



Faculty and administration perceptions of faculty roles and their relationship to job satisfaction in public community colleges in Idaho, Montana, and Wyoming
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A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION

Montana State University

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Abstract:

The problem of this study was to determine: (1) if there was a relationship between community college faculty and community college administrators in their perceptions of faculty roles; (2) if there was a difference between the perceptions of community college faculty towards faculty roles by selected categories; and (3) if a relationship existed between faculty job satisfaction and the difference in perceptions of faculty and administrators towards faculty roles. The study was conducted during the 1978-79 academic year.

Ten public community colleges in Idaho, Montana, and Wyoming were included in the study. Questionnaires were mailed to administrators and a random sample of faculty. The administrators were surveyed to determine their perceptions of faculty roles. The faculty members were surveyed to determine their perceptions of faculty roles and to obtain a job satisfaction score. The data collected was analyzed by Chi Square test of Independence, Student's t test, Pearson Product-moment correlation coefficient, and multiple regression. All hypotheses were tested at the .05 level of significance.

Seven of twenty-five faculty roles were significant when comparing faculty perceptions of faculty roles with administrator perceptions of faculty roles. Fourteen faculty roles were significant when comparing faculty by various categories. Of the ten community colleges, four had significant job satisfaction scores. Four of twenty-five faculty roles were significant when comparing the job satisfaction mean score of the community colleges to the difference in perceptions of faculty roles. However, no relationship was found between job satisfaction and the difference in faculty and administrator perceptions of faculty roles.

Administrators should be aware of the differences in perceptions of faculty roles between administrators and faculty. Also, they should be aware of the differences in perceptions of faculty roles in various faculty categories. Also, a variance does exist in the level of job satisfaction in the community colleges surveyed and some support was found that as the difference in the perceptions of the level of importance of faculty roles decreases, job satisfaction increases. However, no overall relationship between job satisfaction and differences in perceptions was found.

FACULTY AND ADMINISTRATION PERCEPTIONS OF FACULTY ROLES
AND THEIR RELATIONSHIP TO JOB SATISFACTION IN PUBLIC
COMMUNITY COLLEGES IN IDAHO, MONTANA, AND WYOMING

by

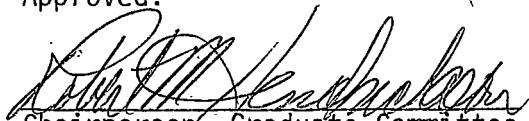
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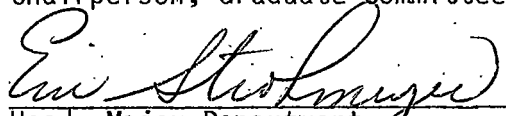
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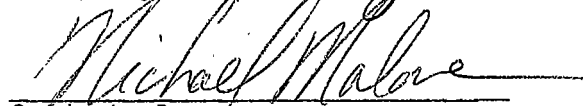
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ABSTRACT

The problem of this study was to determine: (1) if there was a relationship between community college faculty and community college administrators in their perceptions of faculty roles; (2) if there was a difference between the perceptions of community college faculty towards faculty roles by selected categories; and (3) if a relationship existed between faculty job satisfaction and the difference in perceptions of faculty and administrators towards faculty roles. The study was conducted during the 1978-79 academic year.

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Administrators should be aware of the differences in perceptions of faculty roles between administrators and faculty. Also, they should be aware of the differences in perceptions of faculty roles in various faculty categories. Also, a variance does exist in the level of job satisfaction in the community colleges surveyed and some support was found that as the difference in the perceptions of the level of importance of faculty roles decreases, job satisfaction increases. However, no overall relationship between job satisfaction and differences in perceptions was found.

Chapter 1

INTRODUCTION

The community college has become "the fastest expanding segment of public education" (Monroe, 1972:3). In 1900, there were eight junior colleges in the United States with a total enrollment of one hundred students. In 1952, there were 586 junior colleges with an enrollment of 576,453 students (Boren, 1954:346). By 1969, there were nearly two million students enrolled in two year colleges. This accounted for nearly 30 percent of all undergraduates in the United States (Carnegie Commission on Higher Education, 1974:23). In September, 1978, there were 3,919,224 students enrolled in public two year community colleges (The Chronicle of Higher Education, January 8, 1979:12).

Several social factors have led to this tremendous growth. The public community college is a natural extension of a public educational system that believes that both secondary and college education in a democratic society should be available to everyone. Along with this democratic belief is the idea that each individual within the society should be allowed to develop to his or her fullest extent (Boren, 1954:346-7). Boren further stated two other social factors that enhanced the growth of public community colleges. These were the need for more education in a complex society and the need for more education to allow the individual to enter employment

(1954:353-5). Other factors leading to growth, according to Boren, were "technological growth, spread of knowledge, world consciousness, the local nature of the colleges and the changing population base, including the increasing life span" (1954:353-5).

The Digest of Reports of the Carnegie Commission on Higher Education stated seven reasons for this rapid growth in community colleges. The reasons were: (1) open admission, (2) geographic distribution of the community college, (3) low tuition, (4) more varied programs for more varied students, (5) postsecondary education for persons not desiring a four year degree, (6) college programs for persons undecided about a career, and (7) programs for working adults (Carnegie Commission on Higher Education, 1974:23).

Because of this rapid growth and because of a change in philosophy from that of a transfer institution in 1900 to a comprehensive institution in 1979, the faculty of community colleges have been expected to be adaptable to change. The number of new faculty hired to accommodate this growth has come from many areas and has been expected to adapt to a public community college philosophy.

STATEMENT OF THE PROBLEM

The problem of this study was threefold: (1) to determine if there was a significant difference between the perceptions of community college faculty and community college administrators towards

the roles of faculty; (2) to determine if there was a significant difference between the perceptions of community college faculty towards faculty roles by selected categories; and (3) to determine if a relationship existed between faculty job satisfaction and the difference between the perceptions of community college faculty and community college administrators towards faculty roles, in ten public community colleges in Idaho, Montana, and Wyoming, during the 1978-79 academic year.

NEED OF THE STUDY

Historically, the functions of community colleges have been undergoing a continual change since the early 1900's. According to the literature, the implementation of newly emerging functions requires a close congruence in the perceptions of faculty roles between faculty and administrators (Blocker, Plummer, and Richardson, 1965; Gleazer, 1973; and Medsker, 1960). Gleazer, in explaining that the new college assignment, which involved an open door policy and a learner centered philosophy, stated,

This new kind of thinking, this new view of this assignment is a difficult thing to achieve. On many campuses I saw hostility developing between faculty and administrators because of their different views of the college assignment (1973:100).

Medsker illustrated the importance of agreement between faculty and administrators in relationship to policies. He stated:

The extent of agreement between administration and faculty on basic institutional policies indicates unity and institutional direction; if there is basic and continuous disagreement, the institution is not maximally successful in the discharge of its responsibilities (1960:196).

Also, if faculty do not understand the objectives of a public community college, then their perceived roles may be in conflict with these objectives. "There must be a strong link between the values, attitudes, and motivations of individual staff members and the objectives of the college if the educational program is to be a success" (Blocker, Plummer, and Richardson, 1965:164).

If organizations are to function effectively, the individuals within the organization must have accurate perceptions of their roles (Green and Organ, 1973:95). Green and Organ stated, further, that not only was it essential to understand their expected roles, but that their effectiveness within an organization was related to how they believed the expectations of others were appropriate to their perceived roles.

A person should ideally not only correctly perceive what others expect, . . . and have a subjective sense of certainty in how to meet these expectations, . . . but also be in agreement with others about what these expectations should be (1973:95).

With the rapid growth of community colleges and the emergence of these colleges from basically transfer institutions into comprehensive community colleges, it was necessary to discover how community

college faculty and administrators perceived the importance of faculty roles. Furthermore, it was necessary to discover if there was a relationship with how they perceived the faculty roles and faculty job satisfaction.

GENERAL QUESTIONS OF THE STUDY

The following questions were answered in the study.

1. Is there a difference between the perceptions of community college faculty and community college administrators towards faculty roles?
2. Does the number of years taught in a public community college affect the perceptions of community college faculty towards their roles?
3. Does the formal preparation of faculty for teaching in the community college affect the perceptions of community college faculty towards their roles?
4. Does teaching in vocational or non-vocational subject areas affect the perceptions of community college faculty towards their roles?
5. Does the most recent position faculty members held previous to their present position affect their perceptions towards their roles?

6. Does the level of education the faculty member has obtained affect the perceptions of community college faculty towards their roles?

7. Is there a difference in the mean job satisfaction scores among the ten community college faculties?

8. Is there a relationship between the degree of job satisfaction of each community college faculty and the difference between administration and faculty perceptions of faculty roles?

9. Is there a relationship between faculty job satisfaction and the difference in the perceptions of faculty roles between administration and faculty?

GENERAL PROCEDURES

The problem was investigated using the following procedures. First, it was decided to study perceptions of faculty roles and the relationship of these perceptions to job satisfaction in public community colleges in the states of Idaho, Montana, and Wyoming.

Second, two questionnaires were developed. The administrator questionnaire was designed to determine what administrators perceived to be the level of importance of twenty-five faculty roles. The faculty questionnaire was designed to determine: (1) the years of employment at the college, (2) if the respondent had formal preparation for teaching in a community college, (3) the position held immediately

prior to the present position, (4) the teaching assignment in either vocational or non-vocational subject areas, (5) the highest degree currently held, (6) the perceived level of importance of twenty-five faculty roles, and (7) the individual's degree of job satisfaction.

Third, the questionnaires were submitted to ten experts on community college philosophy for their comments and revision.

Fourth, the reliability of the questionnaires was established by conducting a pilot study using the faculty and administrators at Nebraska Western College, Scottsbluff, Nebraska.

Fifth, the questionnaires were then mailed to administrators and randomly selected faculty at ten community colleges in Idaho, Montana, and Wyoming.

LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations

1. The analysis of job satisfaction was limited to the relationship between job satisfaction and the difference in perceptions of faculty roles between administrators and faculty.

2. The conclusions and recommendations drawn from the data are only applicable to public community colleges in Idaho, Montana, and Wyoming.

Delimitations

1. The study included only public community colleges.
2. The study included only ten public community colleges in Idaho, Montana, and Wyoming.
3. The study was conducted during the 1978-79 academic year.

DEFINITION OF TERMS

Several of the terms used in this study are subject to various meanings. For the purposes of this study, the following terms are defined.

Public Community College. Any two year college offering both vocational and transfer educational programs and receiving funding from local and/or state sources in Idaho, Montana, and Wyoming.

Community College Faculty. Full time employees of the college whose professional assignment is over 50 percent in the instructional role of the college.

Community College Administration. Full time employees of the college whose professional assignment is over 50 percent in the administrative role of the college.

Role. Standardized patterns of behavior required of all persons in a given functional relationship (Katz and Kahn, 1966:37).

SUMMARY

From 1900 to 1979, the number of students enrolled in public two year colleges has grown from one hundred students to nearly four million students. The number of two year community colleges has increased from eight to over one thousand. This growth has resulted from societal factors, as well as the nature of the community college.

As a result of this growth, the number of faculty members has also increased rapidly. Because of this increase and because of the changing philosophy of the public community colleges, faculty members have often been expected to adapt to roles that are new and unfamiliar to them. Therefore, it was important to determine faculty and administration perceptions of faculty roles and if these perceptions were related to job satisfaction.

The procedures used were to survey administrators and randomly selected faculty in ten public community colleges in Idaho, Montana, and Wyoming during the 1978-79 academic year. Appropriate conclusions and recommendations were then developed from the data gathered.

Chapter 2

REVIEW OF RELATED LITERATURE

The following review of literature is intended to give the reader an understanding of: (1) the history and development of public community colleges, (2) the changing functions related to this development, and (3) job satisfaction and its relationship to role conflict and ambiguity. The development of public community colleges and the corresponding functions have been identified in four stages. With some latitude recognized, these periods of development were: (1) 1900 to 1920, which was the development of the public junior colleges; (2) 1920 to 1947, which was the period of the greatest development of occupational programs; (3) 1947 to 1965, which was the development and growth of the "community" college concept; and (4) 1965 to the present, which was the recognition and acceptance of the open door policy.

HISTORY AND DEVELOPMENT

The development of the community college concept is a direct outgrowth from the public school system in the United States. Monroe (1972) stated:

The public community college was born in the image of the public school and has its roots in the school system. The principles and traditions upon which the public schools were built are also the principles and traditions which guide the public community colleges (1972:1).

Monroe further stated these traditions were:

1. Universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethnic, racial or religious backgrounds.
2. Local control and support of free, non-tuition educational systems.
3. A relevant curriculum designed to meet both the needs of the individual and those of the nation (1972:1).

Monroe stated four reasons why the community colleges developed in the United States.

1. The upward extension of high schools or academies.
2. The transformation of many church-related colleges from four-year to two-year institutions.
3. The evolution of educational institutions initially to bring advantages to young people in rural areas.
4. The creation of junior community colleges by philanthropic groups or individuals (1972:1).

The public community college is basically a twentieth century institution. However, there were a number of two year private junior colleges formed in the nineteenth century. Some of these were Monticello College in 1835, Missionary Institute of the Evangelical Church in 1858, Lasell Junior College in 1852, and Parker Collegiate Institute of Brooklyn, New York, in 1845 (Kelley and Wilbur, 1970:6).

Another major early influence on the development of public community colleges was "the nineteenth-century effort to reform American University education" (Hillway, 1958:33). Three of these reform advocates were Folwell from the University of Minnesota, Tappan from the University of Michigan, and Harper of the University of Chicago. These three spokesmen advocated what has been termed the

"bifurcated university." Essentially, this meant that the first two years of higher education were the responsibility of the secondary schools and the junior year on would be the responsibility of the university (Medsker, 1960:11).

Harper was the first to successfully separate the first two years from the last two years. This was accomplished at the University of Chicago in 1892. He named the two divisions the "academic college" and the "university college." In 1896, these divisions became known as the junior college and senior college and the first Associate of Arts degree was awarded in 1900 (Larimer, 1977:221).

The University of Chicago had three junior colleges affiliated with it. These were Lewis Institute in Chicago in 1896, Bradley Polytechnic Institute of Peoria in 1897, and Joliet Junior College in 1902 (Thornton, 1972:42).

The first state law approving public junior colleges and a major step in their development was passed by the California Legislature in 1907 (Larimer, 1977:222). The law allowed the board of trustees of any school district to develop post-graduate courses for high school graduates. These courses were to be of the same quality as those in the first two years of the university (Landrith, 1971:20). A second major development in California affecting the development of community colleges was the passage of the Ballard Act in 1917. This act provided "state and county support for junior college students

on the same basis as that for high school students" (Larimer, 1977:222).

The community college movement gained further momentum in 1920 when a two day conference was held in St. Louis. Out of this conference the American Association of Junior Colleges was formed (Landrith, 1971:23).

The period of 1920-45 was the period of the development of occupational programs. In 1917, California passed the following statute concerning the community colleges which stated in part:

Junior college courses of study may include such studies as are required for the junior certificate at the University of California, and such other courses of training in the mechanical and industrial arts, household economy, agriculture, civic education, and commerce as the high school board may deem desirable to establish (Thornton, 1972:62).

One of the strong advocates of occupational education was President Snyder of Los Angeles Junior College. He established fourteen terminal, semi-professional curriculums (Thornton, 1972:53). These occupational programs were first developed as a result of the Smith-Hughes vocational education legislation, and later from the economic needs as a result of the depression (Medsker and Tillery, 1971:14). Correspondingly, in California the number of terminal courses (courses in two-year occupational programs) grew from one hundred in 1921, to four hundred in 1925, one thousand six hundred in 1930, to four thousand in 1941 (Thornton, 1972:53).

The third stage of development, from 1945 to 1965, had its earlier advocates. While occupational education had been added to the curriculum, the need for "community education" was being advanced. One of these early advocates was Nicholas Ricciardi who, in 1930, defined the functions of the community junior college as:

A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who are not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional vocations, and short courses for adults with special interests (Thornton, 1972:55).

