the school and the student view each other as a community reciprocally obligated to each other.
 2. Client: The student is viewed as a receiver of a professional service. An education and other services are offered, but it is up to the student to use them.
 3. Product: The student is highly monitored. Standards and performance levels are set by the college and the range of deviation is small. Emphasis is on uniformity of result.

ROLE CONFLICT QUESTIONNAIRE

DIRECTIONS: Below are listed FOUR STUDENT BEHAVIORS which are polar opposites. Circle the number from 1 - 7 which best conforms to the behavior of your students and mark it below between each polar opposite. For example, with the student behavior characteristics apathetic - alert the numbers 1 - 3 should be considered increasingly (least, more, most) apathetic and 5 - 7 should be considered increasingly (least, more, most) alert. The number 4 should be considered a mixture of apathy and alertness. Please refer to the BOXED GLOSSARY below to interpret the various student behaviors.

STUDENT BEHAVIORS

	<u>Least</u>	<u>More</u>	<u>Most</u>	<u>Mixture</u>	<u>Least</u>	<u>More</u>	<u>Most</u>	
30. Apathetic	← 1	2	3	4	5	6	7 →	Alert
31. Irresponsible	← 1	2	3	4	5	6	7 →	Responsible
32. Uncertain	← 1	2	3	4	5	6	7 →	Confident
33. Dependent	← 1	2	3	4	5	6	7 →	Initiating

GLOSSARY OF STUDENT BEHAVIOR TERMS

Apathetic--	Listless, bored-acting, enters into activities half-heartedly, restless, attention wanders, slow in getting under way.
Alert--	Appears anxious to recite and participate, watches teacher attentively, concentrates, responds eagerly, prompt and ready to get under way.
Irresponsible--	Rude behavior, interrupting and disrupting, obstinate, quarrelsome, unprepared.
Responsible--	Courteous, cooperative, friendly, completes assignments without complaining, receives help and criticism attentively, asks for help when needed, orderly without specific directions, prepared.
Uncertain--	Afraid to try, unsure, restrained, appears embarrassed, displays nervous habits (nail biting, etc.), shy, timid.
Confident--	Anxious to try new problems or activities, undisturbed by mistakes, volunteers to recite, enters freely into activities, appears relaxed, speaks with assurance.
Dependent--	Relies on explicit directions, little ability to work things out for themselves, unable to proceed when initiative is required, reluctant to lead or accept responsibility.
Initiating--	Volunteers ideas and suggestions, shows resourcefulness, takes the lead willingly, assumes responsibility without evasion.

ROLE CONFLICT QUESTIONNAIRE

DIRECTIONS: Below are listed two types of TEACHING STYLES. Circle a number from 1 - 7 which best conforms to your teaching style. Number 1 should be considered the lowest on the scale and number 7 should be considered the highest. Please refer to the BOXED GLOSSARY below to interpret the teaching styles Specialist and Practitioner. Rate yourself on both the Specialist and Practitioner scales.

TEACHING STYLES

	<u>Lowest</u>		<u>Middle</u>		<u>Highest</u>	
34. Specialist	1	2	3	4	5	6 7 >
35. Practitioner	1	2	3	4	5	6 7 >

GLOSSARY OF TEACHING STYLES

Specialist--	Teachers who are highly trained in a discipline and emphasize that their students acquire specific, detailed knowledge of the facts and comprehensive coverage of the field. Their methods are lecture, discussion, writing and testing.
Practitioner--	Teachers who learn or develop specialized teaching techniques, diagnostic and measurement aids of educational problems and interpretational skills to help them to communicate their discipline.

Signature (optional) _____

APPROVAL SHEET

The dissertation submitted by Bernard W. Rechlicz has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

August 2, 1985
Date

Steven I. Miller
Director's Signature