



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

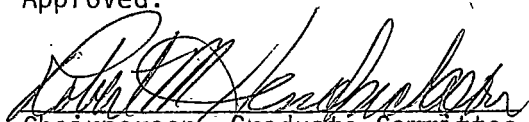
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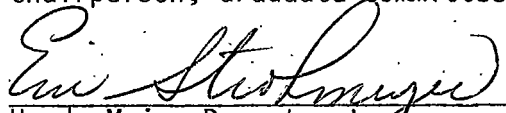
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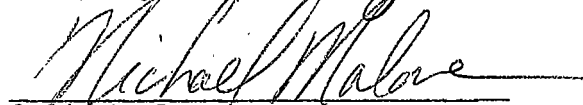
of

DOCTOR OF EDUCATION

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Bozeman, Montana

September, 1979

ACKNOWLEDGMENTS

The writer is grateful to the many persons who provided assistance and advice while completing this study. The writer owes a special thanks to Dr. John Harms, President of Nebraska Western College, Scottsbluff, Nebraska, for the encouragement he gave the writer to enroll and complete the Ed.D. degree.

The writer is also most appreciative and grateful to Dr. Robert M. Hendrickson, who served as chairman of his graduate committee. The writer appreciates the guidance of other graduate committee members, especially that of Professor William Johnstone, whose concern, advice, and humanism have helped make the completion of this study possible.

The writer also expresses gratitude to Dr. Eric Strohmeier for his unselfish help and guidance.

Also, the writer wished to acknowledge the friendship and help expressed by Gary Acton and especially Richard Shigley, fellow graduate students.

A very special thanks, love, and gratitude is expressed to his wife, Karen, for her understanding, patience, sacrifices, and assistance during the completion of this study.

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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; Rizado, 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,