Another early spokesman for community education, Byron S. Hollingshead, stated in 1936:

The junior college should be a community college meeting community needs; that it should serve to promote a greater social and civic intelligence in the community; that it should provide opportunities for increased recreational and vocational opportunities for young people; that the cultural facilities of the institution should be placed at the disposal of the community; and that the work of the community college should be closely integrated with the work of the high school and the work of other community institutions (Thornton, 1972:55).

The fourth stage of development, from 1965 to the present, marked the development of the "comprehensive community college" concept. This comprehensiveness developed as a result of the acceptance of the open-door policy. Gleazer, in 1968, addressed what the meaning of comprehensiveness was when he stated:

The community college has become a comprehensive institution with a great variety of programs to match the cross section of the community represented in its subjects. The concept of comprehensiveness, although still a subject for occasional debate, generally is accepted. This means preparation for employment as well as transfer to four-year colleges and includes a number of other community-related services. The comprehensive community college exists to give students opportunity beyond the high school level to find suitable lines of educational development in a social environment of a wide range of interests, capacities, aptitudes, and types of intelligence (1968:28).

The Carnegie Commission on Higher Education stated that the emergence of the comprehensive community college was "influenced by the prior development of comprehensive high schools" (1970:11). Also, the Carnegie Commission on Higher Education defined the comprehensive community college as that which offered general, occupational, remedial, and continuing adult education (1970:11).

FUNCTIONS OF THE COMMUNITY COLLEGE

The functions of the community college have changed during the periods of development. During the earliest period, Koos was a leading spokesman for the junior college movement. Koos studied fifty-six catalogues of two-year public and private institutions and reported twenty-one purposes of the junior college. He placed them in five different groups. In the first group Koos included those purposes affecting education in the two years under consideration. Nine purposes were listed in this group. They were:

1. Offering two years of work acceptable to colleges and universities,
2. Completing education of students not going on,
3. Popularizing higher education,
4. Providing occupational training of junior college grade,
5. Continuing home influence during immaturity,
6. Affording attention to the individual student,
7. Offering better opportunities for training in leadership,
8. Offering better instruction in those school years, and
9. Allowing for exploration (1925:16).

Koos placed the purposes affecting the organization of the school system in a second group. These were:

1. Placing in the secondary school all work appropriate to it,
2. Making the secondary school period coincide with adolescence,
3. Fostering the evolution of the system of education,
4. Economizing time and expense by avoiding duplication, and
5. Assigning a function to the small college (1925:16).

In the third group, Koos listed the purposes affecting the university. These were:

1. Relieving the university,
2. Making possible real university functioning, and
3. Assuring better preparation for university work (1925:16).

In the fourth group, Koos listed two purposes that he considered to be related to instruction in the high school. These were:

1. Improving high school instruction, and
2. Caring better for brighter high school students (1925:16).

The last two purposes he placed in a fifth grouping as those that affected the community in which the institution was located.

These were:

1. Offering work meeting local needs, and
2. Affecting the cultural tone of the community (1925:16).

In a bulletin published by the United States Bureau of Education in 1919, F. M. McDowell ranked the purposes of junior college education as suggested by twenty-one administrators. These purposes listed in rank order were:

1. To keep children at home (parents' desire),
2. To provide a completion school for those who cannot go any further,
3. To secure college work near home (students' desire),
4. To meet specific local needs,
- 5-6. To compensate for geographical remoteness from a standard college or university,
- 5-6. To meet the entrance requirements of professional schools,
- 7-8. To provide vocational training more advanced than high school work,
- 7-8. To compensate for financial difficulty in maintaining a four year course,
9. To provide additional opportunities for teacher training,
- 10-11. To secure the segregation of the sexes, and
- 10-11. To provide opportunities for higher education under church control (Brumer, 1970:30).

These purposes characterized the philosophy of this early period by placing an emphasis on transfer education and recognizing the importance of in loco parentis. Secondly, the purposes illustrated

the lack of an identity of the two year college in relationship to high schools and colleges and universities.

During the period of 1920 to 1947, the development of occupational programs became an added function.

In 1941, Ricciardi and Harbeson stated the functions of the junior college representative of this period. They emphasized the function of preparing students in university preparatory work, preparing students to enter into business and industry, providing general education for all students, and preserving the democratic society (1941:255).

Thornton stated the major emphasis of the period of 1920 to 1947 was the development and acceptance of terminal and semi-professional education as a function of the junior college (1972:47).

In the period of 1947 to 1965, the junior college came to be accepted as the community college. Almost immediately after publishing the report of the President's Commission on Higher Education in 1947, many two year institutions that had previously been called junior colleges adopted the new title, community colleges (Hillway, 1958:3).

Gleazer, a leading spokesman and proponent of the community colleges, summarized in general terms what the community college had come to mean:

I believe that the community college is an educational instrument for these times in which we live. It has evolved out of the aspirations of the people of this land; it has responded to the changing and critical needs of the community; it is not an idea superimposed upon the American scene by a national committee, board or agency. Rather, its form and functions have emerged from the interplay of the values of our democratic society and the facts of economic and social change (1965:3).

Gleazer further stated that these functions have opened doors for students in occupations, have developed life-long learning opportunities, and developed the community as the central context of learning (1965:3).

In 1958, Hillway stated that the philosophy of the community college had six functions: (1) democratizing higher education (he defined this as the transfer approach); (2) community services; (3) vocational training; (4) adult education; (5) guidance and rehabilitation; and, (6) emphasizing teaching rather than research (1958:82-3).

Medsker listed six functions of the community college that guided its philosophy. These were: (1) offering occupational and academic programs for full-time and part-time students in both day and evening programs; (2) providing for remedial work for those students needing it; (3) maintaining a liberal admissions policy; (4) emphasizing a guidance program; (5) performing services to the community; and, (6) insisting on an individual identity without resembling a four-year college (1960:203).

While the guidance function and the function of remedial programs were recognized during the 1947 to 1965 period, their true significance was not fully recognized as a part of the community college philosophy until the final period--1965 to the present. This period, the period of acceptance of the open door philosophy, marked the movement from the community college concept to the comprehensive community college concept.

Harlacher discussed the distinction between the junior college, a college that primarily duplicated the philosophy of the first two years of a four-year college, and a comprehensive community college. This new comprehensive community college had an entity of its own, was a full partner with the community, and was the cultural and intellectual center as well as the foundation of community pride (1969:4).

In an interview in the Community College Journal, Clark Kerr stated what an open door college meant. He stated:

I think of an "open-door" college as one where any member of the community can come to test his or her interest and capacities to learn, and secure adequate exercise of learning abilities directed to achievement of personal and community goals (1975:10).

Thornton reinforced the idea of the comprehensive community college when he stated:

The period since about 1965 has seen the beginning of a movement toward the full realization of the open-door concept, with the spread of colleges into the inner city and their emphasis on seeking ways to provide for all the educational needs of that community (1972:47).

In 1972, Monroe defined the open door principle as meaning that any high school graduate or adult over eighteen was allowed to attend a community college. This did not mean any person could enroll in any program. The college retained the right to place students in programs that the college believed they could succeed in (1972:26).

Because of the acceptance of the open door philosophy, the functions and purposes of the community college expanded. In a Carnegie Commission Report published in 1970, the commission recommended that all state plans should provide for college-age students and adults in transfer education, general education, and occupational programs. The commission further recommended that a comprehensive community college provide continuing education, community cultural programs, and opportunities for diverse patterns of individual development (1970:17).

Hall recognized the community aspect, as well as the emphasis on the individual in community colleges, when he listed five objectives of the comprehensive community college. These objectives were:

1. Two years of university education,
2. Occupational educational in programs that reflect the service area's needs and the interest of the service area population,

3. Cultural and recreational activities as well as other community services,
4. general education, and
5. Counseling services not only to students enrolled, but also for other members of the community (1968:6).

The comprehensive nature of the community college was further emphasized in 1969 when Harlacher summarized his view of the philosophy of the community college. He stated that the campus must entail the complete college service area and that the total population of the service area was the student body. This has made it possible for the community college to enlarge the base for higher education as well as reduce the problems of access to higher education. Thus, the act of taking the college to the people has freed the community college from the traditional image of the college and university, and has allowed it to establish its own philosophy (1969:4).

Other writers during this period included the following as functions necessary to fulfill the philosophy of the comprehensive community college: (1) general education, transfer, and occupational preparation; (2) comprehensive programs for full- and part-time students from adolescence to senior citizens; (3) services to the community; (4) counseling and guidance services; and (5) remedial work (Fretwell, 1968:46; Hurlbut, 1969:20; Thornton, 1972:63).

The Carnegie Commission made two additional recommendations in its 1970 report. The report emphasized the need for a strong guidance program that was flexible and that included not only the

professional staff, but the entire faculty as well. Also, they recommended that all community colleges provide a remedial education program that was flexible and that was established in cooperation with other educational institutions (1970:17).

Monroe established the most comprehensive list of functions of the comprehensive community college during this period. This list included all the functions that he believed needed to be included in developing an institutional philosophy. These functions were:

1. Transfer curricula
 2. Citizenship and general education
 3. Occupational training
 4. General studies
 5. Adult and continuing education
 6. Remedial programs
 7. Counseling and guidance
 8. Salvage (closely related to remedial and guidance)
 9. Screening function
 10. Goal finding or cooling-out function
 11. Custodial function
 12. Cocurricular or student activity opportunities
- (1972:32-41).

The comprehensive community college of the 1970's has established its philosophy based on these functions. This philosophy is to assist the development of the community's resources with "the assumption that each individual has potential and should have opportunities to develop it The mission is no longer to develop the select few, but to develop all" (Gleazer, 1973:88-89).

Because the functions of the community colleges have changed during the development and growth of the community colleges, certain faculty roles have come to be associated with the fulfillment of these functions. Numerous writers have identified roles appropriate to these functions (Gleazer, 1968; Harlacher, 1969; Kelley and Wilbur, 1970; Medsker, 1960; and Thornton, 1972).

JOB SATISFACTION

Personal satisfaction with one's work has been extensively studied in business and industry. Relationships between job satisfaction and various dependent variables such as productivity, absenteeism, and turnover have been researched (Getzels and Guba, 1954; Green and Organ, 1973; Gross and Mason, 1958; House and Rizzo, 1972; Kahn and others, 1964; Katz and Kahn, 1964; Keller, 1975; Lyons, 1971; Morse, 1953; Rizzo, House, and Lirtzman, 1970; Seeman, 1953; Vroom, 1964; and Zalesnik, 1958). Unfortunately, this has not been true in the community college. There exists a paucity of information on job satisfaction in community colleges.

Medsker (1960) did a comprehensive study of two-year colleges. He surveyed 3,282 faculty from 76 colleges in 15 states. He reported 24.4 percent of the faculty were completely satisfied and 54.5 percent were well satisfied. The other 21.1 percent were either neutral or dissatisfied (1960:174).

According to two studies conducted in 1968 and 1972, a greater percent of community college faculty were satisfied with their jobs than had been found in earlier studies by Eckert and Stecklein (1950) and Medsker (1960). Kurth and Mills found 95 percent of the Florida community college faculty satisfied with their careers in 1968. In 1972, Eckert and Williams found that 85 percent of Minnesota community college instructors were satisfied with their careers (Cohen, 1974:370).

In a study conducted by the American Association of Junior Colleges in 1971, a national sample of faculty was asked to rank the goals of the community college both at the present time and also to give them a preference rating. There was a disparity in a number of the goals, thus revealing some job dissatisfaction (Bushnell, 1973). The various studies above show that the level of community college job satisfaction has increased from the 1950's into the 1970's.

The purpose of this study is not to define job satisfaction, but rather to determine if a relationship exists between job satisfaction and the difference between faculty and administrator perceptions of selected faculty roles. It was not necessary to make a detailed analysis of the variables involved in determining job satisfaction. However, the literature was searched to find an instrument that would measure faculty job satisfaction accurately.

Because of the tremendous growth of community colleges and because of the changing mission of these colleges, it is reasonable to expect that role conflict and role ambiguity exist for faculty members in community colleges. Role conflict is defined as the simultaneous occurrence of two (or more) sets of pressures such that compliance with one makes more difficult compliance with the other (Kahn and others, 1964). Role ambiguity is defined as "availability and/or perception of information which treats the responsibilities and activities of the subject's position" (Tosi and Tosi, 1970). Rizzo, House, and Lirtzman developed a questionnaire for measuring the relationship of job satisfaction to role conflict and role ambiguity. Their data showed stronger negative relationships between role ambiguity and job satisfaction than between role conflict and job satisfaction. In their research they reported four organizational practices leading to role ambiguity and conflict. They were goal conflict and inconsistency, delay in decisions, distortion and suppression of information, and violations of the chain of command (1970:150-163).

House and Rizzo, in another study conducted in 1972, further indicated that role ambiguity was more negatively related to job satisfaction than was role conflict (1972:467-505). However, in a study of secondary and elementary teachers Tosi and Tosi found that role conflict was negatively correlated with job satisfaction, but

that job satisfaction was not significantly related to role ambiguity. They added that it was not established that role conflict and role ambiguity were related to teaching effectiveness, but that they may be related to turnover and absenteeism (1970:1968-1975).

Green and Organ, in a study conducted in 1973, found significant positive correlations between role compliance and role accuracy with overall job satisfaction. They did not study the relationship between role conflict and job satisfaction (1973:95-103).

In 1975, DeVries studied 290 faculty members from the University of Illinois (Champaign-Urbana Campus) and found no relationship between faculty satisfaction and varying levels of role conflict (1975:111-129).

In a study of 156 staff registered nurses, Thomas F. Lyons found that while perceived role clarity was related negatively to voluntary turnover, propensity to leave, and job tension; role clarity was related positively to job satisfaction (1971:99-110).

The review of the literature on studies conducted that related job satisfaction to role conflict and role ambiguity indicated conflicting results in the relationship between job satisfaction and role conflict and role ambiguity.

SUMMARY

The review of literature was divided into three sections. The first section presented the history and development of the community college. This section was presented to help the reader understand the significance of the growth of the community college concept in the twentieth century. The second section presented the changing functions of the community college and related these changes to the growth and changing philosophy of the community colleges. This section was presented to help the reader understand the magnitude of the changes involved in the movement from the junior college to the comprehensive community college. The third section presented a short review of past studies involving job satisfaction and its relationship to role conflict and ambiguity. This section was presented to help the reader become aware of the paucity of studies available in the community college sector.

While there was no total agreement in the relationship of job satisfaction to role clarity and role ambiguity, a majority of the studies indicated a positive relationship between increased job satisfaction and increased role clarity and decreased role ambiguity.

Chapter 3

METHODS AND PROCEDURES

The problem of this study was to determine how community college faculty and administrators perceived the importance of specified faculty roles and to determine if there was a relationship between how they perceived these roles and faculty job satisfaction.

In order to investigate this problem as stated, Chapter 3 is presented according to the following divisions: (1) a description of the population and sampling procedures, (2) categories for investigation, (3) the questionnaires, (4) methods of collecting data, (5) statistical hypotheses tested and level of significance, (6) statistical methods used for analyzing the data, (7) precautions taken for accuracy, and (8) chapter summary.

DESCRIPTION OF THE POPULATION AND SAMPLING PROCEDURES

The population of the study included in the administrative category all presidents, chief officers of business administration, chief officers of instruction, chief officers of community services, and chief officers of student services in ten public community colleges in the states of Idaho, Montana, and Wyoming. Participating colleges are listed in Appendix A. Two community colleges in Wyoming declined to participate in the study. The number of administrators

included in the study totaled forty-nine. There were five from each community college except one which had combined the positions of dean of administration and dean of student services into one administrative position.

The population of the faculty category included in the study was composed of all full-time faculty members in the ten public community colleges that participated in the study. The list of full-time faculty was compiled from the names of full-time faculty as provided by the presidents of the participating community colleges.

The names of the faculty were consecutively numbered in the respective lists submitted. Numbering began with the first community college faculty list submitted and continued in the order they were submitted. A random table of numbers was used to draw a sample from each list (Glass and Stanley, 1970:510-512).

