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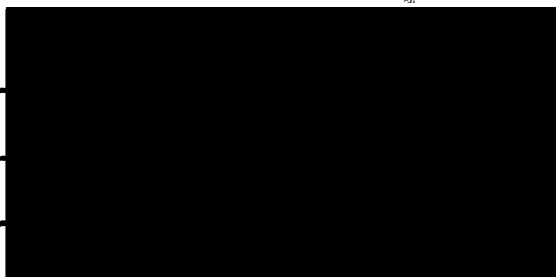
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THE RELATIONSHIP BETWEEN CHARACTERISTICS OF COLLEGE INSTRUCTORS
AND ADMINISTRATORS IN FOUR COMMUNITY COLLEGES

by

Leonel Laval Perra

B.Ed., University of Alberta, 1965

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (EDUCATION)

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of

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APPROVAL

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ABSTRACT

This study investigated six attitudinal orientations held by full-time instructors and administrators employed in community colleges.

The sample consisted of 315 full-time instructors and administrators working in four community colleges in the interior of British Columbia. The six attitudinal variables included in this study were: Professional Role Orientation Scale, Professional Behavior Scale, Employee Role Orientation Scale, Local-Cosmopolitan Orientation Scale, Career Commitment and Job Satisfaction Scale. Associations among the attitudinal variables were investigated as were associations among the variables and university transfer, career technical and vocational instructors and administrators and their levels of education.

It was found that the scores on the professional role orientation scale were positively and significantly associated with scores on the career commitment and job satisfaction scales and with university transfer instructors. Negative and significant associations between professional role orientation scores and employee role orientation scores were found as were associations between professional role orientation scores for administrators and lower levels of education and training.

The employee role orientation scores were found to be positively and significantly associated with the positions held by vocational instructors and administrators and individuals who possessed less than a bachelor's degree of formal training. Negative and significant associations were found between employee role orientation scores and university instructors and individuals who had a Ph.D. or equivalent level of education. A positive and significant association was found between a cosmopolitan orientation and career technical instructors and individuals who held a master's degree. The association between administrators and career commitment was negative and significant.

No significant associations were found between professional behavior scores and the other attitudinal variables, levels of training and positions held by college employees.

These findings suggest that college instructors in British Columbia have widely diverse attitudes on a variety of issues which are likely to affect their work and relationships with college administrators. Such diversity will probably result in continued conflict and specifically in difficult collective bargaining session.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

I THE PURPOSE

One of the dominant characteristics of community colleges in British Columbia is the comprehensiveness and diversity of their educational offerings. The employees working in these institutions bring with them a variety of training and experience which supports the expertise requirements of their instructional or administrative positions. The results obtained from the application of empirically developed attitudinal scales to this heterogeneous group can provide useful insights for senior managers in the fulfillment of the goals and objectives of community colleges.

The purpose of this study was to determine whether differences existed in the professional role orientation, professional behavior, local-cosmopolitan orientation, job satisfaction, career commitment and employee role orientation of community college instructors and administrators, and to identify factors associated with these attitudinal differences. This was an exploratory study intended to provide a data base on the attitudes of selected community college instructors and administrators in British Columbia at this time.

II STATEMENT OF THE PROBLEM

Owing to the diversity in the background characteristics and positions held by the subjects, it was anticipated that significant differences in the relationships between the six variables would occur. There was an expectation that the professional role orientation, professional behavior and local-cosmopolitan orientation of university transfer and career technical instructors and administrators would be stronger than that of vocational instructors. On the other hand, administrators and vocational instructors would show greater inclination to an employee role orientation. It was expected that all subject groups would demonstrate high job satisfaction; however, university transfer instructors would rate lower on career commitment. From the foregoing assumptions it was decided to test the following hypotheses:

HYPOTHESIS I

Scores on the Professional Role Orientation Scale^a are positively and significantly related with scores on the Professional Behavior Scale, the Job Satisfaction Scale and the Local Cosmopolitan Orientation Scale.

HYPOTHESIS II

Scores on the Employee Role Orientation Scale are positively and significantly related with scores on the Job Satisfaction Scale and the Career Commitment Scale.

HYPOTHESIS III

Scores on the Professional Role Orientation Scale are negatively related with scores on the Employee Role Orientation Scale.

HYPOTHESIS IV

University transfer and career technical instructors' and administrators' scores on the Professional Role Orientation Scale are significantly different from the scores of vocational instructors.

HYPOTHESIS V

Vocational instructors' and administrators' scores on the Employee Role Orientation Scale are significantly different from the scores of university transfer and career technical instructors.

HYPOTHESIS VI

Scores on the Professional Role Orientation Scale are positively and significantly related to higher levels of education.

HYPOTHESIS VII

Scores on the Employee Role Orientation scale are negatively and significantly related to higher levels of education.

III THE IMPORTANCE OF THE STUDY

The British Columbia community college system is the youngest member of the provincial education system. Colleges were founded on the recommendations contained in the MacDonald Report on Higher Education in British Columbia which was released in 1962. It recommended the establishment of two-year colleges offering university transfer courses, technical and para-professional programs and adult and continuing education services.

Since 1962, the colleges have expanded rapidly and adopted personnel practices different from those of universities and public schools. Because the college system is relatively new, very little research about these institutions has been undertaken. Of the studies which have or are being carried out, only a very small number have focused on the employees working in these organizations.

College structures are evolving in a manner consistent with the patterns noted by Robinson (1965) in public schools. Colleges as organizations are developing the typical characteristics of a bureaucracy identified by Hall (1968): hierarchical authority, division of labour, presence of rules, procedural specifications, impersonality and technical competence.

In response to these pressures, college instructors have adopted mechanisms in an effort to resolve disputes and fulfill some of their expectations. One of the initial and still prevalent approaches has resulted in most college faculties being certified as unions under the Labour Code of British Columbia.

The Labour Code enables college instructors to bargain for rates of pay, hours of work or other conditions of employment and to resolve impasses through the use of voluntary arbitration or strike/lockout (Downey, 1982). In 1977, the Provincial Government introduced legislation in an attempt to reduce adversarial conflicts within institutions. The new statute provided three personnel options: continuance under the Labour Code; a process similar to that available to teachers pursuant to the School Act; or the "Fair Comparison Method." This latter alternative was intended to provide for a more "professional" approach and included opportunities for faculties to participate in institutional decision making.

None of the colleges with faculty certified under the Labour Code have opted for the more professional alternative. Only one instructor group has exercised its option under the Fair Comparison Method and this occurred in one of the last colleges to be established. Mitchell, Kerchner, Erck and Pryor (1981) in a major study on collective bargaining in

schools described various stages through which employer-employee groups pass as they adopt traditional labour-management approaches. The provincial colleges have progressed beyond the first ("meet and confer") generation and are well into the second generation. This second stage is best identified as the adversarial approach to labour-management relations.

Mitchell et. al. (1981) suggested that the third phase is beginning to develop in educational organizations which have experienced collective bargaining for some time. They indicated that in the final generation, collective agreements will become much more complex and provide administrators "a powerful management tool rather than merely a vehicle for resolving organizational conflict (p.183)." Thus, in the more experienced organizations, it can be expected that teacher or faculty associations will progress to more substantive matters rather than welfare issues. However, little evidence exists in British Columbia colleges to support such a conjecture.

The Colleges Faculties Federation of British Columbia, a professionally oriented faculty organization, was abandoned in 1978 following the proclamation of Bill 82: the College and Institute Act. The Federation was replaced by the College and Institute Educators Association whose primary purpose focused on welfare issues. In a discussion paper

prepared for faculty members before the establishment of the new association, E. Green (1977) notes: "The centralizing and bureaucratizing of governments, college boards and administrations have changed the basis on which associations have worked for faculty objectives -- professional and personal (p.8)."

The militant activities of professionals in post-secondary institutions are no longer a rare occurrence. John Crispo (1978) suggested that the trend towards unionism is not unnatural and "... there are clearly many possible advantages to be derived by professors opting for the collective bargaining route (p.143)." Economic restraint, tight budgets, austerity measures and cutbacks conflict directly with wages, benefits and job security, the driving motives or causes of unionization (Kemerer and Baldrige 1976).

In a recent publication, Naisbitt (1982) indicated that society in general is facing a long and slow period of economic recovery. College employees are likely to continue pursuing increased militancy and unionism in an attempt to overcome current realities. There is little evidence to suggest or support the view that collective bargaining structures in colleges will cease or decrease in importance.

Friedson (1973) argued that the strengthening of professional norms may only occur through some forms of conflict. The older established free-professionals may be able to maintain their status in the face of bureaucratization, but the professionalizing groups which have evolved in the bowels of bureaucracies will have a much greater battle on their hands. The strike may well be used to increase "autonomy" as much as for "compensation," he added.

Corwin's (1970) studies on militant teachers demonstrated a relationship between militancy and high professional orientations. In his studies, authority issues were central to the conflicts. Hoy and Miskel (1978) agreed with Corwin and stated that "the conflict is between professional expertise and autonomy" and "bureaucratic discipline and control (p.77)." It is believed that some form of accommodation needs to be found to ameliorate these conflicts. The current adversarial structure can only serve to detract from the goals of individuals, organizations and society in general.

The collective bargaining process, as the term "collective" implies, does not address the needs of individuals or groups. Mitchell et. al. (p.198) pointed out that both union leaders and managers seek "a homogeneous set of work rules for every one (158)." Earlier in this chapter it was noted that college faculties are composed of different

groups which are believed to possess divergent attitudes and attributes. It is accepted that numerous elements can influence employee attitudes including the values, attitudes and policy practices of college administrators (Peters and Waterman, 1982, Mintzberg, 1979). A clearer and better informed opinion about college employees is believed necessary if senior managers are to nurture and encourage professional growth, collegial evolution, and a return to the mutual concern for excellence in teaching and learning. Robinson (1978) suggested that a truly effective organization must enjoy organizational health and one property of a healthy organization is the efficient utilization of human resources. Mintzberg (1973) also noted that "the key purpose of the 'leader' role is to effect an integration between individual needs and organizational goals (p.62)." If this study can lead towards attitudes and expectations from college employees which enables senior managers to improve their knowledge about employee goals and aspirations and thus provide for more effective use of human resources, it will have made a contribution to better performance in community colleges.

IV DEFINITION OF TERMS

In keeping with the original recommendations of the MacDon-ald Report (1962), the colleges established programs and courses in several program areas: university transfer,

in career technical and vocational. Because the career paths for instructors in each of these fields are dissimilar, definitions will help to clarify the purpose of this study.

University Transfer Instructor

University transfer faculties in British Columbia colleges were drawn primarily from the ranks of graduates of the provincial university system. The late sixties - early seventies followed a period of expansion in the universities. The employment opportunities for holders of graduate degrees were severely limited. The college provided a new opportunity for employment in a similar environment. To some, the community college was envisaged as a stepping stone to a future university position. For many, owing to the rapid expansion of the college system which was followed by retrenchment during the latter part of the seventies college appointments developed a sense of permanency.

Career Technical Instructor

Career technical programs were staffed from the ranks of professional bodies. Accountants, lawyers, engineers, nurses and technologists became an important segment of the community college faculty. Instructors in these programs have completed extensive studies and most have been members of one or more professional associations.

Vocational Instructor

Vocational instructors were found predominantly in the ranks of the blue collar work force. Most instructors received their training through apprenticeship programs, vocational schools and institutes of technology. Few vocational instructors have completed a university degree or have teaching experience prior to joining the college.

Administrator

College administrators generally have backgrounds similar to university transfer and career technical instructors. Many instructors with instructional responsibilities have been promoted from the ranks of faculty members. Others have joined the institutions directly from industry or related government services.

Individuals who work in large organizations bring with them a set of values and attitudes. These attributes may shift in response to organizational pressures, changing societal needs, technological innovations and a myriad of other factors. For the purposes of this study the six attitudinal areas identified in the problem statement will be investigated. The sources for the instruments borrowed for this study are identified in Chapter III.

Professional Role Orientation

Professional role orientation is a measure of an individual's attitude about a profession. For the purposes of this study the orientation is determined through the use of a Likert scale with six dimensions of a profession: knowledge, professional association, public service, self-regulation, sense of calling and autonomy.

Professional Behavior

The literature suggests that professionals pursue and follow certain types of activities which when considered collectively can act as an index of professional behavior. The activities used to measure professional behavior in this study were: amount of professional reading, professional association membership, conferences attended, journals subscribed to and articles published.

Local-Cosmopolitan Orientation

The local-cosmopolitan orientation is a measure of the individual's inclination to either local or national issues. The literature suggests that professionals demonstrate a national, external and cosmopolitan attitude whereas non-professional or less professional persons are more concerned with local and internal matters.

Job Satisfaction

The term job satisfaction, as used in this study refers to a

measure of the individual's attitude to his work. A Likert scale is used to identify the individual's opinion on a variety of job factors which collectively are believed to measure satisfaction.

Career Commitment

Career commitment refers to the degree to which a college employee would continue in his position versus alternatives in other educational and non-educational settings. Through the use of a five item question, subjects were requested to indicate whether they would continue, seek alternatives or quit their college position given a free choice. Choosing to continue in their current job reflects a high degree of commitment to their position and career.