Cochran's formula (1963:74-75) was used to determine the minimum sample size.

The formula used was:

$$n = \frac{\frac{t^2_{PQ}}{d^2}}{1 + \frac{1}{N} \frac{t^2_{PQ}}{d^2} - 1}$$

In this formula, "t is the abscissa of the normal curve that cuts an area α at the two tails" (Cochran, 1963:75). In this study a t of

two was used. P is the probability of the parameter and Q is equal to $(1 - P)$. $P = .5$ and $Q = .5$ were used in this study because they produce the largest required sample size. The value of d is the margin of error; .05 was used. N is the population size. The population of the faculty members in the study was 510. Using this formula, the sample of faculty members in the study was 218. This was the number included in the study.

CATEGORIES FOR INVESTIGATION

The two categories investigated were administrators and faculty members. The administrator category included all presidents, chief officers of business administration, chief officers of instruction, chief officers of community services, and chief officers of student services in ten public community colleges in Idaho, Montana, and Wyoming.

The faculty category included the following variables for investigation. These variables were determined from a review of earlier research studies conducted in the community college sector. The variables used were those most frequently cited in the literature.

1. The number of years at the present college,
2. If the respondent had formal preparation for teaching in in a community college,

3. The position held immediately prior to the present position,
4. The instructional assignment in either vocational or non-vocational subject areas,
5. The highest degree currently held,
6. The perceived level of importance of twenty-five faculty roles, and
7. The degree of job satisfaction.

THE QUESTIONNAIRES

Development

Two questionnaires were developed. The administrator questionnaire had one section only. This was a section of faculty roles to be investigated. The faculty questionnaire included three sections. These sections were demographic data to be investigated, faculty roles to be investigated, and a third section designed to determine faculty job satisfaction. The section on faculty roles to be investigated was the same on both the administrator questionnaire and the faculty questionnaire.

The section on faculty job satisfaction was a questionnaire previously designed by Arthur H. Brayfield and Harold F. Rothe (1951:307-311). See Appendix B. Their permission was obtained to use the questionnaire in this investigative study.

Validation

The section of each questionnaire on faculty roles was constructed after a review of the literature. After the faculty roles were identified and appropriately grouped, several steps were taken to validate the questionnaires.

First, faculty members in Adult and Higher Education at Montana State University reviewed the questionnaires. Second, members of a class on the community junior college reviewed the questionnaires. Third, the questionnaires were submitted to ten presidents of community colleges for their comments and review. The names of these presidents were supplied by Suzanne Fletcher, Director of the Center of Community Education, of the American Association of Community and Junior Colleges (Appendix C).

As a result of this validation process, three faculty roles were removed from the questionnaires and one faculty role was added. The three that were removed were:

1. Discipline students
2. Maintain Attendance records
3. Evalutate administrator performance

The one faculty role that was added was:

1. Maintain quality teaching performance

After suggested revisions were made, the questionnaires were mailed to the faculty and administration of Nebraska Western College,

Scottsbluff, Nebraska, as a test-retest of the questionnaires. All respondents of the test-retest were asked to complete a one-page evaluation of the questionnaires (Appendix D). These reviews and the test-retest were used to establish the validity of the questionnaires.

Reliability

The questionnaires were subjected to a test-retest by faculty and administration at Nebraska Western College, Scottsbluff, Nebraska. The first questionnaires were mailed in November, 1978. Two weeks later the same questionnaires were again mailed to all respondents of the first questionnaires.

The process of establishing reliability consisted of comparing each individual answer on the first questionnaire to each individual answer on the second questionnaire. A correlation coefficient was calculated on each set of answers demonstrating the relationship of responses. Those questions that had a correlation coefficient of .56 or higher were selected for use in the questionnaire. One question with a correlation coefficient of .56 was included because it was an important question and did not effect the overall correlation. An overall correlation coefficient of .80 was established.

The section of the questionnaire on job satisfaction had an established odd-even product moment reliability coefficient computed at .77 which was corrected by the Spearman-Brown formula to .87

(Brayfield and Rothe, 1951:308). The reliability of the job satisfaction portion of the questionnaire, as established for community college faculty in the test-retest, was .83. The retest was administered three weeks after the test.

Following this process, the questionnaires shown in Appendix E and Appendix F were mailed to the administrators and faculty involved in the study.

Content

The administrator questionnaire had one section, Faculty Roles. These roles were divided into the following groups:

1. professional development role,
2. community involvement role,
3. college community involvement role,
4. guidance role, and
5. instructional role.

The faculty questionnaire was divided into three sections: demographic data, faculty roles, and job satisfaction.

1. Demographic Data: This section provided the data for an analysis of the respondents concerning:
 - a. years of service at the present community college,
 - b. if the respondents had formal preparation for teaching in the community college,

c. the position held immediately prior to the respondent's present position,

d. the respondent's teaching assignment in either vocational or non-vocational subject areas, and

e. the highest degree currently held.

2. Faculty Roles: This section provided data for an analysis of the respondents concerning faculty roles. These roles were divided into the following groups:

a. professional development role,

b. community involvement role,

c. college community involvement role,

d. guidance role, and

e. instructional role.

3. Job Satisfaction: This section provided a total job satisfaction score.

Initial contact by mail was made with the president of each community college (Appendix G). The purpose of this contact was to obtain permission to mail the questionnaire to the administrators and faculty at that community college. When no reply was received, a telephone contact was made to obtain permission.

Each questionnaire mailed included a cover letter (Appendix H) and a pre-paid envelope in which the questionnaire could be returned.

The questionnaires were coded so that follow-up questionnaires could be mailed to non-respondents.

One week after the first questionnaire was mailed, a post card serving as a reminder to complete the questionnaire was mailed to all selected participants. Three weeks after the first questionnaire was mailed, another letter (Appendix I), a questionnaire, and a pre-paid envelope were mailed to all non-respondents. The same procedure was used for both the administrator and the faculty groups.

STATISTICAL HYPOTHESES

Based upon the questions stated in Chapter 1, the following hypotheses were tested:

1. (Ho) There are no differences between faculty and administration on their perceptions of twenty-five faculty roles.
2. (Ho) There are no differences among faculty by the number of years taught in a public community college on their perceptions of twenty-five faculty roles.
3. (Ho) There is no difference in the faculty by formal preparation for teaching in the community college on their perceptions of twenty-five faculty roles.

4. (Ho) There is no difference in the faculty by vocational or non-vocational teaching areas on their perceptions of twenty-five faculty roles.

5. (Ho) There is no difference in the faculty by the most recent position previous to their present position on their perceptions of twenty-five faculty roles.

6. (Ho) There is no difference in the faculty by the level of education obtained on their perceptions of twenty-five faculty roles.

7. (Ho) There is no difference in the mean job satisfaction score among the ten community college faculties.

8. (Ho) There is no relationship between d_1 and d_2 where:

d_1 = the mean job satisfaction scores of each community college faculty minus the combined mean job satisfaction score of all community college faculty sampled.

d_2 = the mean faculty score minus the mean administration score on the perception of each faculty role.

9. (Ho) There is no relationship between faculty job satisfaction and the difference between the mean of a community college's administration and the individual faculty score on the perceptions of twenty-five faculty roles.

10. (Ho) There is no relationship between faculty job satisfaction and the difference in the perceptions of twenty-five faculty roles between administration and faculty.

STATISTICAL METHODS USED FOR THE ANALYSIS OF DATA

The null hypotheses one through six were tested with the Chi Square test of Independence. A Chi Square test for each of the roles in each of the hypotheses one through six was computed and tested at the .05 level of significance. Where collapsing of cells to meet 80 percent of the cells with five or more could not be met, a descriptive analysis of the table was given.

Null hypothesis seven was tested with the Student's t at the .05 level of significance.

The null hypotheses eight and nine were tested with the Pearson Product-moment correlation coefficient test at the .05 level of significance.

Null hypothesis ten was tested with multiple regression at the .05 level of significance.

PRECAUTIONS TAKEN FOR ACCURACY

All responses to the questionnaire were checked by the investigator to insure that respondents had properly followed the

instructions. When questionnaires were not completed according to the instructions, they were considered unusable and discarded.

All coding for computer input was double checked by the investigator. All keypunched cards were verified and all statistical tests were done on the computer at Montana State University.

SUMMARY

This chapter contained a detailed description of the procedures used in this study.

The survey population included 49 administrators and 218 randomly selected full-time faculty members in ten public community colleges in Idaho, Montana, and Wyoming.

The data was collected, compiled, analyzed, and presented in appropriate tables. The Chi Square test of Independence, one sample t test, Pearson Product-moment correlation coefficient test, and multiple regression test were used to test the null hypotheses. Each statistical analysis was made at the .05 level of significance.

Chapter 4

RESULTS AND FINDINGS

This study collected information about faculty and administrators at ten community colleges in Idaho, Montana, and Wyoming. The findings of the study are presented in three major subdivisions. First, a description of the population and response is presented. Second, a descriptive profile of faculty respondents is presented. Third, the analysis of data as related to the hypotheses tested is presented. Where appropriate, tables are presented within the subdivisions. Tables in subdivisions one and two are presented in both raw numbers and percentages. Tables in subdivision three are presented in raw numbers.

POPULATION AND SAMPLE

The population of this study was the faculty and administrators employed by ten community colleges listed in Appendix A.

Administration: All Presidents, Deans of Instruction, Deans of Community Services, Deans of Administration, and Deans of Students of the ten community colleges represented both the population and the sample. Therefore, the number from each of the colleges was five, with the exception of one college where, because of the administrative organization of that college, only four administrators were included in the study.

At least three administrators needed to respond to make their community college eligible for inclusion in this study. This number was met for all ten community colleges.

Table 1 presents the administration sample and response. Questionnaires returned but not filled out were considered unusable.

Table 1
Administration Population, Sample,
and Response by College

College	Number in Population/ Sample	Number of Responses	Number of Responses Usable	Percent of Sample Responding	Percent of Usable Responses
1	5	5	5	100	100
2	5	5	5	100	100
3	5	5	4	100	80
4	5	5	5	100	100
5	4	4	4	100	100
6	5	5	4	100	80
7	5	5	5	100	100
8	5	4	3	80	60
9	5	5	5	100	100
10	5	3	3	60	60
Totals	49	46	43	93.9 *	87.8 *

*Percentage of total population

Faculty: All full-time faculty of the ten community colleges represented the population. A sample of faculty was then drawn from the population.

Table 2 presents the faculty sample and response. Questionnaires returned but not filled out were considered unusable.

DESCRIPTION OF FACULTY RESPONDING

The descriptive analysis of faculty responding was divided into six categories. These categories were: (1) years of employment at the college, (2) whether or not the respondent had formal preparation for teaching in a community college, (3) the position held immediately prior to the present position, (4) the teaching assignment in either vocational or non-vocational subject areas, (5) the highest degree currently held, and (6) a job satisfaction score.

The length of employment of faculty at the present community college is presented in Table 3. Faculty employed at their present community college for six through fifteen years constituted 52.7 percent of the respondents. Faculty with zero through five years experience at the present community college constituted 40.2 percent, while faculty with over fifteen years of experience at the present college constituted 7.1 percent of the sample.

Table 2
Faculty Population, Sample, and Response by College

College	Number in Population	Number in Sample	Number of Responses	Number of Responses Usable	Percent of Sample Responding	Percent of Usable Responses
1	20	6	5	5	83.3	83.3
2	31	21	17	16	81	76.2
3	36	15	15	15	100	100
4	56	16	13	13	81.3	81.3
5	22	12	12	12	100	100
6	28	13	10	9	76.9	69.2
7	98	45	43	40	95.6	88.9
8	29	10	10	9	100	90
9	69	26	23	22	88.5	84.6
10	120	54	45	43	83.3	79.6
Totals	509	218	193	184	88.5*	84.4*

*Percentage of total population

Table 3

Length of Employment at Present Community College

Years	Number	Percent
0 - 5	74	40.2
6 - 15	97	52.7
Over 15	13	7.1
Totals	184	100.0

Table 4 presents whether or not faculty members have had formal preparation for teaching in a community college. Those faculty with formal preparation were a majority with 52.7 percent and those without formal preparation made up 47.3 percent of the sample.

Table 4

Formal Preparation for Teaching in Community Colleges

Preparation	Number	Percent
Yes	96	52.7
No	86	47.3
Totals	182	100.0

Table 5 presents the position held by faculty prior to their present positions. The largest number came from elementary or secondary schools with 28.8 percent of the sample. Faculty from industry or business constituted 26.6 percent of the sample. Faculty whose previous position had been at a community college, at a four-year college or university, or as a college student each constituted 11.4 percent.

Table 5
Position Held Prior to Present Position

Previous Position	Number	Percent
Elementary or Secondary School	53	28.8
Other Community College	21	11.4
Four-Year College or University	21	11.4
Industry or Business	49	26.6
College Student	21	11.4
None of the Above	19	10.3
Totals	184	99.9*

*Due to Rounding Error

Table 6 presents the subject area to which the faculty member was assigned for a majority of his or her teaching responsibilities. Faculty assigned to non-vocational courses made up 61.7 percent of the sample, while faculty assigned to vocational courses made up 38.3 percent.

Table 6
Majority of Teaching Assignment

Teaching Assignment	Number	Percent
Vocational Courses	70	38.3
Non-Vocational Courses	113	61.7
Totals	183	100.0

The highest degree that the faculty respondents had attained is presented in Table 7. The greatest percentage of respondents had a Master's degree as the highest degree attained. They constituted 63.7 percent of the sample. The next highest category was those who had attained a Bachelor's degree with 17 percent. No other category had more than 7.1 percent. Those responding to the category of Specialist's degree were eliminated from the Chi Square analysis of faculty roles because it was unclear to the respondents whether the Specialist's degree was higher or lower than the Bachelor's degree.

Table 7

Highest Degree Attained

Degree	Number	Percent
No Degree	8	4.4
Associate Degree	6	3.3
Bachelor's Degree	31	17.0
Master's Degree	116	63.7
Specialist's Degree	8	4.4
Doctorate Degree	13	7.1
Totals	182	99.9*

*Due to rounding error

Table 8 presents an analysis of job satisfaction scores for each of the ten community colleges. The respondents were asked to respond to eighteen questions on a five point scale on the Job Satisfaction Index. In order to account for any missing data, the job satisfaction score was determined by averaging the items answered and multiplying this number times ten. Therefore, the possible scores ranged from ten to fifty, with fifty being the highest possible score.

The overall mean job satisfaction score for all colleges was 40.687. Six community colleges had a mean job satisfaction score

higher than the overall mean and four community colleges had lower individual job satisfaction score means.

Table 8
Job Satisfaction Score by College

College	Number Sampled	Number Responding	Mean	Variance	Standard Deviation
1	6	5	41.00	10.00	3.16
2	21	16	38.31	24.23	4.92
3	15	15	38.33	36.10	6.01
4	16	13	40.77	11.03	3.32
5	12	12	41.08	14.08	3.75
6	13	9	43.67	10.00	3.16
7	45	40	42.28	13.03	3.61
8	10	9	41.67	23.25	4.82
9	26	23	39.52	30.26	5.50
10	54	43	40.53	28.02	5.29

ANALYSIS OF DATA

The Chi Square Test of Independence was computed on the first six null hypotheses of this study. Cells were collapsed to obtain 80 percent of the cells with five or more responses. In some instances 75 percent was allowed and is noted in the tables. When this requirement could not be met, descriptive comments were made. Tables were

presented where a significant relationship exists in the Chi Square analysis.

Null Hypothesis One: There are no differences between faculty and administration on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in null hypothesis one is listed in Table 9. Roles 1, 3, 4, 5, 14, 21, and 23 were found to be significant at the .05 level. Therefore, hypothesis one for these seven roles was rejected. Of the seven roles found to be significant, 1, 3, 4, and 5 were in the area of Professional Development; role 14 was in the area of College Community Involvement; and roles 21 and 23 were in the area of Instruction.

Role 25, "Maintain Quality Teaching Performance," could not be collapsed to meet the expected requirement. Forty administrators, or 93 percent, perceived the role as very high. Of 186 faculty members, 80 percent perceived this role as very high. This role was perceived to be very important by both faculty and administrators.