Employee Role Orientation

Employee role orientation is a measure of an individual's attitude towards his employer and organization. For the purposes of this study, it identifies three dimensions of an employee: loyalty to the administration, loyalty to the organization, and acceptance of policies and procedures. A measure of the orientation is obtained through the use of a Likert scale.

Each of the six attitudinal areas or variables contained a wide variety of measures along the range of possibilities. High scores indicated a strong presence of the attitude

being assessed, whereas a low score reflected absence of or weak presence of the factor. Between the two extremes are a myriad of scores which identified different positions on the continuum between a weak or strong presence of a particular attitude. To limit the number of possible choices along this continuum, three divisions were defined. The top third of the scores were assigned a rating of "high," the bottom third were called "low" and the middle third were referred to as "moderate." For the purposes of this study all scores were treated as high, moderate or low.

V OVERVIEW OF THE STUDY

The first chapter stated the problem and provided arguments to support the importance of the study. The hypotheses to be tested are expressed and the terms used throughout the study have been defined. Chapter II will provide a review of the literature and other research relevant to this study. Chapter III will describe the research methodology and data collection used in the study. The reporting, analysis and discussion of the findings will be covered in Chapter IV. Chapter V will summarize the findings and focus on the conclusions and implications to be derived from the study.

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CHAPTER II

REVIEW OF THE LITERATURE

I INTRODUCTION

A great deal has been written on attitudes and traits of individuals and their relationships to organizational settings and structures. This literature review will focus separately on each of the six variables to be examined: professional role orientation, professional behavior, employee role orientation, local-cosmopolitan orientation, job satisfaction and career commitment. The material and research studies perused were selected because of their applicability to educational institutions and their suitability for diversified groups such as college employees. The review is not exhaustive but should provide the reader with sufficient information to understand the concepts being discussed and support the purpose and conclusions of this study.

II PROFESSIONAL ROLE ORIENTATION

The underlying philosophy of the evolving British Columbia community college system is one of program comprehensiveness.

Educational and occupational services may vary from university level instruction and pre-employment training to personal development through general interest and recreational classes. Owing to this feature of comprehensiveness, instructors and administrators constitute heterogeneous groups. In some colleges, two unions serve as bargaining agents for instructors and this cleavage has discouraged the development of a common professional association for college faculties. Because of their newness and the inherent differences amongst their employees, colleges and their employees have not had time to develop traditions or common practices. The recent establishment of community colleges has not permitted the development of a community of professionals amongst the employee groups (Goode, 1957).

The term "professional" suggests a myriad of meanings. It could refer to a member of an established profession such as medicine or law, an actor, athlete, salesman, teacher, or a host of similar individuals. A "professional" can exist in the eye of the beholder. Or, a "professional" could be defined through a "complex of characteristics" as claimed by Carr-Saunders and Wilson (1960). "Professional" in a community college context carries with it a special connotation.

Goode (1960) noted that a professional participates in a group which determines its own educational and training

requirements and that a professional undergoes a lengthy socialization process. The professional has some form of legal licensure which has been determined and granted through his professional association. The professional usually enjoys a higher level of socio-economic status. The professional is judged by his peers and is not subject to control by others. He is guided by an exacting code of ethics. He develops strong ties with the profession and often remains a part of it throughout his working life. Two final traits included by Goode (1960) are a lengthy specialized training process and a high service orientation to the client. Wilensky (1960) argues that many of the characteristics described by Goode (1960) can also apply to individuals who may not be considered professionals. He prefers to distinguish a professional through the elements of expertise and knowledge and the adherence to professional norms which includes a strong service commitment to the client. Gouldner (1957) adds a further dimension by introducing the concept of an external orientation which he called "cosmopolitan." Lieberman (1960) noted additional characteristics including acceptance of broad personal responsibility for actions and a comprehensive self-governing organization.

The definition of a professional in an isolated context is relatively straightforward. Since many professionals work in large organizations, an examination of institutional settings is important. The literature on professionals employed in

large organizations suggests the existence of conflicts between professionals and bureaucratic organizations. Scott (1966) identifies four areas of role conflict between professionals and bureaucracies - rules, standards, supervision and organizational loyalty. "The most important factor which creates these problems is that bureaucratic organizations represent a structure of authority in which decisions are made at the top (Pavalko, 1971:183)." The professional is a highly educated and trained individual and has acquired the competencies which enable him to make decisions and perform complex tasks. In a major study on scientists in industry Kornhauser (1963) suggested there are "built-in strains between bureaucracies and professions (p.12)." These differences occur because the organization sets goals, controls and incentives for professionals which may be different than the goals and objectives of the profession.

Although some problems exist between professionals and organizations, several authors have suggested reasonable accommodations. Coleman (1972), writing on organizational effectiveness, added that involving organization members in setting (organization) goals is particularly desirable when they are professionals. Corwin (1970), after examining militant behavior in the school system, suggested that increasing the teacher's professional authority, participation in decision making and role in evaluation and providing for a

dual system of bureaucratic and professional authority will help to reduce the inherent conflicts between professional needs and organizational standards. Hoy and Miskel (1978) added that conflict is probably inevitable unless the organization provides support for professional expertise and autonomy. As noted in Chapter I (p:4), colleges are bureaucratic organizations and consideration must be given to the amelioration of potential clashes with employees.

In a major study on teacher professionalism, Corwin (1970) developed a professional role orientation scale to measure the attitudes of teachers. The scale identified items on client orientation, colleague orientation, monopoly of knowledge and decision-making. In separate and later studies, Robinson (1965) and Hrynyk (1966) modified and adapted Corwin's model. In the latter study, Hrynyk developed a five dimensional model of a profession which included: knowledge, service, organization, colleague and autonomy. Hall (1968), in a manner similar to Corwin and Hrynyk produced a model to measure each of five attitudes of professionalism: use of the professional organization as a major referent, belief in public service, belief in self regulation, sense of calling to the field, and a feeling of autonomy. Unlike Corwin and Hrynyk, Hall used his scale with different occupational groupings, a major consideration for this study.

The literature on professional characteristics supports the dimensions identified by Corwin and Hall. The dimensions described provide a definition on professionalism which could apply to the heterogeneous setting of a community college. The approaches developed by Corwin and Hall seemed adaptable to the purposes of this study. The five attributes of a professional listed by Hall and the knowledge dimension specified by Corwin and adapted by Hrynyk were included in the professional role orientation scale used in this study. The items from their scale were borrowed for this study and are further discussed in Chapter III.

III PROFESSIONAL BEHAVIOR

The characteristics and attributes of professionals are exhibited in a variety of behaviors. Scott (1965) wrote that "individual professionals are expected to be highly skilled and motivated and to have internalized professional norms so that little external surveillance is required (p.66)." Wilensky (1964) concurred and noted the importance for the practitioner to "do technically competent, high quality work (p.140)." "Formulating a code of ethics, founding a professional association, promulgating favorable legislation, establishing curriculum for professional training, writing articles and making protests" are activities pursued by professionals, noted Goode (1961:309). Kornhauser (1963) suggested that a strong professional orientation can be

measured through publishing and activity in professional societies. In his study on scientists in industry, he concluded that "first-rate industrial research organizations encourage and support time off for attendance at professional meetings, payment of professional dues, further professional training, and publishing (p.156)." These incentives help maintain a high level of professionalism. Haug and Sussman (1969) devised an index to measure the degree of commitment to professional associations. Their index included membership in associations, attendance at meetings and journal readership.

In his study on teacher professionalism, Corwin (1970) developed a professional behavior scale. The scale he constructed included interview questions on: years of college completed, highest degree earned, type of college attended, amount of professional reading, activity in professional associations, workshops or conferences attended, journals subscribed to, articles published and employment status. Although the correlations between professional behavior and professional role orientation were not consistent at all levels, Corwin found that subjects with a high professional role orientation also exhibited higher professional behavior. Owing to a questionnaire rather than interview approach for this study only five items were used to elicit information on the professional behavior of the

subjects. The items borrowed were: hours devoted to professional reading, activity in professional organizations, attendance at conferences, purchases of professional journals and articles published.

IV EMPLOYEE ROLE ORIENTATION

Colleges are complex bureaucratic organizations. As noted earlier (P 4), bureaucracies exemplify rules, regulations, procedures, centralization, specialization and impersonal and authoritative relationships (Pavalko, 1971, Morrissey and Gillespie, 1975, Corwin, 1961, 1965, Hall, 1968). A major characteristic of a good employee is his willingness to be subjected to the structure and content of a bureaucracy. Lieberman (1960) contrasted professionals and organizational employees. "Professionals," he noted "seek freedom of action and judgement, they must be able to act individually and independently (p.2-3)." Employees on the other hand act in line with the organization's rules and regulations and with the approval of their supervisor. Corwin (1975) adds "that schools which rely on rules also rely upon close supervision (p.139)."

Differences between employee role orientations and professional role orientations have been reported by Hall. In a study including several occupational groups (medicine, law,

teachers, nurses, accountants, teachers, stockbrokers, engineers and personnel managers) he found few positive correlations between professional and employee attributes. Several of the correlations were significantly negative. In his study on militant professionals, Corwin (1970) confirmed that teachers with high employee orientations tended to have less conflicts with their supervisors than did their counterparts who held high professional orientations.

One response to bureaucratization has been the development of "professional" unions. A research study commissioned by the American Association for Higher Education concluded that faculty unionization has grown and will continue to increase (Blackburn, 1971). Kornhauser (1963) noted that "a pro union orientation reflects a tendency to think in terms of employee status (p.108)." Haug and Sussman (1973) found that there is an "inverse relationship between favouring unionism and a professional role image (p.95)." They also concluded that unionism was also favoured by those who held a low commitment to professional association activities. While there are other determinants and causes which lead to faculty unionism (Kemerer and Baldrige, 1973, Crispo, 1978, Jung and Liu, 1982, Ryor, 1978) the employee role orientation of faculty also appears to be a factor.

The divergence of instructor backgrounds found in community colleges and the evidence which indicates that conflict

exists between professional and bureaucratic norms, and that employee centered faculty may be biased towards unions. Supports an examination of the employee role orientation as used in this study. The employee role orientation scale constructed by Corwin (1970) was used for this study. The items borrowed from his scale are discussed in Chapter III.

V LOCAL-COSMOPOLITAN ORIENTATION

Since the initial work by Merton (1957) on reference group theory and the concept of a local-cosmopolitan orientation, several studies have been undertaken to refine the construct. Merton found that locals tended to be more parochial in their viewpoints, they tended to read local rather than national news, they usually have lived longer in the community and they participated more in community organizations and service clubs. Cosmopolitans on the other hand, tended to read more magazines and about world news, they were usually new members of the community and have lived in more communities in various parts of the country. They have joined professional societies or organizations where they could apply their expertise and knowledge.

In a study of college faculty members, Gouldner (1957) corroborated the findings of Merton. He found that cosmopolitans desired less teaching responsibilities in order to

pursue research and writing, their jobs were believed less satisfying if they could not pursue research, they tended to feel that there were fewer professional contacts on campus, they had or were working on their Ph.D's, they had published more, they showed less organizational loyalty, they knew fewer colleagues on campus, they supported the local chapter of the AAUP, they sought intellectual stimulation elsewhere and their salaries were unfortunately low. In contrast, Gouldner found that locals exhibited a tendency to be more influential, they were predisposed to rules and regulations and they were more likely to be sociable with both groups but favoured locals. Through the use of factor analysis, Gouldner identified four types of locals and two types of cosmopolitans thus laying the groundwork for a "continuum" in the local-cosmopolitan orientation.

Goldberg, Baker and Rubenstein (1966) examined the multi-dimensional nature of the local-cosmopolitan construct. In a study carried out in a research and development laboratory, they found that the local oriented items "increase my chance for a promotion" and "preferences of my manager or superiors," correlated highly with "cosmopolitan" items. They concluded that individuals in professional organizations may not identify clearly with either one or the other dimension, but that they may in fact seek gratification from both the profession and the organization.

In a study of British Columbia teachers, Branscombe (1969) attempted to identify the local-cosmopolitan orientation on both a dichotomous and continuous basis. He found that the continuum approach was more sensitive to correlation tests than the dichotomy approach. His findings showed that cosmopolitans were significantly more colleague-oriented and autonomy-minded than locals and that locals were significantly more service oriented than cosmopolitans. In a review of the literature on the local-cosmopolitan construct Grimes and Berger (1970) produced a table to illustrate the taxonomies developed by Gouldner, (1957), Kornhauser, (1963), Blau and Scott, (1962) and Filley and House, (1969). Their summaries suggested that individuals with neither a "pure" local nor cosmopolitan orientation exhibited a strong tendency to both professional and organizational goals or attributes.

Following a study on faculty participation in policy making in a Dutch University, Lammers (1974) provided some insights which supported the use of a continuum approach. He found that the locals tended to be both liberal and cosmopolitan in their professional behaviour, that the cosmopolitans tended to be less mobile than expected, that the cosmopolitans participated quite frequently in policy making and that the younger faculty, primarily in the social sciences tended to be more cosmopolitan. Lammers suggested that only the pure

A 2

cosmopolitans and pure locals tended to behave in a predictable fashion. He defined the pure cosmopolitans as faculty with a pure research orientation in the natural sciences and applied fields. The pure locals were old senior faculty members with a rather meagre professional record. Many faculty members who took an active role in the affairs of the university and their discipline manifested both local and cosmopolitan orientations.