Table 9

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Faculty and Administration

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	4	9.49	11.16*
2. Attend Professional Meetings	4	9.49	3.33
3. Participate in In-Service Training	4	9.49	16.27*
4. Participate in Appropriate Retraining Programs	4	9.49	13.63*
5. Maintain Awareness of Current Research	4	9.49	10.12*
6. Take an Active Part in Community Organizations	4	9.49	5.61
7. Devote Time to Public Relations	4	9.49	3.84
8. Raise Funds for Community Organizations	4	9.49	2.97
9. Develop Student Regulations	4	9.49	6.12
10. Evaluate and Develop Curriculum	3	7.82	.13
11. Serve on Professional Committees	4	9.49	1.77
12. Formulate Policy Affecting Faculty	4	9.49	6.99
13. Sponsor Extra-Curricular Activities	4	9.49	1.08
14. Plan Budgets	4	9.49	11.62*

Table 9 (continued)

Item	D/F	Critical Value	Calculated Value
15. Evaluate Peer Performance	4	9.49	9.44
16. Write Federal Grants and/or Programs	4	9.49	4.73
17. Counsel Students in Personal Concerns	4	9.49	8.62
18. Counsel Students in Vocational Concerns	4	9.49	3.83
19. Counsel Students in Academic Concerns	4	9.49	2.97
20. Be a Personal Friend to Students	4	9.49	.93
21. Develop Instructional Materials	3	7.82	8.91*
22. Evaluate Student Performance	3	7.82	3.00 ¹
23. Group and Place Students	4	9.49	12.22*
24. Fit Instructional Mode to Individual Needs	3	7.82	.48
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

¹75 percent

Tables 10 through 16 present the complete data for those roles found to be significant in Hypothesis One.

In Table 12, faculty perceived the role, "Join Professional Organizations," as a less important role than did administrators. Thirty-six percent of the faculty rated this role moderately low or lower, while only 14 percent of the administrators rated this role moderately low or lower.

Table 10

Number of Respondents by Perceived Level of Importance for Role 1,
Join Professional Organizations

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	1	1	4	21	8	8
Faculty	5	17	44	54	44	21

df = 4
p = .05
*Significant

Critical $\chi^2 = 9.49$
Calculated $\chi^2 = 11.16^*$

() Collapsed cells to meet
80% requirement

In Table 11, the administrators perceived the role, "Participate in In-Service Training," as a more important role than did the faculty. Eighty-four percent of the administrators rated the importance of this role as high or very high, while only 52 percent of the faculty rated the role high or very high.

Table 11

Number of Respondents by Perceived Level of Importance for Role 3,
Participate in In-Service Training

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	0	1	0	6	20	16
Faculty	1	4	24	59	60	36

df = 4

p = .05

*Significant

Critical $\chi^2 = 9.49$ Calculated $\chi^2 = 16.27^*$ () Collapsed cells to meet
80% requirement

In Table 12, the administrators perceived the role, "Participate in Appropriate Retraining Programs," as a more important role than did the faculty. Ninety-five percent of the administrators rated the importance of this role as moderately high or higher, while only 80 percent of the faculty rated the role moderately high or higher.

Table 12

Number of Respondents by Perceived Level of Importance for Role 4,
Participate in Appropriate Retraining Programs

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	0	1	1	9	17	15
Faculty	4	7	25	51	70	26

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 13.63^*$ 80% requirement
 *Significant

In Table 13, the faculty perceived the role, "Maintain Awareness of Current Research," as a more important role than did the administrators. Ninety-two percent of the faculty rated the importance of this role as moderately high or higher, while only 81 percent of the administrators rated the role moderately high or higher.

Table 13

Number of Respondents by Perceived Level of Importance for Role 5,
Maintain Awareness of Current Research

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	0	3	5	9	12	14
Faculty	0	1	14	36	72	62

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 10.12^*$ 80% requirement
 *Significant

In Table 14, the administrators perceived the role, "Plan Budgets," as neither high nor low. Sixty-seven percent rated this role as either moderately high or moderately low. Forty-eight percent of the faculty rated this role high or very high, while 28 percent of the administrators rated the role high or very high.

Table 14

Number of Respondents by Perceived Level of Importance for Role 14,
Plan Budgets

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	1	1	13	16	9	3
Faculty	11	11	31	42	58	32

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 11.42^*$ 80% requirement
 *Significant

In Table 15, the administrators perceived the role, "Develop Instructional Materials," as very high with 53 percent. Faculty rated this role at 45 percent for very high. However, 12 percent of the administrators rated the role as moderately low to low in contrast to only 3 percent of the faculty.

Table 15

Number of Respondents by Perceived Level of Importance for Role 21,
Develop Instructional Materials

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	0	1	4	4	11	23
Faculty	0	0	5	27	69	84

df = 3
p = .05
*Significant

Critical $\chi^2 = 7.82$
Calculated $\chi^2 = 8.91^*$

() Collapsed cells to meet
80% requirement

In Table 16, 77 percent of the administrators perceived this role, "Group and Place Students," as moderately high or higher. Sixty-eight percent of the faculty rated this role moderately high or higher.

Table 16

Number of Respondents by Perceived Level of Importance for Role 23,
Group and Place Students

Administrators or Faculty	Perceived Level of Importance					
	(1	2)	3	4	5	6
Administrators	0	3	7	21	9	3
Faculty	8	12	40	42	56	27

df = 4
p = .05
*Significant

Critical $\chi^2 = 9.49$
Calculated $\chi^2 = 12.22^*$

() Collapsed cells to meet
80% requirement

Differences in the perceptions of faculty roles were found between faculty and administrators. Null Hypotheses Two through Six analyze variables which may account for part of the differences.

Null Hypothesis Two: There are no differences among faculty by the number of years taught in a public community college on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in Hypothesis Two is listed in Table 17. The only role found to be significant at the .05 level was role 21 in the area of Instruction. Therefore, Hypothesis Two for role 21 was rejected.

Roles 22 and 25 could not be collapsed to meet the expected requirement. Of those faculty having one through five and five through fifteen years of experience, 91 percent ranked role 22, "Evaluate Student Performance," as either high or very high and 100 percent of the faculty with over fifteen years of experience ranked role 22 either high or very high. Of those faculty having six through fifteen years of experience, 78 percent perceived role 25, "Maintain Quality Teaching Performance," as being very high. Of faculty having six through fifteen years of experience, 80 percent ranked role 25 very high and 92 percent of the faculty with over fifteen years of experience at the present college ranked this role as very high. All faculty groups perceived this role as very important.

Table 17

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Number of Years Taught

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	5	11.07	6.18
2. Attend Professional Meetings	5	11.07	6.17
3. Participate in In-Service Training	4	9.49	6.15
4. Participate in Appropriate Retraining Programs	5	11.07	5.93
5. Maintain Awareness of Current Research	4	9.49	4.13
6. Take an Active Part in Community Organizations	4	9.49	3.25
7. Devote Time to Public Relations	4	9.49	5.13
8. Raise Funds for Community Organizations	4	9.49	2.03
9. Develop Student Regulations	5	11.07	3.76
10. Evaluate and Develop Curriculum	3	7.82	4.22
11. Serve on Professional Committees	4	9.49	3.19
12. Formulate Policy Affecting Faculty	4	9.49	7.76
13. Sponsor Extra-Curricular Activities	5	11.07	2.32
14. Plan Budgets	5	11.07	10.79

Table 17 (continued)

Item	D/F	Critical Value	Calculated Value
15. Evaluate Peer Performance	5	11.07	6.21
16. Write Federal Grants and/or Programs	5	11.07	1.93
17. Counsel Students in Personal Concerns	5	11.07	2.63
18. Counsel Students in Vocational Concerns	4	9.49	2.63
19. Counsel Students in Academic Concerns	3	7.82	2.97
20. Be a Personal Friend to Students	5	11.07	2.84
21. Develop Instructional Materials	3	7.82	8.38*
22. Evaluate Student Performance			Descriptive
23. Group and Place Students	5	11.07	4.41
24. Fit Instructional Mode to Individual Needs	3	7.82	2.59
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

Table 18 presents the complete data for role 21, the only role found to be significant in Hypothesis Two. In Table 18, faculty with one through five years of teaching experience at the present college and faculty with over fifteen years of experience gave a higher rating

to the role, "Develop Instructional Materials," than did faculty with six through fifteen years of experience. Also, 7 percent of the faculty with one through five years of experience rated this role moderately low. No respondents in the other categories rated this role below moderately high.

Table 18

Number of Respondents by Perceived Level of Importance for Role 21,
Develop Instructional Materials

Years Taught in Present Community College	Perceived Level of Importance					
	(1	2	3)	4	5	6
1 - 5	0	0	5	9	25	35
6 - 15	0	0	0	16	39	42
Over 15	0	0	0	2	4	7

df = 3
p = .05
*Significant

Critical $\chi^2 = 7.82$
Calculated $\chi^2 = 8.38^*$

() Collapsed cells to meet
80% requirement

Null Hypothesis Three: There is no difference in the faculty by formal preparation for teaching in the community college on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in Hypothesis Three is listed in Table 19. Three roles were found to be significant at the .05 level. These roles were role 16 in the area of Community

College Involvement, 17 in the area of Guidance, and 24 in the area of Instruction. Therefore, Hypothesis Three for roles 16, 17, and 24 was rejected.

Role 25, "Maintain Quality Teaching Performance," could not be collapsed to meet the expected requirement. Of the 182 responses, 98 percent ranked role 25 as either high or very high. Both groups perceived this role as important.

Table 19

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Formal Preparation

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	5	11.07	6.56
2. Attend Professional Meetings	5	11.07	5.63
3. Participate in In-Service Training	4	9.49	1.79
4. Participate in Appropriate Retraining Programs	4	9.49	5.41
5. Maintain Awareness of Current Research	4	9.49	6.97
6. Take an Active Part in Community Organizations	5	11.07	5.97
7. Devote Time to Public Relations	4	9.49	5.44
8. Raise Funds for Community Organizations	4	9.49	3.06
9. Develop Student Regulations	5	11.07	3.55
10. Evaluate and Develop Curriculum	3	7.82	.69 ¹

Table 19 (continued)

Item	D/F	Critical Value	Calculated Value
11. Serve on Professional Committees	4	9.49	.43
12. Formulate Policy Affecting Faculty	4	9.49	2.22
13. Sponsor Extra-Curricular Activities	5	11.07	2.14
14. Plan Budgets	5	11.07	6.03
15. Evaluate Peer Performance	5	11.07	.26
16. Write Federal Grants and/or Programs	5	11.07	20.80*
17. Counsel Students in Personal Concerns	4	9.49	13.81*
18. Counsel Students in Vocational Concerns	4	9.49	5.27
19. Counsel Students in Academic Concerns	3	7.82	1.56
20. Be a Personal Friend to Students	5	11.07	5.44
21. Develop Instructional Materials	3	7.82	6.96 ¹
22. Evaluate Student Performance	3	7.82	.26 ¹
23. Group and Place Students	5	11.07	1.57
24. Fit Instructional Mode to Individual Needs	3	7.82	15.96*
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

¹75 percent

Tables 20 through 22 present the complete data for those roles found to be significant in Hypothesis Three.

In Table 20, faculty with no formal preparation perceived the role, "Write Federal Grants and/or Programs," as being less important than faculty with formal preparation for teaching in the community college. Eighty-one percent of the faculty with no formal preparation rated role 16 moderately low or lower, while 62 percent of faculty with formal preparation rated role 16 moderately low or lower.

Table 20

Number of Respondents by Perceived Level of Importance for Role 16,
Write Federal Grants and/or Programs

Formal Preparation	Perceived Level of Importance					
	1	2	3	4	5	6
Yes	15	17	27	30	4	3
No	17	23	30	6	8	0

df = 5 Critical $\chi^2 = 11.07$
 p = .05 Calculated $\chi^2 = 20.80^*$
 *Significant

In Table 21, faculty with formal preparation for teaching in the community college perceived the role, "Counsel Students in Personal Concerns," as being more important than faculty with no formal preparation. Seventy-four percent of the faculty with formal preparation

rated role 17 as moderately high or higher, while 50 percent of faculty with no formal preparation rated role 17 moderately high or higher.

Table 21

Number of Respondents by Perceived Level of Importance for Role 17,
Counsel Students in Personal Concerns

Formal Preparation	Perceived Level of Importance					
	(1	2)	3	4	5	6
Yes	1	4	20	25	26	30
No	4	13	26	14	17	12

df = 4
p = .05
*Significant

Critical $\chi^2 = 9.49$
Calculated $\chi^2 = 13.81^*$

() Collapsed cells to meet
80% requirement

In Table 22, faculty with formal preparation for teaching in the community college perceived the role, "Fit Instructional Mode to Individual Needs," as being more important than faculty with no formal preparation. Eighty-two percent of the faculty with formal preparation rated role 24 as high or very high, while 63 percent of the faculty with no formal preparation rated the role high or very high.

Table 22

Number of Respondents by Perceived Level of Importance for Role 24,
Fit Instructional Mode to Individual Needs

Formal Preparation	Perceived Level of Importance					
	(1	2	3)	4	5	6
Yes	0	0	2	16	36	42
No	0	4	11	17	32	22

df = 3
p = .05
*Significant

Critical $\chi^2 = 7.82$
Calculated $\chi^2 = 15.96^*$

() Collapsed cells to meet
80% requirement

Null Hypothesis Four: There is no difference in the faculty by vocational or non-vocational teaching areas on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in Hypothesis Four is listed in Table 23. Three roles were found to be significant at the .05 level. These roles were 8, in the area of Community Involvement, and 18 and 19, in the area of Guidance.

Role 25, "Maintain Quality Teaching Performance," could not be collapsed to meet the expected requirement. Out of 183 responses to role 25, 98 percent rated the role either high or very high. Formal preparation did not effect the perceived level of importance of Role 25.

Table 23

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Teaching Assignment

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	5	11.07	9.89
2. Attend Professional Meetings	5	11.07	2.85
3. Participate in In-Service Training	4	9.49	6.02
4. Participate in Appropriate Retraining Programs	4	9.49	4.34
5. Maintain Awareness of Current Research	3	7.82	4.52
6. Take an Active Part in Community Organizations	5	11.07	4.87
7. Devote Time to Public Relations	4	9.49	3.89
8. Raise Funds for Community Organizations	4	9.49	9.83*
9. Develop Student Regulations	5	11.07	8.81
10. Evaluate and Develop Curriculum	3	7.82	1.95 ¹
11. Serve on Professional Committees	4	9.49	8.65
12. Formulate Policy Affecting Faculty	4	9.49	.33
13. Sponsor Extra-Curricular Activities	5	11.07	3.40
14. Plan Budgets	5	11.07	2.12

Table 23 (continued)

Item	D/F	Critical Value	Calculated Value
15. Evaluate Peer Performance	5	11.07	4.89
16. Write Federal Grants and/or Programs	4	9.49	2.71
17. Counsel Students in Personal Concerns	5	11.07	7.80
18. Counsel Students in Vocational Concerns	4	9.49	26.77*
19. Counsel Students in Academic Concerns	3	7.82	8.06*
20. Be a Personal Friend to Students	5	11.07	1.63
21. Develop Instructional Materials	3	7.82	3.04 ¹
22. Evaluate Student Performance	3	7.82	3.29 ¹
23. Group and Place Students	5	11.07	8.67
24. Fit Instructional Mode to Individual Needs	3	7.82	3.16
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

¹75 percent

Tables 24 through 26 present the complete data for those roles found to be significant in Hypothesis Four.

In Table 24, faculty teaching in non-vocational subject areas perceived the role, "Raise Funds for Community Organizations," as being less important than faculty teaching in vocational areas perceived the role. Eighty-five percent of the faculty teaching in non-vocational areas rated this role moderately low or lower, while 67 percent of the faculty in vocational areas rated this role moderately low or lower.

Table 24

Number of Respondents by Perceived Level of Importance for Role 8,
Raise Funds for Community Organizations

Teaching Assignment	Perceived Level of Importance					
	1	2	3	4	(5	6)
Vocational	9	21	17	20	2	1
Non-vocational	12	37	46	14	4	0

df = 4
p = .05
*Significant

Critical $\chi^2 = 9.49$
Calculated $\chi^2 = 9.83^*$

() Collapsed cells to meet
80% requirement

In Table 25, faculty teaching in vocational subject areas perceived the role, "Counsel Students in Vocational Concerns," as being more important than faculty teaching in non-vocational areas perceived this role. Ninety-six percent of the faculty teaching in vocational areas rated this role moderately high or higher, while 79 percent of faculty teaching in non-vocational areas rated this role moderately high or higher.

Table 25

Number of Respondents by Perceived Level of Importance for Role 18,
Counsel Students in Vocational Concerns

Teaching Assignment	Perceived Level of Importance					
	(1	2)	3	4	5	6
Vocational	0	0	3	6	27	34
Non-vocational	3	1	19	32	33	25

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 26.77^*$ 80% requirement
 *Significant

In Table 26, faculty teaching in non-vocational areas perceived the role, "Counsel Students in Academic Concerns," as being more important than faculty teaching in vocational subject areas perceived the role. Ninety-eight percent of the faculty teaching in

non-vocational areas rated this role moderately high or higher, while 78 percent of the faculty in vocational areas rated this role as high or moderately high.

Table 26

Number of Respondents by Perceived Level of Importance for Role 19,
Counsel Students in Academic Concerns

Teaching Assignment	Perceived Level of Importance					
	(1	2	3)	4	5	6
Vocational	3	2	3	10	25	26
Non-vocational	0	0	2	17	44	50

df = 3 Critical $\chi^2 = 7.82$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 8.06^*$ 80% requirement
 *Significant

Null Hypothesis Five: There is no difference in the faculty by the most recent position previous to their present position on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in Hypothesis Five is listed in Table 27. Two roles were found to be significant at the .05 level. These roles were role 10, in the area of College Community Involvement, and role 21, in the area of Instruction.

Therefore, Hypothesis Five for roles 10 and 21 was rejected.

Role 25, "Maintain Quality Teaching Performance," could not be collapsed to meet the expected requirement. Of 184 responses, 98 percent rated this role either high or very high.

Table 27

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Previous Position Held

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	5	11.07	2.72
2. Attend Professional Meetings	5	11.07	1.02
3. Participate in In-Service Training	5	11.07	10.91
4. Participate in Appropriate Retraining Programs	5	11.07	7.23
5. Maintain Awareness of Current Research	5	11.07	3.08
6. Take an Active Part in Community Organizations	5	11.07	6.11
7. Devote Time to Public Relations	5	11.07	8.49
8. Raise Funds for Community Organizations	5	11.07	3.36
9. Develop Student Regulations	5	11.07	9.83
10. Evaluate and Develop Curriculum	5	11.07	16.93*
11. Serve on Professional Committees	5	11.07	8.48
12. Formulate Policy Affecting Faculty	5	11.07	8.61

Table 27 (continued)

Item	D/F	Critical Value	Calculated Value
13. Sponsor Extra-Curricular Activities	5	11.07	2.04
14. Plan Budgets	5	11.07	4.09
15. Evaluate Peer Performance	5	11.07	6.47
16. Write Federal Grants and/or Programs	5	11.07	2.98
17. Counsel Students in Personal Concerns	5	11.07	2.89
18. Counsel Students in Vocational Concerns	5	11.07	7.15
19. Counsel Students in Academic Concerns	5	11.07	5.02
20. Be a Personal Friend to Students	5	11.07	9.68
21. Develop Instructional Materials	5	11.07	11.54*
22. Evaluate Student Performance	5	11.07	4.27
23. Group and Place Students	5	11.07	4.28
24. Fit Instructional Mode to Individual Needs	5	11.07	2.34
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

Tables 28 and 29 present the complete data for those roles found to be significant in Hypothesis Five.

In Table 28, faculty whose previous position had been at another community college perceived the role, "Evaluate and Develop Curriculum," as being more important than faculty from all other categories. Ninety-five percent of the faculty from this category rated this role high or very high. Faculty whose previous positions were in four-year colleges or universities rated this role the lowest, with only 57 percent rating the role high or very high.

Table 28

Number of Respondents by Perceived Level of Importance for Role 10,
Evaluate and Develop Curriculum

Previous Position Held	Perceived Level of Importance					
	(1	2	3	4)	(5	6)
Elementary or Secondary School	0	0	1	4	21	27
Other Community College	0	0	0	1	14	6
Four-Year College or University	0	0	0	9	8	4
Industry or Business	1	0	4	5	14	25
College Student	0	0	1	1	9	10
None of Above	0	0	1	1	6	11

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 16.93^*$

() Collapsed cells to meet
80% requirement

In Table 29, faculty whose previous position had been at another community college perceived the role, "Develop Instructional Materials," as being more important than faculty from all other categories. One hundred percent of the faculty from this category rated this role high or very high. Faculty whose previous position

was in an elementary or secondary school rated this role the lowest, with only 72 percent rating the role high or very high.

Table 29

Number of Respondents by Perceived Level of Importance for Role 21,
Develop Instructional Materials

Previous Position Held	Perceived Level of Importance					
	(1	2	3	4)	(5	6)
Elementary or Secondary School	0	0	0	15	17	21
Other Community College	0	0	0	0	11	10
Four-Year College or University	0	0	1	4	10	6
Industry or Business	0	0	4	4	16	25
College Student	0	0	0	3	8	10
None of Above	0	0	0	1	6	12

df = 5
p = .05
*Significant

Critical $\chi^2 = 11.07$
Calculated $\chi^2 = 11.54^*$

() Collapsed cells to meet
80% requirement

Null Hypothesis Six: There is no difference in the faculty by the level of education obtained on their perceptions of twenty-five faculty roles.

The Chi Square analysis for each faculty role in Hypothesis Six is listed in Table 30. Five roles were found to be significant at the .05 level. These roles were 3 and 4 in the area of Professional Development, 8 in the area of Community Involvement, and 18 and 19 in the area of Guidance. Therefore, Hypothesis Six for role 3, 4, 8, 18, and 19 was rejected.

Roles 10, "Evaluate and Develop Curriculum," and 25, "Maintain Quality Teaching Performance," could not be collapsed to meet the expected requirement. In role 10, 85 percent of the responses were either high or very high. In role 25, 98 percent of the responses were either high or very high. These roles are perceived as being very important to faculty regardless of the degree held.

Table 30

Summary Table Containing Chi Square Values
for Perceptions of Faculty Roles by
Highest Degree Held

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	5	11.07	1.91
2. Attend Professional Meetings	4	9.49	6.78
3. Participate in In-Service Training	4	9.49	12.04*
4. Participate in Appropriate Retraining Programs	4	9.49	13.34*
5. Maintain an Awareness of Current Research	4	9.49	4.81
6. Take an Active Part in Community Organizations	4	9.49	6.35
7. Devote Time to Public Relations	4	9.49	3.91
8. Raise Funds for Community Organizations	4	9.49	12.60*
9. Develop Student Regulations	5	11.07	10.16
10. Evaluate and Develop Curriculum			Descriptive
11. Serve on Professional Committees	4	9.49	6.06
12. Formulate Policy Affecting Faculty	4	9.49	2.72
13. Sponsor Extra-Curricular Activities	5	11.07	4.72
14. Plan Budgets	5	11.07	2.99
15. Evaluate Peer Performance	5	11.07	1.42
16. Write Federal Grants and/or Programs	4	9.49	2.88

Table 30 (continued)

Item	D/F	Critical Value	Calculated Value
17. Counsel Students in Personal Concerns	5	11.07	3.84
18. Counsel Students in Vocational Concerns	3	7.82	8.34* ¹
19. Counsel Students in Academic Concerns	3	7.82	9.82*
20. Be a Personal Friend to Students	5	11.07	2.82
21. Develop Instructional Materials	3	7.82	1.72 ¹
22. Evaluate Student Performance	3	7.82	2.95
23. Group and Place Students	5	11.07	8.15
24. Fit Instructional Mode to Individual Needs	3	7.82	1.44
25. Maintain Quality Teaching Performance			Descriptive

*Significant at .05

¹75 percent

Tables 31 through 35 present the complete data for those roles found to be significant in Hypothesis Six.

In Table 31, faculty with a Bachelors degree or less perceived the role, "Participate in In-Service Training," as being more important than faculty with a Masters degree or a Doctorate. Thirty-six percent of the faculty with a Bachelors degree or less rated this role as very

high, while 14 percent of the faculty with a Master's or Doctorate rated this role as very high.

Table 31

Number of Respondents by Perceived Level of Importance for Role 3,
Participate in In-Service Training

Degree Attained	Perceived Level of Importance					
	(1	2)	3	4	5	6
None	0	0	0	1	3	4
Associate	0	0	2	0	2	2
Bachelor's	0	0	1	13	4	10
Master's	1	3	19	36	41	16
Doctorate	0	0	1	6	4	2

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 12.04^*$ 80% requirement
 *Significant

In Table 32, faculty with a Bachelor's degree or less perceived the role, "Participate in Appropriate Retraining Programs," as being more important than faculty with a Master's or Doctorate. Seventy-four percent of the faculty with a Bachelor's degree or less rated this role as high or very high, while 47 percent of the faculty with a Master's or a Doctorate rated this role as very high.

Table 32

Number of Respondents by Perceived Level of Importance for Role 4,
Participate in Appropriate Retraining Programs

Degree Attained	Perceived Level of Importance					
	(1	2)	3	4	5	6
None	1	0	0	1	2	4
Associate	0	0	1	0	3	2
Bachelor's	0	0	3	6	14	7
Master's	2	6	18	36	43	11
Doctorate	0	1	2	3	5	2

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 13.34^*$ 80% requirement
 *Significant

In Table 33, faculty with a Master's or a Doctorate perceived the role, "Raise Funds for Community Organizations," as being less important than faculty with a Bachelor's degree or less. Eighty-one percent of the faculty with a Master's or Doctorate rated this role as moderately low or lower, while 65 percent of the faculty with a Bachelor's degree or less rated this role as moderately low or lower.

Table 33

Number of Respondents by Perceived Level of Importance for Role 8,
Raise Funds for Community Organizations

Degree Attained	Perceived Level of Importance					
	1	2	3	4	(5	6)
None	0	0	4	4	0	0
Associate	1	2	1	2	0	0
Bachelor's	2	8	11	10	0	0
Master's	13	38	43	16	6	1
Doctorate	2	5	4	2	0	0

df = 4 Critical $\chi^2 = 9.49$ () Collapsed cells to meet
 p = .05 Calculated $\chi^2 = 12.60^*$ 80% requirement
 *Significant

In Table 34, faculty with a Bachelor's degree or less perceived the role, "Counsel Students in Vocational Concerns," as being more important than faculty with a Master's or Doctorate. Eighty-two percent of the faculty with a Bachelor's degree or less rated this role as high or very high, while 60 percent of the faculty with a Master's or a Doctorate rated this role high or very high.

Table 34

Number of Respondents by Perceived Level of Importance for Role 18,
Counsel Students in Vocational Concerns

Degree Attained	Perceived Level of Importance					
	(1	2	3)	4	5	6
None	0	0	0	1	1	6
Associate	0	0	1	1	2	2
Bachelor's	0	0	1	4	14	12
Master's	3	1	17	26	38	32
Doctorate	0	0	2	3	4	4

df = 3
p = .05
*Significant

Critical $\chi^2 = 7.82$
Calculated $\chi^2 = 8.34^*$

() Collapsed cells to meet
80% requirement

In Table 35, faculty with a Master's or Doctorate perceived the role, "Counsel Students in Academic Concerns" as being more important than faculty with a Bachelor's degree or less. Eighty-four percent of the faculty with a Master's or Doctorate rated this role as high or very high, while 69 percent of the faculty with a Bachelor's degree or less rated this role high or very high.

Table 35

Number of Respondents by Perceived Level of Importance for Role 19,
Counsel Students in Academic Concerns

Degree Attained	Perceived Level of Importance					
	(1	2	3)	4	5	6
None	0	0	1	3	2	2
Associate	1	2	0	0	1	2
Bachelor's	1	0	1	10	5	13
Master's	0	0	3	17	47	50
Doctorate	0	0	0	1	6	6

df = 3
p = .05
*Significant

Critical $\chi^2 = 7.82$
Calculated $\chi^2 = 9.82^*$

() Collapsed cells to meet
80% requirement

Table 36 presents a summary of all roles found to be significant at the .05 level in the first six null hypotheses.

Table 36

Summary Table of Roles Found to be Significant
by Individual Hypothesis

Role	H ₀ 1	H ₀ 2	H ₀ 3	H ₀ 4	H ₀ 5	H ₀ 6
1.	X					
2.						
3.	X					X
4.	X					X
5.	X					
6.						
7.						
8.				X		X
9.						
10.					X	
11.						
12.						
13.						
14.	X					
15.						

Table 36 (continued)

Role	H ₀ 1	H ₀ 2	H ₀ 3	H ₀ 4	H ₀ 5	H ₀ 6
16.			X			
17.			X			
18.				X		X
19.				X		X
20.						
21.	X	X			X	
22.						
23.	X					
24.			X			
25.						

X = Significant Roles

A total of 21 out of 150 Chi Square tests of Independence were significant. In Null Hypothesis One, which analyzed the difference in the perceptions of faculty roles between administrators and faculty, there were seven significant roles. Hypotheses Two through Six had fourteen significant roles. Roles 1, 5, 14, and 23 were significant exclusive to Hypothesis One and not significant in the other hypotheses.

Null Hypothesis Seven: There is no difference in the mean job satisfaction score among the ten community college faculties.

The Student's t test was computed for Hypothesis Seven. The mean job satisfaction score for each college, when compared to the total mean of all colleges, is presented in Table 37.

Table 37

A Comparison of Mean Job Satisfaction Score of Each College to Overall Mean Job Satisfaction Score of All Colleges

Name of College	D/F	Total Mean	Individual Mean	Critical <u>t</u>	Calculated <u>t</u>
1	188	40.687	41.000	1.645	.146
2	199	40.687	38.313	1.645	1.900*
3	198	40.687	38.333	1.645	1.796*
4	196	40.687	40.769	1.645	.061
5	195	40.687	41.083	1.645	.282
6	192	40.687	43.667	1.645	1.847*
7	223	40.687	42.275	1.645	1.981*
8	192	40.687	41.667	1.645	.600
9	206	40.687	39.522	1.645	1.083
10	226	40.687	40.535	1.645	.183

*Significant at .05

Of the ten community colleges in the study, the mean job satisfaction score was significant at the .05 level for four of the community colleges; therefore, Null Hypothesis Seven was rejected.

Tables 38 through 47 present a comparison of the mean job satisfaction score of each community college to the mean job satisfaction score of all other community colleges in the sample population.

Table 37 presents a comparison of the mean job satisfaction score of College 1 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 38

A Comparison of the Mean Job Satisfaction Score of
Community College 1 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 1 to Other Colleges	D/F	College 1 Mean	Other College Means	Critical <u>t</u>	Calculated <u>t</u>
1 to 2	19	41.000	38.313	1.729	1.138
1 to 3	18	41.000	38.333	1.734	.938
1 to 4	16	41.000	40.769	1.746	.134
1 to 5	15	41.000	41.083	1.753	.043
1 to 6	12	41.000	43.667	1.782	1.512
1 to 7	43	41.000	42.275	1.684	.753
1 to 8	12	41.000	41.667	1.782	.275
1 to 9	26	41.000	39.522	1.706	.575
1 to 10	46	41.000	40.535	1.684	.191

No significant differences in the mean job satisfaction score were found when comparing College 1 to each of the other colleges.