In a later study, Goldberg (1975) sought to demonstrate "that an orientation which combines both cosmopolitan and local reference groups may be more compatible with the values and behavior considered important to professionalism than a solely cosmopolitan orientation (332)." Goldberg concluded that individuals with a mixed cosmopolitan-local orientation indicated a higher professional orientation than "pure" cosmopolitans. Locals were found to be more oriented to the organization than either the cosmopolitan-locals or the cosmopolitans. The cosmopolitan-locals tended to have greater job satisfaction than cosmopolitans and locals. The cosmopolitan-locals reported greater freedom or autonomy and policy making influence than cosmopolitans or locals. The cosmopolitan-locals exhibited greater professional behavior through membership in professional associations, attendance at professional meetings and conferences and professional reading than did cosmopolitans. Goldberg suggested that a

cosmopolitan-local orientation is essential to professionalism. Without some commitment and support to the organization, access to the resources necessary to professional growth may be more difficult to achieve. The literature suggests that neither a "pure" local or cosmopolitan orientation is preferred. Individuals who manifest both attributes are likely to be the more professional, successful and satisfied employees.

Since most of the studies mentioned have focused on individuals who are generally accepted as professionals in their chosen fields, an investigation of college employees on this orientation may provide additional insights. The lack of commonality between the various groups in community colleges may shed some light on the importance of the construct and the influence of the organization on the local-cosmopolitan orientation. To determine the orientation of college professionals on this dimension of professionalism Brunbaugh's (1963) adaptation of Sutthoff's scale was used for this study.

VI JOB SATISFACTION

The need to assess the satisfaction of college employees is tied to the belief that satisfied employees will be more effective in the performance of their jobs (Robinson, 1978).

In a national survey of higher education faculty, Baldrige et.al. (1978) confined their assessment of job satisfaction to contentment with four job factors: salary, workload, adequacy of office and student competence. Willie and Stecklein (1982), in a longitudinal study of Minnesota faculty included job satisfaction items such as working with college students, working with colleagues and associates, intellectual stimulation and relationships with administration in addition to working conditions. These studies adopted in part the theoretical construct of Herzberg, Mausner and Snyderman (1959).

Herzberg, Mausner and Snyderman (1959) attempted to identify the factors responsible for satisfaction or dissatisfaction. They developed a two-factor theory which suggested that the presence of certain variables called motivators (achievement, recognition, advancement) provided satisfaction and the absence of other variables named hygienes (policies, working conditions, supervision, salary) contributed to dissatisfaction. Lahiri and Srivastva (1967) in a later study concluded that the motivators and hygienes identified by Herzberg et.al. could both be the sources of satisfaction. Individuals in higher level jobs (managerial, professional ...) may derive more satisfaction from the hygienes than the motivators. The basis for this premise is that higher level jobs are of a higher social status and thus the motivators are not as significant.

An earlier study by Friedlander (1964) similarly concluded that satisfiers (motivators) and dissatisfiers (hygienes) could contribute to both satisfaction and dissatisfaction. The results of a research project by Wernimont (1966) supported the conclusions of Friedlander. Hubin and Smith (1967) in a separate study of 670 subjects summarized that "no evidence was found which would support the argument that satisfaction and dissatisfaction are qualitatively different (401)." They suggested that the traditional model of job satisfaction is more appropriate than the two-factor theory.

Although the literature is not conclusive about the reliability and validity of the two-factor model, a survey instrument developed by Brayfield and Rothe (1951) seemed more appropriate for this study. The approach assumed that job satisfaction could be inferred from the individual's attitude towards his work, a concept consistent with other scales used in this research project. In developing the scale, the authors applied the following criteria: it should produce a general rather than specific measure, it should apply to different jobs, it should reflect differences in attitude and it should be reliable and valid.

Brayfield and Rothe confirmed the reliability and validity of the scale with differing populations. A major assumption in this study is that college employees are heterogeneous and a job satisfaction scale which maintained consistency with

diversified groups was a major consideration. The model developed by Brayfield and Rothe could thus be used with greater confidence.

VII CAREER COMMITMENT

A commonly held assumption about many university transfer instructors is that they selected a college career as an interim job until a position in a university could be attained. Eckert and Stecklein (1959) found that only a few individuals had planned a college teaching career, many had just drifted into the position. Despite this chance happening, most faculty members indicated satisfaction with their career choice. In a more recent study with the same population, Willie and Stecklein (1982) confirmed that the degree of career commitment held by Minnesota faculty members had remained fairly stable over the past 30 years. Cohen and Friedlander (1980) after reviewing three surveys conducted between 1975 and 1978 found that recently, more college faculty are not aspiring to senior higher education institutions than was the case in the former studies. Many college managers believe that vocational instructors view college teaching as desirable and as a career peak. An examination of their attitudes as well as that of other employees may help to confirm the changes noted in the above mentioned studies.

Different methods have been developed to measure career commitment. Corwin (1970) included a monetary incentive in his employee behavior index to measure commitment to a position. Baldrige et. al. (1978) assessed institutional identification by noting the individual's degree of commitment to his job in relation to better or comparable jobs. Branscombe (1969) in his survey of school teachers employed a question devised by Presthus (1962) to determine the degree of commitment held by an individual to his career. Subjects were asked to choose from a number of alternatives if they inherited enough money to live comfortably. Included among the options were the choices to continue as a college employee or seek an appointment in an university. Since many individuals believed that a college position was an interim occupation and a stepping stone to a university job, the question was deemed quite appropriate for this study.

VIII SUMMARY

A primary purpose of this study was to develop a data base on the characteristics of college professional employees. The literature reviewed suggested that an examination of college employees can focus on a wide variety of traits, attitudes and dimensions. The various factors included in this study have been used in many studies and should provide valuable insights about college employees.

In addition to the identification of traits, attitudes and dimensions, the relationships between these factors can supply meaningful information regarding the management of college employees. Community colleges are complex organizational structures and a better understanding of the expectations and attitudes of those who work within these developing bureaucracies is deemed essential to their satisfactory evolution.

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CHAPTER III

RESEARCH METHODOLOGY AND DATA COLLECTION

INTRODUCTION

In order to provide a body of information on college employees and to test the hypotheses proposed an omnibus questionnaire was developed. The questionnaire included items on personal and educational background, professional orientation, professional behaviour, employee orientation, local cosmopolitan orientation, career commitment and job satisfaction. Each of the aforementioned groups of items were extracted from other studies.

II PERSONAL AND EDUCATION DATA

The questions on this section of the questionnaire were constructed to parallel partially the annual information on college employees collected by the Ministry of Education. Generalizations might thus be established to other settings should personal data correlate directly with any of the various indices. The personal data collected was to elicit the following information: sex, marital status, present

position, academic and professional training, place of post-secondary training, years as a college employee, years with present college, age, and the number of institutions for which the employee had worked.

III PROFESSIONAL ROLE ORIENTATION SCALE

The professional role orientation scale for this study was developed from studies conducted by Hall (1968) and Corwin (1970). Because college employees are drawn from a diversified population and Hall's instrument was not directed to a specified group (such as public school teachers as in Corwin's study) the Hall instrument as modified and validated by Snizek (1972) was used. The knowledge dimension identified by Hrynyk (1966) was also included to measure this dimension.

Each subject was asked to indicate their attitude towards each item through the use of a Likert-type scale. The five possible responses for each item varied from strongly agree to strongly disagree. Responses were assigned a value from 5 for "strongly agree" to 1 for "strongly disagree". A score of 5 indicated a high orientation to the dimension and a professional role orientation whereas a score of 1 indicated a weak orientation to the dimension and a professional role

orientation. Each item was given a value of one to five on a Likert-type scale depending on the response of the subject. A professional role orientation score was developed by summing the scores of the items after correcting the negatively stated items. The range for the professional role orientation scale was from 30 to 150.

Hall (1968) developed his questionnaire with 328 subjects. Each scale, according to analysis conducted by Hall, attained a reliability of .80 or higher using the split-half method with the Spearman-Brown correction formula. Using the questionnaire developed by Hall, Snizek (1972) collected data from 566 engineers. He then completed a combined factor analysis of his data and that collected by Hall. The factor analysis indicated that most items did cluster around the dimensions developed by Hall (1968). Hyrnyk (1966) confirmed the reliability and validity of the knowledge dimension as used in this study.

Hall's original instrument contained 50 items, ten for each attitude. Snizek reassessed the instrument and identified through factor analysis that within each dimension, some items correlated better with the dimension being examined. He also demonstrated that by reducing the number of items to the five best for each dimension, reliability was not significantly affected. The items used for this study from the Hall instrument were limited to the items recommended by

Snizek (1972).

Some minor changes were made to the items with the exception of modification of terms, to phraseology which it was considered might be more appropriate to college employees.

IV PROFESSIONAL BEHAVIOUR SCALE

The following information was collected to provide a scale on professional behaviour: hours per week devoted to professional reading, activity in professional organizations, attendance at workshops or conferences, subscriptions or purchases of professional journals and number of articles published. Each item included three possible responses which were assigned a value from three to one. The value 3 was given for responses which indicated greater professional activities such as reading more articles, attending more conferences, subscribing to more journals, publishing more articles and being an officer of a professional organization. Lower values (2 or 1) were assigned to responses which indicated smaller degrees of involvement. A professional behavior score was determined for each subject by summing the values assigned for each item. The score for the professional behaviour scale ranged from 5 to 15. A high score would indicate that the subject manifested a higher level of professional behavior than an individual with a lower score.

Corwin's (1970) sample included 1500 subjects and his analysis of the professional behavior scale indicated adequate correlations with higher professional role orientations.

V EMPLOYEE ROLE ORIENTATION SCALE

The items for the employee role orientation scale were selected from Corwin's (1970) study. The dimensions included in the employee role orientation scale were: administration orientation, loyalty to the organization, and policies and procedures orientation.

No major changes were made to the items with the exception of the modification of terms and phraseology which it was considered might better reflect the correct intent to college employees.

Each item was given a value of one to five on a Likert-type scale using the same criteria defined for the professional role orientation items. Similar to the professional role orientation scale a score for the employee role orientation was determined by summing the totals for each item. A high score would indicate that the subject possessed the attitudes and values of a good employee as defined in Chapter II. The

range for the employee role orientation scale was from 15 to 75.

The employee role orientation items developed by Corwin (1970) were employed with some 1500 subjects. The corrected split half reliability of the scale and subscale items possessed r_n values ranging from .80 - .84 which was considered adequate for this study.

VI LOCAL COSMOPOLITAN SCALE

The local-cosmopolitan orientation scale used in this study was taken from an empirical study undertaken by Branscombe (1969). In the study Branscombe applied Sutthoff's three item scale as revised by Brumbaugh. Sutthoff (1960) developed the scale to differentiate locals and cosmopolitans in a group of P.T.A. members and Brumbaugh (1963) altered the wording to employ the scale with teachers. No alterations were made to the scale for the purposes of this study.

To differentiate between locals and cosmopolitans, different values were assigned to the local and national or external items. The range for the scale varied from 3 to 8 with the lower value representing individuals with a local orientation

and higher values representing individuals with a cosmopolitan orientation. Subjects with a low score would be defined as locals whereas a higher score would indicate a cosmopolitan orientation. Middle scores would suggest the subject held both local and cosmopolitan orientations. The reliability and validity of the scale was demonstrated by Brumbaugh (1963). He "reported that the reproducibility coefficient was found to be .927, the scalability (item) was .764 and the scalability (individual) was .654 (Branscombe 1969:31)."

VII JOB SATISFACTION SCALE

The job satisfaction scale was consistent with the approach used in the professional role orientation and employee role orientation scales. Subjects were asked to state their degree of agreement with each item. Responses which strongly agreed with the statement were assigned a value of 5 while the value of 1 was assigned if the subject strongly disagreed with the item. After correcting for negative items, a job satisfaction score for each subject was determined by summing the values assigned for each response. The higher scores indicated a greater degree of satisfaction than lower scores. The possible range for the job satisfaction scale varied from 18 to 90.

Brayfield and Rothe (1951) confirmed the reliability and validity of the scale with differing populations. The questionnaire was administered to 231 subjects. An odd-even product moment reliability coefficient by the Spearman-Brown formula provided an $r = .87$. In a second test, 91 subjects completed both the Brayfield and Rothe questionnaire and one developed by Hoppock twenty years earlier. The product moment correlation between the two scales was $.92$, thus confirming the reliability and validity of the scale used in this study.

Since the subjects in this study were drawn from several occupational groups, the Brayfield-Rothe job satisfaction scale was deemed appropriate for the intended purposes. It had been administered successfully to both professional and non-professional subjects with acceptable reliability.

VIII CAREER COMMITMENT

The item used in this study to determine the degree of commitment held by an individual to his career was devised and validated by Presthus (1962). Subjects were asked to choose one alternative from a choice of five if they inherited enough money to live comfortably. Each alternative was assigned a different value which reflected the level of commitment the subject had to his position. The possible

range of values for the career commitment scale was from one for the response "retire" to five for the response "continue in your present position." A low score would indicate low commitment to a college position whereas a score of five would indicate greater commitment to a college position.