Table 39 presents a comparison of the mean job satisfaction score of College 2 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 39

A Comparison of the Mean Job Satisfaction Score of
Community College 2 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 2 to Other Colleges	D/F	College 2 Mean	Other College Means	Critical $\underline{t}$	Calculated $\underline{t}$
2 to 1	19	38.313	41.000	1.729	1.138
2 to 3	29	38.313	38.333	1.699	.016
2 to 4	27	38.313	40.769	1.703	1.535
2 to 5	26	38.313	41.083	1.706	1.625
2 to 6	23	38.313	43.667	1.714	2.926*
2 to 7	54	38.313	42.275	1.684	3.335*
2 to 8	23	38.313	41.667	1.714	1.647
2 to 9	37	38.313	39.522	1.697	.704
2 to 10	57	38.313	40.535	1.684	1.460

*Significant at .05

When comparing the mean job satisfaction score of College 2 to the other colleges, two significant differences at the .05 level were

found. These differences occurred in the comparison of College 2 with Colleges 6 and 7.

Table 40 presents a comparison of the mean job satisfaction score of College 3 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 40

A Comparison of the Mean Job Satisfaction Score of
Community College 3 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 3 to Other Colleges	D/F	College 3 Mean	Other College Means	Critical <u>t</u>	Calculated <u>t</u>
3 to 1	18	38.333	41.000	1.734	.938
3 to 2	29	38.333	38.313	1.699	.016
3 to 4	26	38.333	40.769	1.706	1.298
3 to 5	25	38.333	41.083	1.708	1.382
3 to 6	22	38.333	43.667	1.717	2.452*
3 to 7	53	38.333	42.275	1.684	2.977*
3 to 8	22	38.333	41.667	1.717	1.410
3 to 9	36	38.333	39.522	1.697	.628
3 to 10	56	38.333	40.535	1.684	1.340

*Significant at .05

When comparing the mean job satisfaction score of Community College 3 to the other colleges, two significant differences at the

.05 level were found. These differences occurred in the comparison of College 3 to Colleges 6 and 7.

Table 41 presents a comparison of the mean job satisfaction score of College 4 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 41

A Comparison of the Mean Job Satisfaction Score of
Community College 4 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 4 to Other Colleges	D/F	College 4 Mean	Other College Means	Critical t	Calculated t
4 to 1	16	40.769	41.000	1.746	.134
4 to 2	27	40.769	38.313	1.703	1.535
4 to 3	26	40.769	38.333	1.706	1.298
4 to 5	23	40.769	41.083	1.714	.222
4 to 6	20	40.769	43.667	1.725	2.051*
4 to 7	51	40.769	42.275	1.684	1.331
4 to 8	20	40.769	41.667	1.725	.519
4 to 9	34	40.769	39.522	1.697	.742
4 to 10	54	40.769	40.535	1.684	.150

*Significant at .05

When comparing the mean job satisfaction scores of Community College 4 to the other colleges, one significant difference at the

.05 level was found. This difference occurred in the comparison of College 4 to College 6.

Table 42 presents a comparison of the mean job satisfaction score of Community College 5 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 42

A Comparison of the Mean Job Satisfaction Score of
Community College 5 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 5 to Other Colleges	D/F	College 5 Mean	Other College Means	Critical t	Calculated t
5 to 1	15	41.083	41.000	1.753	.043
5 to 2	26	41.083	38.313	1.706	1.625
5 to 3	25	41.083	38.333	1.708	1.282
5 to 4	23	41.083	40.769	1.714	.222
5 to 6	19	41.083	43.667	1.729	1.667
5 to 7	50	41.083	42.275	1.684	.994
5 to 8	19	41.083	41.667	1.729	.312
5 to 9	33	41.083	39.522	1.697	.879
5 to 10	53	41.083	40.535	1.684	.335

When comparing the mean job satisfaction score of Community College 5 to the other colleges, no significant differences were found at the .05 level.

Table 43 presents a comparison of the mean job satisfaction score of College 6 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 43

A Comparison of the Mean Job Satisfaction Score of
Community College 6 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 6 to Other Colleges	D/F	College 6 Mean	Other College Means	Critical t	Calculated t
6 to 1	12	43.667	41.000	1.782	1.512
6 to 2	23	43.667	38.313	1.714	2.926*
6 to 3	22	43.667	38.333	1.717	2.452*
6 to 4	20	43.667	40.769	1.725	2.031*
6 to 5	19	43.667	41.083	1.729	1.667
6 to 7	47	43.667	42.275	1.684	1.066
6 to 8	16	43.667	41.667	1.746	1.041
6 to 9	30	43.667	39.522	1.697	2.114*
6 to 10	50	43.667	40.535	1.684	1.704*

*Significant at .05

When comparing the mean job satisfaction score of Community College 6 to the other colleges, five significant differences at the .05 level were found. These differences occurred in the comparison of College 6 to Colleges 2, 3, 4, 9, and 10.

Table 44 presents a comparison of the mean job satisfaction score of College 7 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 44

A Comparison of the Mean Job Satisfaction Score of
Community College 7 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 7 to Other Colleges	D/F	College 7 Mean	Other College Means	Critical t	Calculated t
7 to 1	43	42.275	41.000	1.684	.753
7 to 2	54	42.275	38.313	1.684	3.335*
7 to 3	53	42.275	38.333	1.684	2.977*
7 to 4	51	42.275	40.769	1.684	1.331
7 to 5	50	42.275	41.083	1.684	.994
7 to 6	47	42.275	43.667	1.684	1.066
7 to 8	47	42.275	41.667	1.684	.429
7 to 9	61	42.275	39.522	1.671	2.399*
7 to 10	81	42.275	40.535	1.671	1.737*

*Significant at .05

When comparing the mean job satisfaction score of Community College 7 to the other colleges, four significant differences at the .05 level were found. These differences occurred in the comparison of College 7 to Colleges 2, 3, 9, and 10.

Table 45 presents a comparison of the mean job satisfaction score of College 8 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 45

A Comparison of the Mean Job Satisfaction Score of
Community College 8 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 8 to Other Colleges	D/F	College 8 Mean	Other College Means	Critical <u>t</u>	Calculated <u>t</u>
8 to 1	12	41.667	41.000	1.782	.275
8 to 2	23	41.667	38.313	1.706	1.647
8 to 3	22	41.667	38.333	1.717	2.452*
8 to 4	20	41.667	40.769	1.725	.519
8 to 5	19	41.667	41.083	1.729	.312
8 to 6	16	41.667	43.667	1.746	1.041
8 to 7	47	41.667	42.275	1.684	.429
8 to 9	30	41.667	39.522	1.697	1.024
8 to 10	50	41.667	40.535	1.684	.591

*Significant at .05

When comparing the mean job satisfaction score of Community College 8 to the other colleges, one significant difference at the .05 level was found. This difference occurred in the comparison of College 8 to College 3.

Table 46 presents a comparison of the mean job satisfaction score of College 9 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 46

A Comparison of the Mean Job Satisfaction Score of
Community College 9 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 9 to Other Colleges	D/F	College 9 Mean	Other College Means	Critical <u>t</u>	Calculated <u>t</u>
9 to 1	26	39.522	41.000	1.706	.575
9 to 2	37	39.522	38.313	1.697	.704
9 to 3	36	39.522	38.333	1.697	.628
9 to 4	34	39.522	40.769	1.697	.742
9 to 5	33	39.522	41.083	1.697	.879
9 to 6	30	39.522	43.667	1.697	2.114*
9 to 7	61	39.522	42.275	1.671	2.388*
9 to 8	30	39.522	41.667	1.697	1.024
9 to 10	64	39.522	40.535	1.671	.731

*Significant at .05

When comparing the mean job satisfaction score of Community College 9 to the other colleges, two significant differences at the .05 level were found. These differences occurred in the comparison of College 9 to Colleges 6 and 7.

Table 47 presents a comparison of the mean job satisfaction score of Community College 10 to the mean job satisfaction score of the other nine community colleges in the sample population.

Table 47

A Comparison of the Mean Job Satisfaction Score of
Community College 10 to the Mean Job Satisfaction
Score of All Other Colleges

Comparison of 10 to Other Colleges	D/F	College 10 Mean	Other College Means	Critical <u>t</u>	Calculated <u>t</u>
10 to 1	46	40.535	41.000	1.684	.191
10 to 2	57	40.535	38.313	1.684	1.460
10 to 3	46	40.535	38.333	1.684	1.340
10 to 4	54	40.535	40.769	1.684	.150
10 to 5	53	40.535	41.083	1.684	.335
10 to 6	50	40.535	43.667	1.684	1.704*
10 to 7	81	40.535	42.275	1.671	1.737*
10 to 8	50	40.535	41.667	1.684	.591
10 to 9	64	40.535	39.522	1.671	.731

*Significant at .05

When comparing the mean job satisfaction score of Community College 10 to the other colleges, two significant differences at the .05 level were found. These differences occurred in the comparison of College 10 to Colleges 6 and 7.

Null Hypothesis Eight: There is no relationship between d_1 and d_2 where:

d_1 = The mean job satisfaction score of each community college faculty minus the combined mean job satisfaction score of all community college faculty sampled.

d_2 = the mean faculty score minus the mean administration score on the perception of each faculty role.

The Pearson Product-moment correlation coefficient test was computed for Hypothesis Eight. Table 48 presents the relationship between d_1 and each of the twenty-five selected faculty roles, or d_2 .

Of the twenty-five faculty roles tested in Hypothesis Eight, four were found to be significant at the .05 level. Role 2, "Attend Professional Meetings," role 10, "Evaluate and Develop Curriculum," and role 25, "Maintain Quality Teaching Performance," were found to have a significant negative correlation. As the difference in the perceptions of faculty roles between administrators and faculty decreased, the mean job satisfaction increased. Role 17, "Counsel Students in Personal Concerns," was found to have a significant positive correlation at the .05 level. As the difference in the perceptions of faculty roles between administrators and faculty decreased, the mean job satisfaction increased. As a result of these findings, the null hypothesis for roles 2, 10, 17, and 25 was rejected.

Table 48

Pearson's R Correlations for the Mean Job Satisfaction Score of Each Community College Faculty, Minus the Combined Mean Job Satisfaction Score of All Community College Faculty and the Mean Faculty Score Minus the Mean Administrative Score on the Perceptions of Each Role

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	9	.521	-.353
2. Attend Professional Meetings	10	.497	-.513*
3. Participate in In-Service Training	10	.497	-.274
4. Participate in Appropriate Retraining Programs	10	.497	-.288
5. Maintain an Awareness of Current Research	10	.497	-.160
6. Take an Active Part in Community Organizations	9	.521	-.042
7. Devote Time to Public Relations	9	.521	-.167
8. Raise Funds for Community Organizations	9	.521	-.162
9. Develop Student Regulations	10	.497	-.330
10. Evaluate and Develop Curriculum	8	.549	-.660*
11. Serve on Professional Committees	10	.497	.095
12. Formulate Policy Affecting Faculty	8	.549	-.057
13. Sponsor Extra-Curricular Activities	8	.549	.107

Table 48 (continued)

Item	D/F	Critical Value	Calculated Value
14. Plan Budgets	10	.497	.000
15. Evaluate Peer Performance	10	.497	-.084
16. Write Federal Grants and/or Programs	9	.521	.000
17. Counsel Students in Personal Concerns	10	.497	.660*
18. Counsel Students in Vocational Concerns	10	.497	.265
19. Counsel Students in Academic Concerns	9	.521	-.337
20. Be a Personal Friend to Students	9	.521	.077
21. Develop Instructional Materials	8	.549	-.467
22. Evaluate Student Performance	8	.549	-.432
23. Group and Place Students	9	.521	.204
24. Fit Instructional Mode to Individual Needs	10	.497	-.186
25. Maintain Quality Teaching Performance	9	.521	-.533*

*Significant at .05

Null Hypthesis Nine: There is no relationship between the mean of a community college's administration and the individual score on the perception of each faculty role.

The Pearson Product-moment correlation coefficient test was computed for Hypothesis Nine. Table 49 presents the relationship between the mean of a community college's administration and the individual faculty score on the perceptions of the twenty-five selected faculty roles.

Table 49

Pearson's R Correlations for Faculty Job Satisfaction
and the Difference Between the Mean of a Community
College's Administration and the Individual
Faculty Score on the Perceptions of
Twenty-five Roles

Item	D/F	Critical Value	Calculated Value
1. Join Professional Organizations	24	.330	-.024
2. Attend Professional Meetings	24	.330	.037
3. Participate in In-Service Training	24	.330	-.054
4. Participate in Appropriate Retraining Programs	24	.330	.006
5. Maintain an Awareness of Current Research	24	.330	-.067
6. Take an Active Part in Community Organizations	24	.330	-.009
7. Devote Time to Public Relations	24	.330	-.077
8. Raise Funds for Community Organizations	24	.330	-.102

Table 49 (continued)

Item	D/F	Critical Value	Calculated Value
9. Develop Student Regulations	24	.330	-.023
10. Evaluate and Develop Curriculum	24	.330	.034
11. Serve on Professional Committees	24	.330	-.025
12. Formulate Policy Affecting Faculty	24	.330	-.031
13. Sponsor Extra-Curricular Activities	24	.330	.034
14. Plan Budgets	24	.330	-.031
15. Evaluate Peer Performance	24	.330	-.021
16. Write Federal Grants and/or Programs	24	.330	-.026
17. Counsel Students in Personal Concerns	24	.330	.098
18. Counsel Students in Vocational Concerns	24	.330	.075
19. Counsel Students in Academic Concerns	24	.330	-.117
20. Be a Personal Friend to Students	24	.330	.041
21. Develop Instructional Materials	24	.330	-.074
22. Evaluate Student Performance	24	.330	-.017
23. Group and Place Students	24	.330	.132
24. Fit Instructional Mode to Individual Needs	24	.330	.009
25. Maintain Quality Teaching Performance	24	.330	-.154

None of the twenty-five faculty roles tested in Hypothesis Nine were significant at the .05 level. Therefore, Null Hypothesis Nine was retained.

Null Hypothesis Ten: There is no relationship between faculty job satisfaction and the difference in the perceptions of faculty roles between administration and faculty.

Multiple regression analysis was computed for Hypothesis Ten. An analysis was made on the twenty-five faculty role variables to determine if there was a relationship to the overall job satisfaction score. Table 50 gives the results of that analysis.

Table 50

Multiple Regression Analysis of the Relationship
Between Job Satisfaction and the Difference
in the Perceptions of Faculty Roles
Between Administration and Faculty

Role Variable	Correlation of Faculty Role to Job Satisfaction	B	T	R ²	N	D/F
1	-.024	.456	.01	NR	180	1
2	.037	.231	.37	.001	180	1
3	-.954	-.622	-.11	NR	180	1
4	.006	-.642	-.13	NR	180	1
5	-.067	-.461	-.75	.004	180	1
6	-.009	.138	.03	NR	180	1
7	-.077	-.562	-.91	.005	180	1

Table 50 (continued)

Role Variable	Correlation of Faculty Role to Job Satisfaction	B	T	R ²	N	D/F
8	-.018	-.329	-.49	.002	180	1
9	-.023	-.326	-.66	.003	180	1
10	.034	.620	.84	.005	180	1
11	.025	.105	.16	NR	180	1
12	-.031	-.267	-.48	.001	180	1
13	.034	.275	.50	.002	180	1
14	-.031	-.424	-.81	.004	180	1
15	-.021	.299	.01	NR	180	1
16	-.026	.764	.16	NR	180	1
17	.098	.697	1.36	.012	180	1
18	.075	.638	1.23	.010	180	1
19	-.117	-.804	-1.18	.009	180	1
20	.041	.331	.08	NR	180	1
21	-.074	-.709	-.90	.005	180	1
22	-.017	.101	1.09	.008	180	1
23	.132	.832	1.49	.014	180	1
24	.009	-.170	-.03	NR	180	1
25	-.154	-.143	-1.47	.014	180	1

Constant = .405
R² = .096

Critical Value of F = 1.71
Calculated Value of F = .65

NR = Not reported for
less than three
digits

The analysis indicates no significant relationship at the .05 level. Null Hypothesis Ten was not rejected. The total R^2 accounted for by the twenty-five variables was 9.6 percent. The largest individual R^2 for a role variable was role 23, "Group and Place Students," and role 25, "Maintain Quality Teaching Performance." The R^2 for these two roles was 1.4 percent. Since the total R^2 was only 9.6 percent of the area for all the variables, the analysis is of little value.