IX PILOT TEST

Approximately 30 draft questionnaires were circulated among college employees in two Lower Mainland Vancouver colleges. The "pilot test" subjects were asked to complete the questionnaire and to comment on the length of the omnibus instrument, clarity of instructions, ambiguous or poorly worded items, and items which they considered sensitive. Many of the recommendations received were incorporated in the final draft of the survey. A frequency distribution was manually tabulated to ensure that the items did discriminate between respondents.

A revised draft was submitted for review to L. LaRocque and J. Leung, Simon Fraser University, Faculty of Education. Further minor wording changes were included along with a revised response method to permit for direct data entry from the survey.

X THE POPULATION AND SAMPLE

The population for the study consisted of all full-time instructors and administrators in four interior British Columbia community colleges. The four institutions were selected because of similarities. All have a comprehensive curriculum and a core campus development, are of similar size, and were established by 1970. The survey was circulated to full-time instructors, counsellors, librarians and administrators.

XI COLLECTION OF DATA

Senior administrators in each college provided the questionnaire to full-time personnel within their respective institution. A stamped, addressed envelope was included for convenience of return. Two weeks later a follow-up letter was forwarded to all personnel in the sample (Appendix B).

A total of 324 questionnaires were returned (52 percent). Of the returned questionnaires, 9 were discarded because they were incomplete. Thus, 315 surveys (50.6 percent) were used for the study.

The circulation of the questionnaires within each institution by a senior administrator may have contributed to the low

response rate. Several of the items assessed the attitudes of individuals towards the administration and the organization and this may have discouraged greater participation. However, the ratio of questionnaires returned by the various types of employees compared favourably with the total sample and the highest return rate came from an institution whose employees were quite familiar with the author of this study. These facts suggest that the low response rate was probably due to factors external to the questionnaire and help to ensure the generalizability of the data and its analysis. The use of a neutral and trusted third party to distribute the questionnaires would have overcome this possible difficulty. Such a technique is recommended for future research in this area.

XIII COMPUTER ANALYSIS

The responses on each questionnaire were transferred to IBM cards. The keypunched information was read and verified. The data was transferred to an IBM disc for analysis using SPSS (Statistical Package for the Social Sciences). Owing to geographic isolation from Simon Fraser University, the IBM file was also transferred to a DEC VAX 750 for analysis using SCSS, an interactive and conversational form of SPSS.

Analyses Completed

Frequency distributions and cross tabulations were undertaken for all items to help explain certain variations in the analyses of the data. Pearson product-moment correlations were completed to determine the degree and direction of the associations between the six variables and between the variables and certain personal data. A factor analysis of the questionnaire was performed to ensure that the instruments selected and altered would perform as expected.

Before discussing the analyses completed, an overview of the approach used to aggregate the data is necessary. The total scores for the professional role orientation, professional behavior, local-cosmopolitan orientation, job satisfaction, career commitment and employee role orientation were determined. Frequency distributions for these totals were created to establish a continuum to denote high, moderate or low scores for each category. The top third of the scores was designated high, the bottom third was identified as low and the remaining middle group labelled moderate. These trichotomized variables were used to carry out the statistical correlation tests.

Validity and Reliability

Although the instruments and items borrowed for this study have been tested in previous studies, some further analysis was attempted to demonstrate consistency with the major

orientation scales. This validation analysis was deemed important because the various instruments and items were being administered through a single and rather lengthy omnibus questionnaire. To ensure that the items did contribute to the variables being measured, a factor analysis of all items was undertaken.

The strongest factor identified was the job satisfaction scale. The items and their factor loadings are illustrated in Table 1. These loadings contribute to a construct which can be identified as job satisfaction. In addition, the results suggest that the original instrument was a valid measure of job satisfaction.

The second factor to be produced was the employee role orientation scale. The results of the factor analysis are shown in Table 2. Although the factor loadings are not as pronounced as in the job satisfaction scale, most items did have an acceptable loading. As noted in this chapter, the employee role orientation scale is the sum of three dimensions: administration orientation, loyalty to the organization and policies and procedures orientation. Of the three dimensions, loyalty to the organization represented by items 60, 61 and 63 had very weak loadings. To ensure that the items were related, Pearson correlation coefficients for the three items were produced. The correlations were positive and significant beyond the $p < .001$ level and are

TABLE 1
FACTOR ANALYSIS OF THE VARIABLE:
JOB SATISFACTION

ITEM NO.	FACTOR LOADING
*Q70	0.120
Q71	0.494
Q72	0.565
Q73	0.627
Q74	0.281
Q75	0.632
Q76	0.553
Q77	0.728
Q78	0.301
Q79	0.195
Q80	0.757
Q81	0.470
Q82	0.617
Q83	0.619
Q84	0.377
Q85	0.664
Q86	0.684
Q87	0.580

* Q refers to item no.

TABLE 2
FACTOR ANALYSIS OF THE VARIABLE:
EMPLOYEE ROLE ORIENTATION

Q55	0.665
Q56	0.663
Q57	0.719
Q58	0.490
Q60	0.160
Q61	0.198
Q62	0.026
Q63	0.378
Q64	0.376
Q66	0.303
Q67	0.248
Q68	0.381
Q69	0.664

TABLE 3

PEARSON CORRELATIONS AMONG THE THREE ITEMS ON THE DIMENSION:
LOYALTY TO THE ORGANIZATION

Q60	1.000		
Q61	0.367***	1.000	
Q63	0.199***	0.379***	1.000

	Q60	Q61	Q63
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*** $p < .001$

given in Table 3. The results of these tests suggest that although the items relate weakly to the factor employee role orientation, they do demonstrate a relationship.

The third, fourth and fifth factors to be identified were the professional role orientation dimensions: belief in self-regulation, calling to the field and belief in public service. The dimensions: professional organization as a referrant, feeling of autonomy and knowledge were not as pronounced and showed up as factors ten, eleven and twelve. The loadings for the dimensions are illustrated in Table 4. Since the factor loadings did not clearly support the construct professional role orientation, Pearson correlation coefficients for the dimensions and the professional role orientation scale were completed. All of the dimensions correlated significantly with the professional role orientation scale. The results are noted in Table 5.

Branscombe (1969) determined the correlations between the dimensions and the professional role orientation scale and found that "each dimension makes a unique contribution to the total professional role orientation scale (p.140)." These findings support the conclusion that the professional role orientation scale would perform reliably in this study also.

The sixth factor to be identified was the construct defined as the professional behavior scale. The factor loadings for the items used to create the professional behavior scale are

TABLE 4
 FACTOR ANALYSIS OF THE VARIABLE:
 PROFESSIONAL ROLE ORIENTATION

ITEM NO.	FACTOR LOADINGS FOR:					
	SELF REGU.	CALLING 2	PUBLIC SERV.	PROF. ORG.	AUTONOMY	KNOW- LEDGE
Q36	0.611					
Q42	0.702					
Q45	0.647					
Q49	0.600					
Q52	0.185					
Q32		0.705				
Q37		0.512				
Q43		0.494				
Q47		0.070				
Q53		0.448				
Q31			0.627			
Q35			0.651			
Q38			-0.336			
Q41			-0.684			
Q51			0.482			
Q30				0.020		
Q34				0.404		
Q40				0.724		
Q44				-0.334		
Q46				0.155		
Q33					-0.136	
Q39					0.008	
Q48					0.532	
Q50					-0.370	
Q54					-0.682	
Q25						0.084
Q26						0.079
Q27						0.201
Q28						0.502
Q29						0.035

TABLE 5

CORRELATIONS OF THE PROFESSIONAL ROLE ORIENTATION WITH
PROFESSIONAL ROLE ORIENTATION DIMENSIONS

Dimensions	Professional Role Orientation
Self Regulation	.659***
Calling	.664***
Public Service	.615***
Professional Organization	.597***
Autonomy	.494***
Knowledge	.536***

*** $p < .001$

TABLE 6

FACTOR ANALYSIS OF THE VARIABLE:
PROFESSIONAL BEHAVIOR

Item No.	Factor Loading
Q6	0.102
Q7	0.423
Q8	0.563
Q9	0.689
Q10	0.280

shown in Table 6. The loadings for most items were acceptable and supported the professional behavior scale construct. It was assumed that the scale would meet the intended purposes of the study.

Since no changes were introduced to the local-cosmopolitan orientation and career commitment items and they did not lend themselves to factor analysis, it was assumed that the reliability and validity of the scales would apply as well to this study. In addition, the items used to determine career commitment were mutually exclusive and thus a factor loading between the items could not be reasonably expected.

XIII DELIMITATIONS, LIMITATIONS AND ASSUMPTIONS

Delimitations

Of the 3,000 or more college instructors and administrators, only 315 individuals were included in this study.

Although the sample selected for the study included all instructors and administrators in four colleges, the four colleges were not a random sample of the provincial college system. The colleges are considered small rural institutions. Thus generalizations to large urban colleges should be made with caution.

Early analysis of demographic data did not contribute to the thesis of this study and were not commented upon. Similarly questions 19 - 23 and 88 - 92 produced no insights and are not treated here.

Limitations

The major limitation of this study is that the attitudes of college instructors and administrators are limited to six variables: professional role orientation, employee role orientation, professional behavior, local-cosmopolitan orientation, career commitment and job satisfaction. The instruments administered in the study are representative parts of complex and multidimensional constructs and the variables themselves only reflect at best a small selection of the attitudes held by college instructors and administrators.

Assumptions

1. It was assumed that the reliability and validity of the individual instruments would not be significantly affected by their inclusion in an omnibus questionnaire.
2. It was assumed that the college instructors and administrators possessed the ability to complete the questionnaire, and responded sincerely.
3. It was assumed that the subjects who returned the questionnaire represented adequately a cross section of the population surveyed.

XIV COMPLETE QUESTIONNAIRE

In keeping with the procedures outlined in this Chapter and in order to test the hypotheses listed in Chapter I, the questionnaire was organized into one survey. The various orientation scales and demographic items were numbered as follows.

- A. Personal Background Variables
Items 1, 2, 3, 14
- B. Educational Background Variables
Items 4, 5, 11, 12, 15
- C. Professionalization Preferences
Items 19 - 24
- D. Professional Role Orientation Scale (30 - 150)*
Items 25 - 54
- E. Professional Behavior Scale (5 - 15)*
Items 6 - 10
- F. Employee Role Orientation Scale (15 - 75)*
Items 55 - 69
- G. Local Cosmopolitan Orientation Scale (3 - 8)*
Items 16, 17, 18
- H. Job Satisfaction Scale (19 - 90)*
Items 70 - 87
- I. Career Commitment Scale (1 - 5)*
Item 13

(* Range of Scale)

XV SUMMARY

Chapter III has described the six variables used for this study: professional role orientation, professional behavior, employee role orientation, local-cosmopolitan orientation, career commitment and job satisfaction. The reliability and validity of the instruments employed to determine the variables are reviewed. The method utilized to measure the relative presence or absence of the variables is explained and the statistical analyses performed are identified.

A description of the population surveyed was provided including a review on how the survey was administered. The delimitations, limitations and assumptions of the study are outlined.

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CHAPTER IV

RESULTS, ANALYSIS AND DISCUSSIONS OF HYPOTHESES

I INTRODUCTION

The central purpose of this study was to determine whether differences existed in the professional role orientation, professional behavior, local-cosmopolitan orientation, job satisfaction, career commitment and employee role orientation possessed by college employees. The reporting, analysis and discussion of findings will follow the order of the hypotheses as stated in Chapter I.

II ANALYSIS OF RELATIONSHIPS BETWEEN PROFESSIONAL ROLE ORIENTATION AND PROFESSIONAL BEHAVIOR, JOB SATISFACTION AND LOCAL-COSMOPOLITAN ORIENTATION

Results:

The first problem to be investigated was an attempt to determine whether differences in professional behavior, job satisfaction and local-cosmopolitan orientation scores were related with professional role orientation scores. This

problem was restated as Hypothesis 1: scores on the professional role orientation scale are positively and significantly related with scores on the professional behavior scale, the job satisfaction scale and the local-cosmopolitan orientation scale.

The results of a Pearson correlation between the professional role orientation scores and the professional behavior scores showed a correlation coefficient of .085. This figure was not significant. The correlation coefficient between the professional role orientation scores and the job satisfaction scores was .247 which was statistically significant at the $p < .001$ level. The correlation coefficient between the professional role orientation scores and the local-cosmopolitan orientation scores was $-.028$ and not significant. Table 7 shows the correlations and their statistical significance.

Discussion:

Hypotheses 1 was partially supported. The professional role orientation portion of the survey examined an individual's orientation to six dimensions of professionalism: knowledge, association, public service, self-regulation, calling and autonomy. The professional behavior scale examined the individual's past behavior in five areas: professional reading, professional organizations, attendance at conferences, journals purchased and articles published. The low

TABLE 7
CORRELATION MATRIX OF VARIABLES EXAMINED

PROFESSIONAL ROLE ORIENTATION	1.000					
PROFESSIONAL BEHAVIOR	.085	1.000				
EMPLOYEE ROLE ORIENTATION	-.110*	-.032	1.000			
LOCAL- COSMOPOLITAN ORIENTATION	-.028	.071	.059	1.000		
CAREER COMMITMENT	.180***	.083	.004	-.044	1.000	
JOB SATISFACTION	.247***	.068	-.018	.079	.232***	1.000

PROF. ROLE ORIENT.	PRO. BEH. ORI.	EMP. ROLE ORIENT.	LOC.- COS. ORIENT.	CAR. COM.	JOB SATISF.
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* p<.05
** p<.01
*** p<.001

correlation coefficient between the professional role orientation and professional behavior of the subjects suggested that the dimensions for the variables are not highly related. Of the six professional role orientation dimensions, only association items (Appendix A: 30, 34, 40, 44, 46) are similar to some of the professional behavior items (Appendix A: 6, 7, 9). An examination of the professional behavior scores and the association scores of the professional role orientation showed a correlation of .117, significant at the $<.05$ level.