SUMMARY

A summary of the demographic data for the population and the sample used was presented first. Next, a description of the faculty responding for each of the six variables was presented in table form. Each of the ten hypotheses was then presented and the findings were discussed.

The percent of administrators responding was 93.9 percent and the percent of faculty responding was 88.5 percent. Over 52 percent of the faculty respondents had six through fifteen years of experience at their present community college. Likewise, over 52 percent of the faculty had formal preparation for teaching in the community college. The greatest percent of faculty came from positions in the elementary or public school with 28.8 percent. The next largest category was faculty from business or industry. This category comprised 26.6

percent of the total faculty group. Faculty teaching in non-vocational courses made up 61.7 percent of the sample, while faculty teaching in vocational areas comprised 38.3 percent. The largest faculty group responding by highest degree attained was the group that had attained a Master's degree. This group made up 63.7 percent of the total group.

The Chi Square test of Independence was computed on the first six null hypotheses. In Null Hypothesis One, which stated: There are no differences between faculty and administration on their perceptions of twenty-five faculty roles, seven roles were found to be significant at the .05 level. In Null Hypothesis Two, which stated: There are no differences among faculty by the number of years taught in a public community college on their perceptions of twenty-five faculty roles, one role was found to be significant. In Null Hypothesis Three, which stated: There is no difference in the faculty by formal preparation for teaching in the community college on their perceptions of twenty-five faculty roles, three roles were found to be significant. In Null Hypothesis Four, which stated: There is no difference in the faculty by vocational or non-vocational teaching areas on their perceptions of twenty-five faculty roles, three roles were found to be significant. In Null Hypothesis Five, which stated: There is no difference in the faculty by the most recent position previous to their present position on their perceptions of twenty-five faculty roles, two roles were found to be significant.

In Null Hypothesis Six, which stated: There is no difference in the faculty by the level of education obtained on their perceptions of twenty-five faculty roles, five roles were found to be significant. Roles 1, 5, 14, and 23 were significant exclusive to Hypothesis One and not significant in the other hypotheses.

The Student's t test was computed for Hypothesis Seven. Null Hypothesis Seven stated: There is no difference in the mean job satisfaction score among the ten community college faculties. The mean job satisfaction score was found to be significant at the .05 level for four of the community colleges.

The Pearson Product-moment correlation coefficient test was computed for Hypotheses Eight and Nine. Null Hypothesis Eight stated: There is no relationship between d_1 and d_2 where:

d_1 = the mean job satisfaction score of each community college faculty minus the combined mean job satisfaction score of all community colleges sampled.

d_2 = the mean faculty score minus the mean administration score on the perception of each faculty role.

Four faculty roles were significant at the .05 level for Hypothesis Eight. Null Hypothesis Nine stated: There is no relationship between faculty job satisfaction and the difference between the mean of a community college's administration and the individual faculty score

on the perceptions of twenty-five faculty roles. No roles were significant at the .05 level in Hypothesis Nine.

Multiple regression analysis was computed for Hypothesis Ten. Null Hypothesis Ten stated: There is no relationship between faculty job satisfaction and the difference in the perceptions of faculty roles between administration and faculty. No significant correlation was found in Hypothesis Ten.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was threefold: (1) to determine if there was a significant difference between the perceptions of community college faculty and community college administrators towards the roles of faculty; (2) to determine if there was a significant difference between the perceptions of community college by selected categories; and (3) to determine if a relationship existed between faculty job satisfaction and the difference between the perceptions of community college faculty and community college administrators towards faculty roles; in ten public community colleges in Idaho, Montana, and Wyoming, during the 1978-79 academic year.

SUMMARY

The review of literature was divided into three sections as follows: (1) history and development of the community college, (2) changing functions of the community college, and (3) a review of past studies of job satisfaction and its relationship to role conflict and ambiguity.

The first section presented the growth of the community college through four stages. These stages were emphasis on academic transfer, increased occupational programs, the addition of community education, and the acceptance of the open door policy.

The second section presented the corresponding functions related to growth. These functions increased from primarily transfer education within an in loco parentis philosophy, to comprehensive functions including occupational training, adult education, remedial work, cultural and recreational activities, community services, and counseling services.

The third section presented a review of studies relating job satisfaction to the community college, as well as studies relating job satisfaction to role conflict and role ambiguity.

Chapter 3 contained a detailed description of procedures used in the study. The survey population included 49 administrators and 218 randomly selected full time faculty members in ten public community colleges in Idaho, Montana, and Wyoming.

The data was collected, compiled, analyzed, and presented in appropriate tables. The Chi Square test of Independence, Student's t test, Pearson Product-moment correlation coefficient test and multiple regression analysis were used to test the null hypotheses at the .05 level of significance.

Chapter 4 presented the findings of the study. Of 150 Chi Square tests in the first six hypotheses, 21 faculty roles were found to be significant. For Null Hypothesis Seven, the mean job satisfaction score was significant for four of the ten community colleges. For Null Hypothesis Eight, four of twenty-five faculty roles were

significant when looking at the difference in the job satisfaction means of the community colleges minus a combined job satisfaction mean and the difference between faculty and administrator scores on the twenty-five faculty roles. No significant relationship between job satisfaction and the difference in faculty and administrator perceptions of faculty roles was found for Null Hypotheses Nine and Ten.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations were derived from the analysis of the findings of the study.

1. While more study is needed, it appears that faculty in community colleges do have greater job satisfaction when they have a closer agreement with the administration in the perceptions of faculty roles. Therefore, faculty and administrators should work together to develop mutually acceptable faculty roles. This conclusion is in agreement with Tosi and Tosi (1972:1968-1975) and Lyons (1971:111-129) who studied the relationship of role conflict and job satisfaction in elementary and secondary teachers and nurses respectively. However, the conclusion does not agree with the findings of Devries, in a study of university faculty members (1971:99-110).

2. Seven of the twenty-five Chi Square tests of Independence were significant at the .05 level when comparing faculty and administrators on their perceptions of faculty roles. These roles were:

1. Join Professional Organizations
2. Participate in In-Service Training
4. Participate in Appropriate Retraining Programs
5. Maintain Awareness of Current Research
14. Plan Budgets
21. Develop Instructional Materials
23. Group and Place Students.

Joining professional organizations, participating in in-service training, and participating in appropriate retraining programs were all perceived as less important roles by faculty and more important by administrators. If administrators wish to decrease this discrepancy of importance placed on these roles, they should place less emphasis on these roles when working with faculty. An alternative is for the administrators to increase incentives for faculty members to join organizations and to participate in training and retraining programs when this is necessary.

Maintaining awareness of current research, planning budgets, developing instructional materials, and grouping and placing students were all perceived as more important by faculty and less important by administrators. If administrators wish to decrease this discrepancy, they should allow faculty the opportunity to participate more directly in these roles and to offer their support in encouraging faculty activity in these roles.

These differences in perceptions of faculty roles could be explained by analyzing other variables. Hypotheses Two through Six looked at variables which may account for part of these differences.

3. Only one of twenty-five Chi Square tests of Independence was significant at the .05 level when comparing faculty by the number of years teaching experience at the community college where they are presently employed. This role was "Develop Instructional Materials." Faculty with more experience perceived the importance of this role as higher than faculty with less experience. If this role is to be emphasized, then administrators should work with faculty that have less experience in helping them to become more aware of the importance of this role and to provide help for them in developing instructional materials. However, this one significant finding could have occurred by chance alone. Therefore, the number of years teaching experience at the community college where they are presently employed has little effect on perceptions of faculty roles.

4. Three of twenty-five Chi Square tests of Independence were significant at the .05 level when comparing faculty with formal preparation for teaching in the community college with faculty without formal preparation. These roles were:

- 16. Write Federal Grants and/or Programs
- 17. Counsel Students in Personal Concerns
- 24. Fit Instructional Mode to Individual Needs

Because a majority of both groups of faculty perceived the role "Write Federal Grants and/or Programs" as moderately low or lower, administrators should either de-emphasize this role for faculty or should provide rationale and incentives for faculty to write grants and/or programs. Another possibility would be for the administration to hire a staff person to write grants and/or programs and to have this staff person work with faculty in the writing of these grants.

Counseling students in personal concerns and fitting instructional mode to individual needs were both perceived as more important roles by faculty with formal preparation for teaching in the community college. Administrators should be aware of this discrepancy in order to either hire faculty or help develop appropriate attitudes within the faculty towards these two faculty roles. Also, because of the differences in perceptions towards counseling students in personal concerns, a comprehensive counseling center should be established that would provide professional counseling in personal, vocational, and academic concerns.

5. Three of twenty-five Chi Square tests of Independence were significant at the .05 level when comparing faculty teaching in vocational subject areas with faculty teaching in non-vocational subject areas. These roles were:

8. Raise Funds for Community Organizations
18. Counsel Students in Vocational Concerns
19. Counsel Students in Academic Concerns

Faculty teaching in non-vocational subject areas perceived the role, "Raising Funds for Community Organizations," as less important than faculty teaching in vocational subject areas. Because a majority of both faculty groups perceived this role as moderately low or lower, administrators should be hesitant to encourage and emphasize the importance of this role.

Faculty teaching in a vocational subject area perceived the role "Counsel Students in Vocational Concerns" as more important than did non-vocational faculty. However, the reverse was true in perceptions of the role, "Counsel Students in Academic Concerns." Faculty and administrators should both be aware of how these two faculty groups perceive these roles in order that the students do get adequate counseling in both vocational and academic concerns. Also, it is possible that the choice of words in identifying the roles led the respondents to answer as they did. A more appropriate choice of words would be to substitute "career" for "vocational" and "scholastic" for "academic."

6. Two of twenty-five Chi Square tests of Independence were significant at the .05 level when comparing faculty by their most

recent positions previous to their present positions. These roles were:

10. Evaluate and Develop Curriculum

21. Develop Instructional Materials

Faculty whose previous position was at another community college perceived both roles, "Evaluate and Develop Curriculum" and "Develop Instructional Materials," the highest of all groups. If these roles are to be emphasized, administrators should be aware of the importance faculty with previous community college experience perceive these roles. Also, administrators should develop appropriate in-service programs for faculty not having previous community college experience in order to provide them with the necessary understanding of the importance of these roles and to provide them with the necessary tools to be better able to carry out these roles.

7. Five of twenty-five Chi Square tests of Independence were significant at the .05 level when comparing faculty by the highest degree obtained. These roles were:

3. Participate in In-Service Training

4. Participate in Appropriate Retraining Programs

8. Raise Funds for Community Organizations

18. Counsel Students in Vocational Concerns

19. Counsel Students in Academic Concerns

Participating in in-service training, participating in appropriate retraining programs, raising funds for community organizations, and counseling students in vocational concerns were all perceived as more important roles by faculty with a Bachelor's degree or less. Counseling students in academic concerns was perceived as a more important role by faculty with a Master's or Doctorate. Administrators should be aware of this discrepancy if these roles are to be emphasized. Again, appropriate workshops and in-service programs should be provided for the faculty in order that they understand the importance of the roles and have the necessary knowledge and tools to carry out the role.

8. While none of the first six null hypotheses were totally accepted or rejected at the .05 level, these significant findings should be remembered by administrators when performing their administrative functions. Likewise, where there were significant differences in faculty groups, these groups should be aware of these differences when working with each other in the performance of their instructional activities. In order for organizations to function effectively, agreement with others within the organization about the expectations of roles for members of that organization is important (Green and Organ, 1973:95). Therefore, an organizational awareness of the members' perceptions of roles is important.

9. Of the seven roles found to be significant when comparing faculty and administrator perceptions of faculty roles, four roles were not significant when comparing the faculty by selected categories in the study. These roles were:

1. Join Professional Organizations
5. Maintain Awareness of Current Research
14. Plan Budgets
23. Group and Place Students

These significant differences were independent of the comparisons of the various categories. Therefore, some factor other than the variables analyzed in the faculty categories is responsible for these differences.

10. Null Hypothesis Seven was analyzed using the Student's t test. Null Hypothesis Seven stated: There is no difference in the mean job satisfaction score among the ten community colleges. The mean job satisfaction score varied from a low of 38.313 for College 2 to a high of 43.667 for College 6. There were four colleges with a significant mean job satisfaction score. Therefore, job satisfaction does vary from college to college. Without a variance in job satisfaction it would be impossible to relate job satisfaction to the difference in perceptions by faculty and administrators of faculty roles.

11. The Pearson Product-moment correlation coefficient test was used to analyze Null Hypothesis Eight, which stated: There is no relationship between d_1 and d_2 where:

d_1 = the mean job satisfaction score of each community college faculty minus the combined mean job satisfaction score of all community college faculty sample.

d_2 = the mean faculty score minus the mean administration score on the perception of each faculty role.

Four roles were found to be significant at the .05 level. These were:

- 2. Attend Professional Meetings
- 10. Evaluate and Develop Curriculum
- 17. Counsel Students in Personal Concerns
- 25. Maintain Quality Teaching Performance

Three roles were found to have a negative correlation at the .05 level. These roles were "Attend Professional Meetings," "Evaluate and Develop Curriculum," and "Maintain Quality Teaching Performance." Because a significant relationship exists between increased job satisfaction and decreased differences in perceptions of faculty roles for these three roles, it is important to relate this correlation to the Chi Square analysis of the same roles by faculty categories.

Of the roles found to be negatively significant in this statistical analysis, only role 10, "Evaluate and Develop Curriculum," was significant in the Chi Square analysis. Role 10 was significant

when comparing faculty by their position held prior to their present positions. Faculty that had been at another community college perceived this role closer to administrator perceptions than any other group. Faculty from four-year colleges or universities had the greatest difference with administrators in the perceptions of faculty roles.

Therefore, as the difference in the perceptions of roles 2, 10, and 25 decreases, job satisfaction increases. Administrators should be aware of this correlation if they wish to foster increased job satisfaction.

Role 17, "Counsel Students in Personal Concerns," had a significant positive relationship. This role was also significant in the Chi Square analysis when comparing faculty by whether or not they had formal preparation for teaching in the community college. Faculty with formal preparation for teaching in a community college perceived this role closer to administrator perceptions than faculty with no formal preparation for teaching in the community college. The reason for a positive relationship could be that agreement with administrators by those with formal preparation for teaching in the community college acted as a satisfier for that group. However, those with no formal preparation showed a greater difference with administrators on the importance of this role. The role apparently is not a dissatisfier. Therefore, while the difference in perceptions for

the faculty as a group increases, the satisfaction score may also increase, because this role serves as a satisfier for those faculty with formal preparation.

12. The Pearson Product-moment correlation coefficient test was used to analyze Null Hypothesis Nine which stated: There is no relationship between the mean of a community college's administration and the individual faculty score of each faculty role. No roles were found to be significant at the .05 level. Therefore, there is no relationship between faculty perceptions and administrator perceptions of faculty roles. It is possible, then, that the difference in perceptions may have a correlation with other variables.

13. Multiple regression analysis was computed for Null Hypothesis Ten which stated: There is no relationship between faculty job satisfaction and the differences in the perceptions of faculty roles between administration and faculty. Only 9.6 percent of the total could be explained by all twenty-five faculty roles; therefore, the analysis is of little practical value. Further discussion on this hypothesis occurs in the General Recommendations.

GENERAL RECOMMENDATIONS

1. The fact that differences in faculty perceptions of faculty roles can be accounted for by variables analyzed in Null Hypotheses One through Six does not necessarily preclude the ability

of those roles to act as job satisfiers or dissatisfiers. A further study should be conducted to determine what roles serve as satisfiers or dissatisfiers.

2. This investigation should be replicated using a different method to analyze Null Hypothesis Nine. The combined job satisfaction score should be subtracted from both administration and faculty, thus standardizing the scores and gaining a more valid correlation.

3. This investigation should be replicated using multiple regression analysis to analyze the data computed for Null Hypothesis Ten comparing the difference between faculty and administration role perceptions to job satisfaction for each community college.