The weak relationship between the professional role orientation scores and the professional behavior scores was not expected. Although Corwin (1970) found that the professional role orientation and professional behavior scores were not related in a completely linear fashion, he did find that high professional role orientations were related with high professional behavior scores. Another factor which may have contributed to the weak correlation is the lack of a common professional group serving the needs of college employees. There does not exist a single unifying group in the college system which focuses on the development of professional norms or behaviors. College instructors participate in unions which are either an association or a local of the British Columbia Government Employees Union. Two provincial bodies serve the professional needs of instructors: the College and Institute Educators Association and the Society of Vocational

Instructors. The focus of the former has shifted to welfare issues since its inception in 1979.

The negative correlation between the professional role orientation scores and the local-cosmopolitan scores did not support the theory that individuals with a high professional role orientation are more cosmopolitan. The local-cosmopolitan scores do not support the theory that individuals with a high professional role orientation are more cosmopolitan.

The local-cosmopolitan orientation correlated positively with only two of the six professional role orientation dimensions: autonomy and knowledge. Further research by Goldberg, (1976), Glaser, (1963), Goldberg, Baker and Rubenstein, (1965), Lammers, (1971), Grimes and Berger, (1970), have suggested that the local-cosmopolitan construct may be independent of a professional role orientation. Glaser (1963) concluded that a mixed local-cosmopolitan orientation rather than a local or cosmopolitan orientation may provide the more optimal means for maintaining professionalism. Lammers (1974) found that the largest representation in his study came from individuals who demonstrated both local and cosmopolitan orientations. Branscombe (1969) suggested that the communication networks of the global village may be changing the orientation of people. The national and international scope of instant news can contribute to a general increase of cosmopolitanism amongst locals. Lammers

(1974) pointed out that only the rather old, senior faculty members with a weak academic record reflected a local orientation.

The strong relationship between the professional role orientation scores and the job satisfaction scores supported hypothesis 1. The correlation as shown in Table 7 was positive and significant.

Cohen and Friedlander (1980) stated that "faculty are now more satisfied in general with what they are doing (66)." In a study of "Factors for Satisfaction in Teaching" Chase (1957) found that one of the most important contributors to job satisfaction "is a sense of professional status, responsibility and freedom (130)." In another study, Russell (1962) noted that the higher satisfaction responses came "from the full professors, with instructors and assistant professors occupying an in between position (137)." The lower responses came from the associate professors. Corwin (1970) found that work satisfaction increased significantly with conflict rates and that a positive correlation existed between a professional role orientation and conflict rates. Baldrige, Curtis, Ecker and Riley (1978) also concluded that satisfaction increased with academic rank and publication rate.

The results of this study and that of others suggested that a

relationship existed between professionalism and job satisfaction. Studies by Cohen (1974), Cohen and Friedhandler, (1980), Willie and Stecklein (1982), Baldrige et.al. (1978), Eckert and Stecklein, (1959) and Chase (1957) identified several factors which can increase satisfaction among professional employees.

III ANALYSIS OF RELATIONSHIPS BETWEEN EMPLOYEE ROLE ORIENTATION AND JOB SATISFACTION AND CAREER COMMITMENT

Results:

The second problem to be investigated was an attempt to determine whether differences in job satisfaction and career commitment were related with employee orientation scores. This problem was restated as Hypothesis 2: scores on the employee role orientation scale are positively and significantly related with scores on the job satisfaction scale and the career commitment scale.

The results of a correlation between the employee role orientation scores and the job satisfaction scores showed a negative correlation coefficient of $-.018$ which was not significant. The correlation coefficient between the employee role orientation scores and the career commitment scores was $.004$. This figure was not significant. Table 7 illustrates the correlations and their statistical significance.

Discussion:

Hypothesis 2 was not supported. The negative correlation of the employee role orientation scores and the job satisfaction scores was not expected. The employee role orientation construct examined the individual's attitude to the administration, policies and procedures and the organization. It seems inconsistent that a person who demonstrates a high employee role orientation would enjoy less job satisfaction unless colleges are more professionalized than bureaucratized as institutions.

Colleges are hierarchical organizations from all appearances. They usually have several administrative layers between instructors and the principal who acts as the organization's chief executive officer. Many have created complex policies and procedures to guide their decision making activities. Most can state a set of goals and objectives which they actively pursue. Baldrige et.al. (1978) supported the view that colleges are complex bureaucracies, but they also suggested the existence of some critical differences. They noted:

Colleges and universities are distinctly different from most other kinds of complex organizations. Their goals are more ambiguous and contested, they serve clients instead of working for profit, their technologies are unclear and problematic, and professionals dominate the work force and decision making process (46).

Cohen and March (1974) described post-secondary institutions

as organized anarchies, which they defined as any organization "that exhibits the following general properties: problematic goals, unclear technology and field participation (p.2 - 3)." Their "garbage-can model" of decision making is clearly at variance with rational decision making models. Although community colleges in British Columbia likely do not reflect the extreme possibilities envisaged by Baldrige et.al. (1978) or Cohen and March (1974), the lack of specificity and consistency desired by individuals with a high employee role orientation explains in part a potential for conflict and discomfort. Employees desiring structure are reluctant to deal with professional approaches. The insecurity offered by flexibility probably creates uneasiness which is reflected in the negative job satisfaction scores.

The weak correlation of the employee role orientation scores and the career commitment scores is consistent with the previous findings on job satisfaction. Mintzberg (1979) notes that "professionals (in professional bureaucracies) tend to emerge as responsible and highly motivated individuals, dedicated to their work and the clients they serve (p.371)." Baldrige et.al. (1978) found that satisfaction and institutional identification (career commitment) increases with academic rank and publication rate (professionalism); however, this generalization was not supported when they examined individuals working in community colleges. In colleges, institutional identification was high whereas

satisfaction ranked low. They concluded that a "lower degree of professionalism probably accounted for the high institutional identification of these faculties (p.144)." Baldrige's (1978) findings ~~are~~ not fully supported by this study. Although it was not an objective of this study, the correlation coefficient of the professional role orientation scores and the career commitment scores was .180 and significant at the $p < .01$ level whereas no significant association was found between an employee role orientation and career commitment. An explanation of these inconsistencies may be found in Herzberg's (1959) two factor theory of motivation. If the hygiene factors (policies, supervision) are below an acceptable level then job dissatisfaction may occur. The hygiene factors are similar to the characteristics found in bureaucratic organizations. It has been suggested that colleges are not "pure" bureaucracies, and so lower job satisfaction and career commitment amongst employees with a strong employee role orientation is possible. This opinion is consistent with the conclusion reached by Baldrige et.al. (1978) that the less bureaucratic organizations reflected higher institutional identification or commitment.

The correlation coefficient of job satisfaction scores and career commitment scores in this study was .232 with a statistical significance at the $p < .001$ level. The lack of consistency between this study and that conducted by others suggests the need for more research on the topic of career

commitment. Although Baldrige et.al. examined commitment to an institution rather than to a career, the determination of who are the committed employees within organizations would be useful. The relationship between job satisfaction and career commitment may be worthy of further study. In the Baldrige et.al. (1978) survey, job satisfaction and institutional commitment did not seem to correlate positively. Willie and Stecklein (1982) similarly found a decrease in job satisfaction and career commitment between 1968 and 1980 among community college faculties in Minnesota. The lack of general consistency encourages further examination.

IV ANALYSIS OF RELATIONSHIPS BETWEEN PROFESSIONAL ROLE ORIENTATION AND EMPLOYEE ROLE ORIENTATION

Results

The third problem to be investigated was an attempt to determine whether differences in employee role orientation scores were related with professional role orientation scores. This problem was restated as Hypothesis 3: scores on the professional role orientation scale are negatively and significantly related with scores on the employee role orientation scale.

The results of a correlation between the professional role orientation scores and the employee role orientation scores showed a correlation coefficient of $-.110$. This figure was statistically significant at the $p < .05$ level. Table 7 shows the correlation and its statistical significance.

Discussion

Hypothesis 3 was supported. The professional role orientation scale measured six dimensions on professionalism: knowledge, association, public service, self-regulation, calling and autonomy. The employee role orientation measured an employee's orientation to the administration, policies and procedures and loyalty to the organization. The association, self-regulation and autonomy dimensions appear to be direct contradictions respectively to the dimensions: loyalty to the organization, policies and procedures and loyalty to the administration. A negative correlation between the two was expected.

Hall (1968) found negative relationships between most of the professional and bureaucratic dimensions used in his study. A positive relationship was identified between technical competence and his five dimensions of professionalism. The dimension "technical competence" was considered and included in this study as the knowledge dimension in the professional role orientation.

The results of Corwin's (1970) study on militant professionalism suggested differences between individuals with high professional role orientations and others with high employee role orientations when examined on the basis of professional behavior and rates of conflict. Professional orientations were positively related with professional behavior and

higher conflict rates whereas employee orientations were negatively related. This negative relationship will be further investigated when examining the results for hypotheses 5 and 7.

V ANALYSIS OF RELATIONSHIPS BETWEEN UNIVERSITY TRANSFER, CAREER TECHNICAL AND VOCATIONAL INSTRUCTORS AND ADMINISTRATORS AND PROFESSIONAL ROLE ORIENTATION

Results

The fourth problem to be investigated was an attempt to determine whether an employee's position (university transfer, career technical, vocational instructor or administrator) was differently related with professional role orientation scores. This problem was restated as Hypothesis 4: university transfer and career technical instructors' and administrators' scores on the Professional Role Orientation Scale are significantly different from the scores of vocational instructors.

The results of a correlation test between the professional role orientation scores and university instructors showed a correlation coefficient of .196 which was statistically significant beyond the $p < .001$ level. The correlation coefficient between the professional role orientation scores and career technical instructors was .079. This figure was not statistically significant. As expected, the correlation coefficient of the professional role orientation scores and vocational instructors was $-.103$; however, the coefficient

TABLE 8

CORRELATION MATRIX OF VARIABLES EXAMINED WITH POSITIONS HELD

PROFESSIONAL ROLE ORIENTATION	.196***	.079	-.103	-.228***
PROFESSIONAL BEHAVIOR	-.013	.046	-.088	.095
EMPLOYEE ROLE ORIENTATION	-.275***	-.097	.299***	.262***
LOCAL COSMOPOLITAN ORIENTATION	.014	.127*	.041	.017
CAREER COMMITMENT	.062	-.030	.066	-.111*
JOB SATISFACTION	.035	-.083	.090	-.038
	UNIVERSITY TRANSFER	CAREER TECHNICAL	VOCATIONAL INSTRUCTOR	ADMIN- ISTRATOR

* p<.05
 ** p<.01
 *** p<.001

was not statistically significant. The correlation coefficient of the professional role orientation scores and administrators was $-.226$ which was statistically significant beyond the $p < .001$ level. Table 8 illustrates the correlation coefficients and their statistical significance.

Discussion

Three-quarters of Hypothesis 4 was supported. University transfer and career technical instructors' professional role orientations were different from the professional role orientations of vocational instructors. These differences are not surprising if one considers the educational background of these employees. 89.8 percent of the university transfer instructors possess a Ph.D. or Master's Degree as compared to 6.8 percent for vocational instructors. 43.6 percent of the career technical instructors have completed similar degrees.

The unexpected result was the negative and significant correlation for the relationship between a professional role orientation score and administrators. Although not as highly educated as university transfer instructors, 44.8 percent of the administrators had completed at least a Master's Degree. Even more surprising was the mean score for the professional role orientation of administrators which was lower than the mean score of vocational instructors.

These findings suggest that the role occupied by an individual in the organization may have an effect on the attitudes possessed by individuals. Administrators, although expected to manifest bureaucratic tendencies, were expected to display professional orientations as well. Goldberg, Baker and Rubenstein (1965), Goldberg (1976) and Glaser (1963) suggested that it is not only possible but desirable to be oriented to both professional and organizational roles. The absence of this dual quality among administrators in community colleges needs to be examined in greater depth. If administrators in community colleges are not professionally oriented, the task of encouraging professional norms among instructors will not likely be pursued with vigor and commitment.

VI ANALYSIS OF RELATIONSHIPS BETWEEN EMPLOYEE ROLE ORIENTATION AND UNIVERSITY TRANSFER, CAREER TECHNICAL AND VOCATIONAL INSTRUCTORS AND ADMINISTRATORS

Results

The fifth problem to be investigated was an attempt to determine whether an employee's position (university transfer, career technical, vocational instructor or administrator) was differently related with employee role orientation scores. This problem was restated as Hypothesis 5: vocational instructors' and administrators' scores on the employee role orientation scale are significantly different from the scores of university transfer and career technical instructors.

The results of a correlation test between the employee role orientation scores and the position of university transfer instructor showed a correlation coefficient of $-.275$ which was statistically significant beyond the $p < .001$ level. The correlation coefficient between the employee role orientation scores and the position of career technical instructor was $-.097$. This figure was not statistically significant. As anticipated, the correlation coefficient of employee role orientation scores and the position of vocational instructor was $.299$ with a statistical significance beyond the $p < .001$ level. Similarly, the correlation coefficient of the employee role orientation scores and administrative positions was $.262$ which was statistically significant beyond the $p < .001$ level. Table 8 illustrates the correlation coefficients and their statistical significance.

Discussion

Hypothesis 5 was fully supported. University transfer and career technical instructors' employee role orientations are different from the employee role orientations of vocational instructors and administrators. The lower correlation coefficient for the relationship between employee role orientation and career technical instructors can be explained partially by examining the cross tabulations for the employee role orientation items. Their responses to the items on policies and procedures differed considerably from the responses for university transfer instructors. These

differences can be explained in part by the attitudes expected of career technical instructors. Career technical instructors teach students in programs who will seek employment in organizations where policies and procedures are highly developed. Nursing, business administration, aviation, medical laboratory technologists and other occupations tend to emphasize close attention to employer policies and procedures. Because of the need to highlight these factors in the training programs in which they instruct, career technical instructors answered these items approximately the same as vocational instructors and administrators. The other differences between university transfer and career technical instructors and vocational instructors and administrators such as educational background, experience, professional associations versus unions, white collar versus blue collar occupations, to name a few, help to explain the variances. The implications of these findings will be examined further in Chapter V.

VII ANALYSIS OF RELATIONSHIPS BETWEEN PROFESSIONAL ROLE ORIENTATION AND LEVELS OF EDUCATION

Results

The sixth problem to be investigated was an attempt to determine whether differences in educational qualifications were related with professional role orientation scores. This problem was restated as Hypothesis 6: scores on the professional role orientation scale bear a direct, positive and significant relationship with higher levels of education.

The results of a correlation test between the professional role orientation scores and the possession of a Ph.D. or equivalent qualification showed a correlation coefficient of .096. The correlation coefficient between the professional role orientation scores and individuals with a master's degree was .102. The correlation coefficient between the professional role orientation scores and the attainment of a bachelor's degree was .089. The above coefficients were not statistically significant. The correlation coefficient between the professional role orientation scores and the possession of educational qualifications less than a bachelor's degree (diploma, certificate, journeyman) was -.290. This figure was statistically significant beyond the $p < .001$ level. Table 9 shows the correlations and their statistical significance.

Discussion

Hypothesis 6 was partially supported. The possession of a bachelor's or master's degree or a Ph.D. did not have a strong relationship with a professional role orientation. The relationships, although positive, were too weak to provide any valid conclusions. The results of the above test partially supported the inclusion of knowledge as an integral dimension of a professional role orientation.

Although the evidence is not conclusive, an examination of cross tabulations between educational qualifications and the

TABLE 9

CORRELATION MATRIX OF VARIABLES EXAMINED WITH LEVELS OF
EDUCATION AND TRAINING

PROFESSIONAL ROLE ORIENTATIONS	.096	.102	.089	-.290***
PROFESSIONAL BEHAVIOR	.074	.038	-.029	-.076
EMPLOYEE ROLE ORIENTATION	-.151**	-.142*	.005	.224***
LOCAL- COSMOPOLITAN ORIENTATION	-.009	.159**	.025	-.117*
CAREER COMMITMENT	-.041	.104	-.060	.015
JOB SATISFACTION	-.117*	.131*	-.050	.010
	PH.D. EQUIVALENT	MASTER'S DEGREE	BACHELOR'S DEGREE	PROF. DIPLOMA OR CERT.

* p<.05
** p<.01
*** p<.001

professional behavior items (Appendix A, 6-10) showed that Ph.D. and master degree holders tended to read more, attended more conferences and published more articles. In Hall's (1968) terms, once the structural elements of a profession are in place (knowledge, years of training ...), "the approach taken in practice becomes the important consideration (p.93)." In Corwin's (1970) study, the "ultra-professionals ... had more education (p.176)." The findings reached in an analysis of hypothesis 4 suggested that the role played by an individual was a greater determinant of professionalism than was his educational background. Branscombe (1969) found similar results when he examined the differences in professional role orientations on the basis of academic and professional training and teaching level. Although not conclusive, teaching levels resulted in greater differences in professional role orientation means than did academic and professional training.

VIII ANALYSIS OF RELATIONSHIPS BETWEEN EMPLOYEE ROLE ORIENTATION AND LEVELS OF EDUCATION

Results

The seventh problem to be investigated was an attempt to determine whether differences in educational qualifications were related with employee role orientation scores. This problem was restated as Hypothesis 7: scores on the employee role orientation scale are negatively and significantly related with higher levels of education.

The results of correlations between the employee role orientation scores and the possession of a Ph.D. and a master's degree were negative and statistically significant beyond the $p < .01$ level. The correlation coefficient between the professional role orientation scores and the attainment of a bachelor's degree was not statistically significant. The weak relationship between educational levels and a professional role orientation is not inconsistent with the factor analysis described in Chapter III. The data in Table 4 and 5 suggest that the knowledge dimension was one of the weakest factors of the six chosen to produce a professional role orientation.

In sharp contrast, the correlation coefficient between the employee role orientation scores and the possession of educational qualifications lower than a bachelor's degree (diploma, certificate, journeyman) was .224 which was statistically significant beyond the $p < .001$ level. Table 9 shows the correlations and their statistical significance.

Discussion

Hypothesis 7 was supported. The negative correlations between Ph.D. and master's degrees and the employee role orientation scores indicated that individuals with higher levels of education appear to be less oriented to bureaucratic structures. The positive correlations with bachelor's

degree, though weak, and diploma or certificate qualifications and the employee role orientation scores suggested that individuals with less education and training have a greater orientation to organizations which display the characteristics of a bureaucracy.

Although Hypothesis 7 was supported, caution must be exercised in drawing firm conclusions. The evidence extrapolated from an examination of the analysis of Hypotheses 4 and 5 may contain the significant determinant: the individual's position in the institution.

University transfer instructors manifested a greater predisposition to a professional role orientation than other college employees. University transfer instructors included 73% of the Ph.D.'s and 35% of master's degrees qualifications. On the other hand, vocational instructors showed the greatest inclination to an employee role orientation and they included 59% of the holders of diploma and certificate qualifications. This percentage would likely have been higher had as many vocational instructors as university transfer instructors returned the questionnaire. It is not entirely clear from this analysis, which factor, position or qualification is the more significant determinant of employee or professional role orientations. An examination of the correlations between administrators and orientations may shed more light on the matter.

The positive correlation between administrators and an employee role orientation and the negative correlation between administrators and a professional role orientation suggests that the individual's position is a more important determinant than higher educational qualifications. 72% of the administrators possessed a bachelor's degree or higher qualification which should have resulted in a greater professional role orientation had educational qualifications been the primary determinant of a professional role orientation. These preliminary conclusions support the notion that the college can play a significant role in the nurturance of greater professionalism among its employees.

XI SUMMARY

A survey of instructors and administrators was conducted in four interior British Columbia colleges to test seven hypotheses. Of the seven hypotheses, three were supported at a significant level, three were partially supported and one was contradicted.

A professional role orientation was found to be significantly related to job satisfaction, career commitment and the position of university transfer instructors. An employee role orientation was significantly related with vocational instructors, administrators and a diploma or certificate. A

professional role orientation was negatively and significantly related with an employee role orientation, administrators and a diploma or certificate. An employee role orientation was negatively and significantly related with university transfer and career technical instructors and Ph.D. or master's degree qualifications. No significant relationships were found between career commitment and local cosmopolitan orientations and the other variables examined in the study. An unexpected negative correlation between administrators and professional role orientation scores was identified.

The results of the analyses of the hypotheses tested yielded additional and interesting possibilities. Although colleges are considered complex and bureaucratic organizations, they do not appear to provide the necessary structure and support to give satisfaction to individuals with an employee role orientation. The importance of an individual's role in a college was manifested in the attitudinal orientations examined.

One of the purposes of undertaking this study was to address the apparent deprofessionalization of instructors occurring in colleges today. The very strong employee role orientations of administrators without a dual and equivalent orientation to professionalism adds to the complexity of the task. The implications of this last statement and other observations noted will receive consideration in the final chapter of this study.

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CHAPTER V

SUMMARY, CONCLUSIONS, FURTHER RESEARCH AND IMPLICATIONS

I SUMMARY

The Problem:

The central problem of this study was an attempt to determine whether differences existed in the professional role orientation, professional behavior, local-cosmopolitan orientation, job satisfaction, career commitment and employee role orientation of community college university transfer, career technical and vocational instructors and administrators. An important outcome of the study, however, is the conclusions and implications which can be derived for senior college managers in the development and nurturance of improved personnel practices for dealing with heterogeneous college employees. Before suggesting implications which may be inferred from the study, it is necessary to examine the conclusions which can be drawn from the hypotheses tested.

Hypotheses:

The first hypothesis investigated the relationship of scores on the Professional Role Orientation Scale with scores on the Professional Behavior Scale, Job Satisfaction Scale and the Local-Cosmopolitan Orientation Scale. It was hypothesized that the scores on the Professional Role Orientation Scale would be positively and significantly related with scores on the Professional Behavior Scale, Job Satisfaction Scale and

Local-Cosmopolitan Orientation Scale.

A significant and positive relationship was found between a professional role orientation and job satisfaction. A weak but positive relationship was found between a professional role orientation and professional behavior. A weak and negative relationship was found between a professional role orientation and a cosmopolitan orientation. Hypothesis 1 was partly supported.

Hypothesis 2 investigated the relationship of scores on the Employee Role Orientation Scale with the scores on the Job Satisfaction Scale and the Career Commitment Scale. It was hypothesized that the scores on the Employee Role Orientation Scale would be positively and significantly related with the scores on the Job Satisfaction Scale and the Career Commitment Scale.

A weak and negative relationship was found between an employee role orientation and job satisfaction. A weak but positive relationship was found between an employee role orientation and career commitment. Hypothesis 2 was not supported.

The third hypothesis investigated the relationship of scores on the Professional Role Orientation Scale and the Employee Role Orientation Scale. It was hypothesized that the scores

on the Professional Role Orientation Scale would be negatively related with the scores on the Employee Role Orientation Scale.

A negative relationship was found between a professional role orientation and an employee role orientation. The negative relationship was significant at the $p < .05$ level. Hypothesis 3 was supported.

The fourth hypothesis investigated the relationship of scores of university transfer, career technical and vocational instructors and administrators on the Professional Role Orientation Scale. It was hypothesized that the scores of university transfer and career technical instructors and administrators on the Professional Role Orientation scale would be significantly different from the scores of vocational instructors.

A significant and positive relationship was found between university transfer instructors and a professional role orientation. A weak but positive relationship was found between career technical instructors and a professional role orientation. A significant and negative relationship was found between administrators and a professional role orientation. A weak and negative relationship was found between vocational instructors and a professional role orientation. Hypothesis 4 was partly supported.

Hypothesis 5 investigated the relationship of scores of university transfer, career technical and vocational instructors and administrators on the Employee Role Orientation Scale. It was hypothesized that the scores of vocational instructors and administrators would be significantly different from the scores of university transfer and career technical instructors.

A significant and positive relationship was found between vocational instructors and administrators and an employee role orientation. A significant and negative relationship was found between university transfer instructors and an employee role orientation. A weak and negative relationship was found between career technical instructors and an employee role orientation. Hypothesis 5 was supported.

The sixth hypothesis investigated the relationship of scores on the Professional Role Orientation Scale and higher levels of education. It was hypothesized that the scores on the Professional Role Orientation Scale would be positively and significantly related with higher levels of education.

A weak but positive relationship was found between a professional role orientation and education levels greater than a bachelor's degree. A significant and negative relationship was found between a professional role orientation and education levels other than a bachelor's

degree. Hypothesis 6 was partly supported.

Hypothesis 7 investigated the relationship of scores on the Employee Role Orientation Scale and higher levels of education. It was hypothesized that the scores on the Employee Role Orientation Scale would be negatively and significantly related with higher levels of education.

A negative and significant relationship was found between an employee role orientation and a Ph.D. or Master's degree. A weak and positive relationship was found between an employee role orientation and a bachelor's degree. A positive and significant relationship was found between an employee role orientation and education levels other than a bachelor's degree. Hypothesis 7 was supported.

II CONCLUSIONS

In Relation to Instrumentation

The Professional Role Orientation Scale proved to be a useful instrument to identify the attitudes of college employees towards their occupation. The Scale discriminated between the various employee groups found in colleges.

The Professional Behavior Scale did not prove to be a

particularly useful instrument in this study. The lack of a strong and positive relationship with a professional role orientation did not permit valid conclusions regarding the overt behavior of college employees.

The Job Satisfaction Scale proved to be a very discriminating instrument. It demonstrated its ability to identify satisfied employees from the less satisfied grouped by different variables.