4. This investigation should be done using a case study approach to determine other variables which may account for the differences that occurred in the mean job satisfaction score of the ten community colleges.

5. Replication of this study should be done to include a greater geographic distribution of community colleges in order to compare the results with this study.

6. This investigation should be done as a longitudinal study to determine if the reduction of the discrepancies in perceptions of faculty roles improves job satisfaction.

7. A similar investigation should be done to include faculty roles not generally accepted as important faculty roles in community

colleges. The differences in perceptions of these roles may have a significant effect on job satisfaction.

8. A similar investigation should be expanded to include a comparison of students' perceptions of faculty roles with faculty perceptions of these roles.

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APPENDICES

APPENDIX A

PARTICIPATING COLLEGES

Idaho: College of Southern Idaho
North Idaho College

Montana: Dawson Community College
Flathead Valley Community College
Miles Community College

Wyoming: Casper College
Central Wyoming College
Eastern Wyoming College
Northwest Community College
Sheridan College

APPENDIX B

JOB SATISFACTION INDEX

JOB SATISFACTION INDEX

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. My job is like a hobby to me	5	4	3	2	1
2. My job is usually interesting enough to keep me from . . . getting bored.	5	4	3	2	1
3. It seems that my friends are more interested in their jobs	5	4	3	2	1
4. I consider my job rather unpleasant	5	4	3	2	1
5. I enjoy my work more than my leisure time	5	4	3	2	1
6. I am often bored with my job	5	4	3	2	1
7. I feel fairly well satisfied with my present job	5	4	3	2	1
8. Most of the time I have to force myself to go to work . .	5	4	3	2	1
9. I am satisfied with my job for the time being	5	4	3	2	1
10. I feel that my job is no more interesting than others I . could get.	5	4	3	2	1
11. I definitely dislike my work	5	4	3	2	1
12. I feel that I am happier in my work than most other people	5	4	3	2	1
13. Most days I am enthusiastic about my work	5	4	3	2	1
14. Each day of work seems like it will never end	5	4	3	2	1
15. I like my job better than the average teacher does	5	4	3	2	1
16. My job is pretty uninteresting	5	4	3	2	1
17. I find real enjoyment in my work	5	4	3	2	1
18. I am disappointed that I ever took this job	5	4	3	2	1

APPENDIX C

LIST OF PRESIDENTS

Nolan B. Ellison, Chancellor
Cuyahoga Community College
Cleveland, Ohio

Richard J. Ernst, President
Northern Virginia Community College
Annadale, Virginia

Cecil Grovel, President
Austin Community College
Austin, Texas

John Hokansen, President
Clackamas Community College
Oregon City, Oregon

Ervin L. Harlarcher, Chancellor
Metropolitan Community College
Kansas City, Missouri

Lyle A. Hellyer, President
Indian Hills Community College
Ottumwa, Iowa

Leslie Koltai, President
Los Angeles Community College District
Los Angeles, California

Gunder A. Myron, President
Washtenaw Community College
Ann Arbor, Michigan

Richard F. Whitmore, President
Kellogg Community College
Battle Creek, Michigan

Benjamin R. Wygal, President
Florida Junior College of Jackson ville
Jacksonville, Florida

APPENDIX D

EVALUATION FORM

QUESTIONNAIRE EVALUATION

1. In your opinion, were the instructions provided with the questionnaire clear and concise?

____ YES

____ No _____

2. Did the format of the survey offend you in any way?

____ YES, please explain: _____

____ NO

3. Were the roles appropriate for community college faculty?

____ YES

____ NO, please explain: _____

4. Did any of the questions offend you in any way?

____ YES, please identify and explain: _____

____ NO

5. Were any of the questions unclear?

____ YES, please identify and explain: _____

____ NO

6. Please indicate the approximate number of minutes it took you to complete the survey. _____ minutes.

7. If you have any additional comments, I would appreciate it if you would use the reverse side to share them with me.

APPENDIX E

ADMINISTRATOR QUESTIONNAIRE

COMMUNITY COLLEGE ADMINISTRATION QUESTIONNAIRE

This questionnaire is designed for you to describe what you perceive to be the level of importance for each of the following roles of community college faculty. It is important that you fill in the response that corresponds to your initial reaction to the importance of each listed faculty role. The completed questionnaire will be computer processed and summarized into statistical form so that individuals cannot be identified. The accuracy of any survey increases as the rate of response increases; therefore, your cooperation is greatly appreciated.

Please use soft pencil and observe these important requirements

1. Make heavy marks that fill in the circle.
2. Fill in only one circle for each question.
3. Erase cleanly any answer you wish to change.

	Very High	High	Moderately High	Moderately Low	Low	Very Low
PROFESSIONAL DEVELOPMENT ROLE						
1. Join Professional Organizations	6	5	4	3	2	1
2. Attend Professional Meetings	6	5	4	3	2	1
3. Participate in In-Service Training	6	5	4	3	2	1
4. Participate in Appropriate Retraining Programs .	6	5	4	3	2	1
5. Maintain Awareness of Current Research	6	5	4	3	2	1
COMMUNITY INVOLVEMENT ROLE						
6. Take an Active Part in Community Organizations .	6	5	4	3	2	1
7. Devote Time to Public Relations	6	5	4	3	2	1
8. Raise Funds for Community Organizations	6	5	4	3	2	1
COLLEGE COMMUNITY INVOLVEMENT ROLE						
9. Develop Student Regulations	6	5	4	3	2	1
10. Evaluate and Develop Curriculum	6	5	4	3	2	1
11. Serve on Professional Committees	6	5	4	3	2	1
12. Formulate Policy Affecting Faculty	6	5	4	3	2	1
13. Sponsor Extra-Curricular Activities	6	5	4	3	2	1
14. Plan Budgets	6	5	4	3	2	1
15. Evaluate Peer Performance	6	5	4	3	2	1
16. Write Federal Grants and/or Programs	6	5	4	3	2	1

	Very High	High	Moderately High	Moderately Low	Low	Very Low
GUIDANCE ROLE						
17. Counsel Students in Personal Concerns	6	5	4	3	2	1
18. Counsel Students in Vocational Concerns	6	5	4	3	2	1
19. Counsel Students in Academic Concerns	6	5	4	3	2	1
20. Be a Personal Friend to Students	6	5	4	3	2	1
INSTRUCTIONAL ROLE						
21. Develop Instructional Materials	6	5	4	3	2	1
22. Evaluate Student Performance	6	5	4	3	2	1
23. Group and Place Students	6	5	4	3	2	1
24. Fit Instructional Mode to Individual Needs	6	5	4	3	2	1
25. Maintain Quality Teaching Performance	6	5	4	3	2	1

Thank You

APPENDIX F

FACULTY QUESTIONNAIRE

COMMUNITY COLLEGE FACULTY QUESTIONNAIRE

The following questionnaire has three parts. Part one is concerned with certain demographic information. Part two is concerned with your perception of the level of importance of each given faculty role. Part three is concerned with the degree of job satisfaction you have in your present position. The completed questionnaire will be computer processed and summarized into statistical form so that individuals cannot be identified. The accuracy of any survey will increase as the rate of response increases; therefore, your cooperation is greatly appreciated.

Please use soft pencil and observe these important requirements:

1. Make heavy marks that fill in the circle
2. Fill in only one circle for each question.
3. Erase cleanly any answer you wish to change.

PART I

1. Number of years at this community college:
 - (1) 0 to 5 years
 - (2) 6 to 15 years
 - (3) over 15 years
2. Have you had formal preparation for teaching in a community college?
 - (1) YES
 - (2) NO
3. Which of the following best describes the position held prior to your present position?
 - (1) Elementary or Secondary School
 - (2) Other Community College
 - (3) Four Year College or University
 - (4) Industry or Business
 - (5) College Student
 - (6) None of the above
4. A majority of your teaching assignment is in which of the following areas?
 - (1) Vocational Courses
 - (2) Non-vocational Courses
5. What is your highest degree attained beyond high school?
 - (1) No Degree
 - (2) Associate Degree
 - (3) Bachelors Degree
 - (4) Masters Degree
 - (5) Specialists Degree
 - (6) Doctorate Degree

If you marked 6, please indicate what Doctorate Degree.

 - (1) Doctor of Education
 - (2) Doctor of Philosophy
 - (3) Doctor of Arts
 - (4) Other (please specify) _____

PART II

FACULTY ROLES

This portion of the questionnaire is designed for you to describe what you perceive to be the level of importance for each of the following roles of community college faculty. It is important that you fill in the response that corresponds to your initial reaction to the importance of each listed faculty role. Again, please fill in only one response for each role.

	Very High	High	Moderately High	Moderately Low	Low	Very Low
PROFESSIONAL DEVELOPMENT ROLE						
1. Join Professional Organizations	6	5	4	3	2	1
2. Attend Professional Meetings	6	5	4	3	2	1
3. Participate in In-Service Training	6	5	4	3	2	1
4. Participate in Appropriate Retraining Programs	6	5	4	3	2	1
5. Maintain Awareness of Current Research	6	5	4	3	2	1
COMMUNITY INVOLVEMENT ROLE						
6. Take an Active Part in Community Organizations	6	5	4	3	2	1
7. Devote Time to Public Relations	6	5	4	3	2	1
8. Raise Funds for Community Organizations	6	5	4	3	2	1

OVER

	Very High	High	Moderately High	Moderately Low	Low	Very Low
COLLEGE COMMUNITY INVOLVEMENT ROLE						
9. Develop Student Regulations	6	5	4	3	2	1
10. Evaluate and Develop Curriculum	6	5	4	3	2	1
11. Serve on Professional Committees	6	5	4	3	2	1
12. Formulate Policy Affecting Faculty	6	5	4	3	2	1
13. Sponsor Extra-Curricular Activities	6	5	4	3	2	1
14. Plan Budgets	6	5	4	3	2	1
15. Evaluate Peer Performance	6	5	4	3	2	1
16. Write Federal Grants and/or Programs	6	5	4	3	2	1
GUIDANCE ROLE						
17. Counsel Students in Personal Concerns	6	5	4	3	2	1
18. Counsel Students in Vocational Concerns	6	5	4	3	2	1
19. Counsel Students in Academic Concerns	6	5	4	3	2	1
20. Be a Personal Friend to Students	6	5	4	3	2	1
INSTRUCTIONAL ROLE						
21. Develop Instructional Materials	6	5	4	3	2	1
22. Evaluate Student Performance	6	5	4	3	2	1
23. Group and Place Students	6	5	4	3	2	1
24. Fit Instructional Mode to Individual Needs	6	5	4	3	2	1
25. Maintain Quality Teaching Performance	6	5	4	3	2	1

PART III
JOB SATISFACTION

This portion of the questionnaire is designed for you to describe your degree of job satisfaction. There are no right or wrong answers. Please give your honest opinion on each one of the statements. Again, please fill in one response only for each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. My job is like a hobby to me	(5)	(4)	(3)	(2)	(1)
2. My job is usually interesting enough to keep me from . . . getting bored.	(5)	(4)	(3)	(2)	(1)
3. It seems that my friends are more interested in their jobs	(5)	(4)	(3)	(2)	(1)
4. I consider my job rather unpleasant	(5)	(4)	(3)	(2)	(1)
5. I enjoy my work more than my leisure time	(5)	(4)	(3)	(2)	(1)
6. I am often bored with my job	(5)	(4)	(3)	(2)	(1)
7. I feel fairly well satisfied with my present job	(5)	(4)	(3)	(2)	(1)
8. Most of the time I have to force myself to go to work . .	(5)	(4)	(3)	(2)	(1)
9. I am satisfied with my job for the time being	(5)	(4)	(3)	(2)	(1)
10. I feel that my job is no more interesting than others I . could get.	(5)	(4)	(3)	(2)	(1)
11. I definitely dislike my work	(5)	(4)	(3)	(2)	(1)
12. I feel that I am happier in my work than most other people	(5)	(4)	(3)	(2)	(1)
13. Most days I am enthusiastic about my work	(5)	(4)	(3)	(2)	(1)
14. Each day of work seems like it will never end	(5)	(4)	(3)	(2)	(1)
15. I like my job better than the average teacher does	(5)	(4)	(3)	(2)	(1)
16. My job is pretty uninteresting	(5)	(4)	(3)	(2)	(1)
17. I find real enjoyment in my work	(5)	(4)	(3)	(2)	(1)
18. I am disappointed that I ever took this job	(5)	(4)	(3)	(2)	(1)

APPENDIX G

LETTER SEEKING PERMISSION FROM PRESIDENTS



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

October 9, 1978

Presently I am conducting a research project at Montana State University under the direction of Dr. Robert M. Hendrickson, a faculty member in the Department of Educational Services. I am interested in determining if there is a relationship between the difference in faculty and administrator perceptions of faculty roles and job satisfaction in public community colleges in Idaho, Montana, and Wyoming.

The purpose of this letter is to request your permission to survey your administrators and a random sample of your faculty. If you are willing to participate in this research project please forward a list of all administrators and faculty, including their names and positions. I will make a copy of the results of the research project available to you. The results will be analyzed in such a way that no institution nor individual will be identified.

Your prompt response to this request will be most appreciated. Thank you for your cooperation.

Sincerely,

Robert Hokom

Robert M. Hendrickson, Assistant Professor

APPENDIX H

FIRST LETTER OF TRANSMITTAL



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN, 59717

I am conducting a survey of faculty and administration perceptions of faculty roles in the community college. The purpose of the survey is to determine if there is a relationship between the differences in faculty and administration perceptions of faculty roles and job satisfaction. The survey is being conducted in selected community colleges in the Western and mountain states.

The research is proceeding under the sponsorship of the Montana State University Department of Educational Services and under the direction of Dr. Robert M. Hendrickson, a faculty member in the department.

Your participation in this research project requires only the completion of the enclosed questionnaire. This questionnaire should take only fifteen minutes of your time. A pre-paid envelope is enclosed for your convenience.

Although the questionnaire is coded for follow-up mailings, individual questionnaire responses will be treated confidentially. Only Summary Statistics will be reported.

Your completion and return of the questionnaire will be appreciated very much. Results of the research project will be made available to all participating colleges. Thank you for your time and cooperation.

Sincerely,

Robert Hokom, Researcher

Robert M. Hendrickson, Assistant Professor

Enclosures:

APPENDIX I

SECOND LETTER OF TRANSMITTAL



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

We are concluding the data collection of our study on faculty and administration perceptions of faculty roles in community colleges. As of this date, we have not received a completed questionnaire from you and are eagerly awaiting its return.

We believe this study to be an extremely valuable study in that community colleges are still in an emerging state and the roles of community college faculty are still being defined. Therefore, your perceptions are very important.

While many of the questionnaires have been returned, the reliability of any study increases as the number of completed questionnaires increases. Therefore, we would really appreciate it if you would complete and return the questionnaire as soon as possible.

As was pointed out in the first letter, this should take only about ten minutes of your time. Also, the results will be treated confidentially. No institution nor individual will be identified. The code on the questionnaire is for follow-up purposes only.

I am sending another questionnaire in case the first was misplaced. Again, your help is sincerely appreciated. Please take a few minutes to complete the questionnaire and return it as soon as possible. Thanks again for your assistance.

Sincerely,

Robert Hokom, Researcher

Robert M. Hendrickson, Assistant Professor

Enclosures



APPENDIX J

PERMISSION LETTER FOR JOB SATISFACTION INDEX

CLAREMONT GRADUATE SCHOOL

Claremont, California 91711

Faculty in Psychology, Benezet Psychology Building

November 7, 1979

Mr. Robert Hokom
Dean of Instruction
Miles Community College
2715 Dickinson
Miles City MT 59301

Dear Mr. Hokom:

This letter is your authorization to use the questionnaire, "An Index to Job Satisfaction," published in the Journal of Applied Psychology, October, 1951.

Sincerely,

Arthur H. Brayfield

Arthur H. Brayfield
Chairman
Graduate Faculty in
Psychology

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faculty roles ...

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DATE	ISSUED TO
SEP 9 '81	[REDACTED]
SEP 3 '81	[REDACTED]
SEP 16 '81	SEP 16 '81
OCT 22 '81	[REDACTED]

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