The Local-Cosmopolitan Orientation Scale did not prove to be a useful or discriminating instrument in this study. The absence of a significant relationship positive or negative, between a local or cosmopolitan orientation and the other variables did not permit the expression of valid conclusions. The weak and negative relationship between a professional role orientation and a cosmopolitan orientation suggested that for college employees in this study no relationship existed between the variables. As noted in Chapter III, the questionnaire was administered in colleges which are described as small rural institutions. The rural setting may have mitigated against the development of cosmopolitan orientations. This phenomenon adds to the conclusion that the institutional environment plays an important role in the nurturance and manifestation of attitudes and values.

The Career Commitment Scale did not provide useful information in support of Hypothesis 2. The instrument, however, did discriminate positively and significantly with other variables. The positive and significant relationship of the Career Commitment Scale with the Job Satisfaction Scale ($r = .232$) and the Professional Role Orientation Scale ($r = .180$) supported other empirical evidence found in the study.

The Employee Role Orientation Scale proved to be a useful instrument in this study. The Scale discriminated between the various employee groups found in colleges and produced predictable relationships in most cases.

In Relation to a Professional Role Orientation

One of the most significant findings of this study was the negative correlation found between a professional role orientation and administrators (Table 8). The absence of a positive relationship between these variables has identified a potential problem within colleges. If administrators are not more oriented to professional norms than are other college employees, the growth and support of professionalism will occur in spite of administrators rather than as a result of their presence. Scott (1965) in a study on supervision concluded that social workers looked chiefly to their supervisors for their professional norms and standards. He

also found that professionally oriented supervisors were more acceptable to the more professionally oriented staff.

Studies which have examined the professional role orientations of teachers and administrators in public schools have not confirmed the results here. Correlations between administrators and professional role orientations have been positive Branscombe (1969); Corwin (1970). Teachers and public school administrators generally have similar training backgrounds and usually belong to the same professional associations, a condition which does not prevail in colleges. In addition, college administrators are often required to negotiate and administer collective agreements. This activity can develop into prolonged and very stressful conditions with lasting detrimental consequences. A lengthy and protracted strike leaves deep wounds with several of the key actors in institutions. The adversarial climate between instructors and administrators may have contributed to the cleavage on the professional role orientation.

Alternatively, administrators may never have developed a strong professional role orientation in their previous work. Kornhauser (1963) noted in his study that "the dominant pattern in industry is not to select research administrators on the basis of scientific competence" but rather "on their capacity to fit into management (p.58)." The strong employee role orientation of college administrators found in this

study suggested that college managements have followed the industry standard. Peters and Waterman (1982) in their study of successful companies noted:

They (managers) were creating almost radical decentralization and autonomy, with its attendant overlap, messiness around the edges, lack of coordination, internal competition, and somewhat chaotic conditions, in order to breed the entrepreneurial spirit. They had forsworn a measure of tidiness in order to achieve regular innovation (p.201).

Clark (1961) in an article on "Faculty Authority" supported the views expressed by Peters and Waterman (1982). Clarke noted:

Strong faculty authority commonly aids in attracting and retaining the most valuable resource of colleges - the competent academic man. There is a positive correlation between the academic quality of colleges and faculty authority. In the very best colleges, the faculties generally have much authority; in the very worst colleges, virtually none (p.299).

Vollmer (1966) addressed the concept from an entrepreneurial perspective. He concluded that the provision of an entrepreneurial environment was associated "with markedly increased professional productivity (p.282)."

Although Peters and Waterman (1982), Clark (1961) and Vollmer (1966) argued strongly for organizational looseness, individual authority and entrepreneurial freedom, they also stated the need for a sound framework to which employees can relate. A similar challenge faces college management. Instructors and administrators need structure while having

the opportunity and the encouragement to pursue individual and organizational goals and objectives.

In Relation to an Employee Role Orientation

The significant relationship between an employee role orientation and vocational instructors and administrators suggested some commitment to the organization. The negative relationship between job satisfaction and an employee role orientation does not bode well for colleges. In the long term the lack of satisfaction in the job may eventually be expressed in lower employee role orientations. The weak relationship between an employee role orientation and commitment to the chosen career supported the conclusions reached for job satisfaction.

In Relation to a Local-Cosmopolitan Orientation

The absence of any significant data makes it difficult to derive any useful conclusions or to examine the appropriateness of the construct in small rural and unionized colleges. It is obvious that a small rural setting supports the growth of a local orientation. Equally, a unionized environment should mitigate against professional or cosmopolitan orientations.

In Relation to Job Satisfaction

The positive and significant relationship between job satisfaction and a professional role orientation supports the argument for increasing professional approaches in colleges. Job satisfaction correlated positively and significantly with career commitment ($r = .232$). The absence of a positive and significant association between an employee role orientation and job satisfaction poses certain challenges for colleges. Care must be exercised with this employee oriented group to ensure that the necessary organizational structures are maintained to provide a sense of security, purpose and stability while encouraging innovative, personal and entrepreneurial activities. When the four groups of employees were examined on the basis of job satisfaction no significant relationships were detected. This result seems to indicate that job satisfaction is more a product of a professional role orientation than the individual's position within the college.

In Relation to Career Commitment

The positive and significant relationship found between career commitment and job satisfaction tends to reinforce the reliability and validity of the variables. The variable was also positively and significantly associated with a professional role orientation. Although weak, positive

correlations were found between career commitment and university transfer instructors ($r = .062$) and vocational instructors ($r = .066$), the negative correlations between career commitment and career technical instructors ($r = -.030$) and administrators ($r = -.111$) was not expected. The administrators group's negative correlation is consistent with other conclusions reached from examination of other variables. Results indicated that university transfer instructors do not view colleges as a stepping stone to university positions.

In Relation to Professional Behavior

The professional behavior variable did not demonstrate any strong relationships with any of the variables or employee groups. A weak and positive relationship was found between professional behavior and higher levels of education; however, this should not be surprising since three of the items dealt with reading or publishing, activities common to the better educated. The absence of a significant and positive relationship between a professional role orientation and professional behavior as defined in this study suggested that the overt activities of reading, writing, attendance at workshops and participation in associations should not be used as a sole or important measure of professionalism.

Corwin (1970), despite using a more extensive instrument,

similarly found that professional behavior correlated rather weakly with professional role orientation. Stronger correlations were identified for particular groups within his total sample. Branscombe (1969) concluded that "inter-correlations among the mean scores for each (professional) dimension were low or negligible (p.140)", which indicates that professional behavior and professional role orientation may be different measures.

III FURTHER RESEARCH

This study has been an attempt to determine the differences between certain variables: professional role orientation, professional behavior, employee role orientation, job satisfaction, local-cosmopolitan orientation and career commitment and community college university transfer, career technical and vocational instructors and administrators.

The results obtained in this study supported the thesis that university transfer, career technical and vocational instructors have different orientations on a number of variables. The absence of a professional role orientation among administrators, while critical to the operation of a college, suggested a need for more in-depth study. The lack of job satisfaction displayed by individuals with a greater orientation to the organization should be examined in greater detail. What are the factors which provide job satisfaction for college employees? Which factors lead to decreased job

satisfaction? Why do administrators, who demonstrated high employee orientations, not also demonstrate greater career commitment and job satisfaction? The usefulness of the local-cosmopolitan construct in colleges may be clarified by assessing its ability to discriminate among employees in urban and rural colleges. These and other questions should be examined to provide more conclusive information as a basis for directing senior managers in community colleges.

While the Professional Role Orientation Scale discriminated well and provided useful information, some doubts as to its applicability in a unionized environment remains. The self interest character of unions is at variance with the service ideal dimension of a profession. Although unions composed of professionals will profess intensely that they are pursuing objectives to enhance and meet the needs of their students, they are quite prepared to use their students as pawns in the broader context. Wilensky (1964) noted that a professional should

adhere to a service ideal - devotion to the clients interest more than personal or commercial profit should guide (prevail in) decisions when the two are in conflict (p.140).

The use of "work to rule" and the "withholding of services" are a clear contradiction to the service ideal of professionals. Some examination of the Scale which can juxtapose its results between similar professionals in unionized and non-unionized environments may provide useful

insights, confirm the validity of the Scale or suggest some new directions to consider.

These and other questions should be examined to provide more conclusive advice for senior managers in community colleges.

IV. IMPLICATIONS

It is very clear that close attention must be given to the personal growth and development of college administrators. Although community colleges are new institutions and their employees are likely still evolving their characteristics and traditions, the weaker professional role orientation, job satisfaction and career commitment of administrators makes it more difficult to overcome differences with other groups. Dissatisfied and uncommitted supervisors and educational leaders are not likely to engender and bring about satisfied and committed employees. The lack of a strong professional orientation among administrators will do little for the nurturance of professionalism among college instructors and administrators. Closer attention to the selection of administrators for a better organizational fit needs to become a higher priority of colleges.

The role and importance of senior college managers and other supervising college administrators in supporting professional

norms should not be underestimated. Barnard (1968) "asserted that a leader's role is to harness the social forces in the organization, to shape and guide values (p.6)." Peters and Waterman (1982), in their study on excellence in organizations confirmed Barnard's viewpoint. They found that "associated with almost every excellent company was a strong leader (or two) who seemed to have had a lot to do with making the company excellent in the first place (p.26)." Mintzberg (1973) described the leadership role as being responsible for the motivation and activation of subordinates and identified it as the most widely recognized of all managerial roles. In a more recent publication, Mintzberg (1979) suggested that administrators in professional organizations are far from impotent and that individually they can exercise tremendous power. Senior college managers need to address the apparent differences between instructors and administrators if harmonious and more positive relationships are to develop. Mitchell et.al. (1981) places the onus upon management to enter the third generation bargaining relationship and its focus on program quality and teacher performance.

The attitudes reflected by vocational instructors deserve more attention. The lack of job satisfaction and career commitment to their positions, while creating certain difficulties for themselves, will likely be manifested in the classroom. The perceived status dilemma faced by vocational

instructors may be deeper than at first thought. The extrinsic job factors: higher pay, better working conditions, increased job security and community respect enjoyed by vocational instructors over their blue collar peers do not necessarily overcome the lack of an extensive university education, greater workloads, less professional development time and other differences from university transfer and career technical instructors. The fact that few vocational instructors become senior college managers may also impact on these variables. Administrators need to focus on the factors which can provide increased job satisfaction and commitment for vocational instructors. This study suggested that through providing vocational instructors with more structure while encouraging professional approaches, job satisfaction and career commitment may follow. Caution must be exercised, however, to ensure that the changes are introduced in the proper form and at the appropriate level.

The higher job satisfaction and greater career commitment demonstrated by employees with a professional role orientation encourages and supports the argument for greater attention to the growth and development of professional norms. This study has shown that in community colleges professional attitudes existed and that they have made a positive and significant contribution to the well being of the institution. It is further suggested that through increased professionalization and a greater degree of

understanding between the various constituent groups in colleges, the adversarial nature of personnel relations can be reduced.

The increasing calls for higher quality and performance in the fulfillment of college goals and objectives juxtaposed against more sophisticated and complex collective bargaining approaches intensifies the need for positive action. Mitchell et.al. (1981) noted that the third generation of labor relations will see managers seeking increases in program effectiveness and instructor performance in an environment which recognizes the needs of employees. Senior college managers more than anyone else can expedite the transition from purely adversarial labor relations to the more positive and mutually responsive phase predicted by Mitchell et.al. This study has suggested however, that organizational looseness, individual authority and entrepreneurial freedom may be a more appropriate and effective mechanism than a third generation of collective bargaining. The self-interested nature of labor relations in British Columbia generally and more particularly in colleges will require an extensive period to progress towards the ideals expressed by Mitchell. College managements would be well advised to pay close attention to the principles espoused by Peters and Waterman (1982), Clark (1961) and Vollmer (1966) as well as those of Mitchell (1982) and his colleagues. The

development and nurturance of a stronger and greater commitment of service to students must remain foremost in the evolution of community colleges.

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APPENDIX A

Dear Colleague:

This is a request for your assistance in a matter of professional interest to us both.

I am presently completing a master's program in Administrative Leadership at Simon Fraser University. In addition, I have worked for twelve years as a senior administrator in community colleges.

Drawing on this experience and an extensive study of the literature on professionals, I have become convinced that the prospects for improvement in the college working environment are contingent on adequate information about the attitudes, expectations and aspirations of professional employees.

The purpose of this questionnaire is to provide some of this background information. Thus, individuals responsible for making organizational decisions which affect employees will be able to make better choices.

To ensure anonymity, you are asked not to write your name on the questionnaire. While you are under no compulsion to participate in this study, I would appreciate your returning the completed questionnaire to the Director of Institutional Research, or in the stamped, self-addressed envelope which is enclosed. A returned and completed questionnaire indicates your willingness to participate in this study.

Thank you for your assistance

Yours sincerely,

L. Perra.

LP/rp

QUESTIONNAIRE

123
SECTION A:

PERSONAL INFORMATION

1 2 3 4

THE FOLLOWING ITEMS WERE DESIGNED SO THAT YOUR ANONYMITY MIGHT BE ASSURED AND YET CERTAIN INFORMATION ABOUT YOURSELF COULD BE GAINED FROM YOUR ANSWERS. PLEASE RESPOND BY WRITING IN THE BOX THE NUMBER CORRESPONDING TO THE RESPONSE THAT BEST DESCRIBES YOU. READ ALL RESPONSES BEFORE CHOOSING. IF A QUESTION DOES NOT APPLY TO YOU, LEAVE IT BLANK.

1. Sex

1. Male	219
2. Female	96

5

2. Marital Status

1. Single	31
2. Married	244
3. Separated	11
4. Divorced	24
5. Widowed	5

6

3. Present Position (Indicate where greatest amount of time is spent.)

1. University Transfer Instructor	78
2. College Preparatory Instructor	6
3. Career/Technical Instructor	94
4. Vocational Instructor	44
5. Adult Basic Education Instructor	12
6. Other Instructor (Specify _____)	9
7. Administrator	58
8. None of the above (Specify _____)	14

7

4. Academic and Professional Training (Check highest degree earned).

1. PhD or equivalent	41
2. Professional degree (e.g. M.D., D.D.S., D.V.M.)	4
3. Master's degree or equivalent	115
4. Graduate diploma (Beyond a bachelor degree level)	12
5. Bachelor's degree or equivalent (B.Sc., B.A., P.Eng.)	72
6. Professional certificate or diploma (R.N., C.G.A., R.I.A.)	20
7. Vocational Instructor's Diploma	29
8. Technical, Journeyman, Pre-Employment or other certificate or diploma	17
9. Other (Specify _____)	5

8

5. I received most of my Educational and Professional Training (after secondary school) in:

1. British Columbia	152
2. Another Canadian province	116
3. Another country	47

9

6. On the average, how many hours per week do you devote to professional reading related to your work?

1. 11 or more hours per week 44
 2. 5 - 10 hours per week 158
 3. less than 5 hours per week 113

 10

7. How active are you in professional organizations (e.g. R.N.A.B.C., S.V.I., C.I.E.A.)?

1. Officer 47
 2. Member 179
 3. None of the above 88

 11

8. How many workshops or conferences have you attended during the past two years?

1. 4 or more 122
 2. 2 - 3 142
 3. 0 - 1 49

 12

9. How many professional journals do you subscribe to or purchase regularly?

1. 5 or more 38
 2. 1 - 4 230
 3. 0 47

 13

10. How many articles have you had published in the last five years?

1. 3 or more 30
 2. 1 - 2 52
 3. 0 233

 14

11. How many years have you been working as a college professional employee? (Do not count present academic year as a full year).

1. less than 6 years 136
 2. 6 - 10 years 95
 3. 11 - 15 years 71
 4. 16 - 25 years 12
 5. over 25 years 1

 15

12. How many years have you worked for your present college?
(Count present year as a full year.)

- 1. 1 year 37
- 2. 2 years 37
- 3. 3 years 38
- 4. 4 years 26
- 5. 5 years 31
- 6. 6 - 10 years 93
- 7. 11 - 15 years 50
- 8. 16 or more years 3

16

13. If you inherited enough money to live comfortably would you:

- 1. retire? 32
- 2. leave your position for a non-educational occupation? 57
- 3. leave your position for an educational consultant or supervisory post? 30
- 4. leave your position for a university position? 13
- 5. continue in your present position? 176

17

14. What is your age?

- 1. Under 20
- 2. 20 - 30 18
- 3. 31 - 40 158
- 4. 41 - 50 102
- 5. 51 - 60 34
- 6. over 60 2

18

15. How many different educational institutions have you worked for on a full time basis as a professional employee?

- 1. 1 127
- 2. 2 94
- 3. 3 50
- 4. 4 to 7 39
- 5. 8 to 10 4
- 6. more than 10

19

16. Which of the following meetings would you be more likely to attend?

- 1. a meeting about a controversial local issue 212
- 2. a meeting about a controversial national issue. 102

20

17. Which of the following meetings would you be more likely to attend?

1. an outstanding local speaker. 46
2. an outstanding outside speaker. 268

 21

18. Which type of person best describes you?

 22

	I am a little like this type of person	I am very much like this type of person
Persons who are more interested in local problems	1 56	3 110
Persons who are more interested in national and/or international problems.	2 73	4 74

SECTION B: EXPECTATIONS OF COLLEGE PROFESSIONAL EMPLOYEES

THE FOLLOWING SECTION IS DESIGNED TO MEASURE THE PROFESSIONAL EXPECTATIONS OF COLLEGE PROFESSIONAL EMPLOYEES. THE REFERENT FOR EACH QUESTION IS YOURSELF. PLEASE RESPOND BY WRITING IN THE BOX THE NUMBER CORRESPONDING TO YOUR CHOICE. READ ALL RESPONSES BEFORE CHOOSING.

19. From the following list of activities select one which you prefer most.

1. improving my knowledge base through inservice training or workshops. 83
2. publishing articles or books. 18
3. participating in learned conferences and symposia. 33
4. participating in professional interinstitutional exchanges. 43
5. doing pure or applied research. 19
6. working alongside an expert in my field. 54
7. improving my knowledge base through full-time attendance at an institution of higher learning. 65

 23

20. In terms of college hiring practices, the highest priority should be given to a professional employee

1. with the greatest experience provided minimum educational qualifications are met. 75
2. who has demonstrated exceptional performance in the job for which he/she has been hired. 219
3. who has achieved prominence or prestige in his/her field of expertise. 17
4. with the highest educational qualifications. 3

 24

21. From the following list of activities select one which you like best.

1. being a member of a local and/or provincial association which has a welfare (salaries and working conditions) focus for its members. 43
2. being a member of a local and/or provincial association which has a professional development focus (organizes workshops, lobbies for legislative support,) for its members. 111
3. being an officer of a local and/or provincial association which has a welfare (salaries and working conditions) focus for its members. 29
4. being an officer of a local and/or provincial association which has a professional development focus (organizes workshops, lobbies for legislative support, ...) for its members. 73
5. I am not interested in participating in any of the above associations. 58

 25

22. With reference to procedures of evaluation, a professional employee should be evaluated by

1. the immediate supervisor. 93 26
2. a professional evaluator hired for that purpose. 9
3. those who receive services (students, subordinates). 72
4. an external (to the college) peer group committee. 8
5. a peer group committee established for that purpose by peers. 57
6. a committee appointed jointly by the professional employee and supervisor. 76

23. With reference to organizational environments, I would prefer to work in a college where

1. I have the right to make all decisions affecting my work. 22 27
2. I have the right to make most decisions affecting my work 165
3. most decisions are made through a process of consensus. 92
4. most decisions are covered by a manual of policies and procedures. 20
5. ~~decisions~~ decisions affecting my work are made by my peer group. 16

24. A primary goal of college professional employees should be to work for the establishment of
1. professional development and training programs for professional employees. 86 28
 2. a professional association serving the professional needs (education, standards, ethics...) of professional employees. 119
 3. legislation ensuring the rights and responsibilities (certification, licensing, discipline...) of the professional association. 13
 4. an association serving the welfare needs (salaries, working conditions ...) of professional employees. 44

I.D. Card

			2
1	2	3	4

SECTION C: PROFESSIONAL ROLE ATTITUDES

THE FOLLOWING STATEMENTS ARE AN ATTEMPT TO MEASURE THE ATTITUDES HELD BY PROFESSIONAL EMPLOYEES TO THEIR ROLE. THE REFERENT IN THE QUESTIONS IS YOUR OWN ROLE. EACH ITEM SHOULD BE ANSWERED IN LIGHT OF THE WAY WHICH YOU YOURSELF FEEL AND BEHAVE AS A COLLEGE PROFESSIONAL EMPLOYEE. THERE ARE FIVE POSSIBLE RESPONSES TO EACH STATEMENT. PLEASE WRITE DOWN THE NUMBER THAT CORRESPONDS TO YOUR RESPONSE IN THE BOX.

Mean SD D U A SA

- 5 STRONGLY AGREE
- 4 AGREE
- 3 UNDECIDED
- 2 DISAGREE
- 1 STRONGLY DISAGREE

25. It is vital to his/her effectiveness that a professional employee should possess a thorough knowledge of his/her subject matter. 5
4.7 - 1 3 80 231
26. Professional employees should be evaluated primarily on the basis of their performance on the job. 6
4.3 - 11 5 165 133
27. Colleges should not hire a professional employee unless the person holds at least a bachelor's degree or its equivalent. 7
2.9 53 102 39 54 64

5 STRONGLY AGREE

4 AGREE

3 UNDECIDED

1 STRONGLY DISAGREE

Mean SD D U A SA

28. A professional employee's work and service should be based primarily on his/her knowledge of research and literature. 8
2.2 55 163 56 30 5
29. Persons who do not meet the minimum requirements for a position should be hired only when there is a shortage of qualified personnel. 9
3.3 40 65 33 116 55
30. Professionals should read on a regular basis journals that pertain to their profession. 10
4.3 - 4 13 184 114
31. Other professions are actually more vital to society than mine. 11
*3.7 76 130 41 52 11
32. The dedication of professionals working in colleges is most gratifying. 12
3.4 8 55 74 140 34
33. Professionals should make their own decisions in regard to what is to be done in their work. 13
3.5 4 67 41 166 34
34. Professionals should attend regularly professional meetings at the local level. 14
3.9 - 21 44 207 41
35. My profession, more than any other profession, is essential for society. 15
2.7 21 159 53 51 25
36. My fellow professionals have a pretty good idea about each other's competence. 16
3.6 10 44 33 199 28
37. Professionals in colleges have a real "calling" for their work. 17
3.1 8 82 112 99 10
38. The importance of my profession is sometimes over stressed. 18
*3.6 32 171 55 52 4
39. Professionals should have the opportunity to exercise their own judgement. 19
4.2 - 2 11 211 89
40. Professional organizations established to serve college professionals should be supported. 20
4.0 3 7 33 199 69

Mean	SD	D	U	A	SA	5	STRONGLY AGREE
						4	AGREE
						3	UNDECIDED
						2	DISAGREE
						1	STRONGLY DISAGREE

- 41. Some other occupations are actually more important to society than is mine.
*2.7 16 71 58 143 21 21
- 42. College professionals know what their colleagues are doing.
2.9 10 123 76 97 7 22
- 43. Professionals in colleges maintain a high level of idealism.
3.2 5 70 90 138 10 23
- 44. Professional organizations established to serve college professionals do a lot for the average member.
3.0 11 79 127 84 11 24
- 45. Professionals working in colleges are able to judge each others' competence.
3.4 4 74 51 168 16 25
- 46. College professionals read many of the journals that pertain to their profession.
3.4 3 39 109 149 11 26
- 47. Most people would stay in this profession even if their incomes were significantly reduced.
2.9 24 92 100 90 6 27
- 48. Most decisions made by college professionals are subject to review by others.
3.5 4 54 63 175 15 28
- 49. In colleges there is not much opportunity to judge how another person does his work.
*3.2 11 152 45 99 4 29
- 50. In colleges, professional employees are their own boss in almost every work-related situation.
2.9 14 136 45 115 4 30
- 51. If ever an occupation is indispensable, it is mine.
2.4 66 126 53 50 11 31
- 52. College professionals pretty well know how well they do in their work.
3.7 6 36 35 216 20 32
- 53. There are many professionals in colleges who really believe in their work.
4.2 - 7 18 208 82 33
- 54. Most of my decisions are reviewed by other people.
*2.9 11 120 32 137 12 34
- 55. Professionals should adjust their work activities to the administration's view of good educational practice.
2.4 61 130 69 49 5 35

Mean	SD	D	U	A	SA	
						5 STRONGLY AGREE
						4 AGREE
						3 UNDECIDED
						2 DISAGREE
						1 STRONGLY DISAGREE

56. The college administration is better qualified to judge what is best for education than other college professionals. 36
1.9 90 163 42 15 5
57. In the case of a dispute between the college and the community, college professionals should look primarily to the judgement of their college administration for guidance. 37
2.6 50 103 76 75 8
58. Professionals who openly criticize their administration should be encouraged to go elsewhere. 38
2.3 73 150 40 35 16
59. A professional employee should not allow himself to be influenced by the opinions of those professional employees whose ideas do not reflect the thinking of the administration. 39
2.3 67 156 30 42 10
60. What is best for the college is best for education. 40
2.1 67 169 53 20 2
61. A good professional employee should put the interests of his college above everything else. 41
2.2 65 152 52 39 4
62. The only way a professional employee can keep out of "hot water" is to follow the wishes of the top administration. 42
2.5 41 165 41 48 17
63. In case of doubt about whether a particular practice is better than another, the primary test should be what seems best for the overall reputation of the college. 43
2.9 29 112 58 102 11
64. A professional employee should be required to be completely familiar with the written descriptions of the policies, procedures and other standard operating guidelines necessary for running his area of responsibility. 44
3.9 8 25 23 201 56
65. The college should have a manual of policies and procedures which are to be followed seriously. 45
3.8 12 26 41 175 58
66. Policies stating when professional employees should arrive and depart from the campus should be strictly enforced. 46
1.8 142 112 27 21 8

	Mean	SD	D	U	A	SA		
							5	STRONGLY AGREE
							4	AGREE
							3	UNDECIDED
							2	DISAGREE
							1	STRONGLY DISAGREE
67.								<input type="checkbox"/>
								47
	2.2	78	147	32	47	5		
68.								<input type="checkbox"/>
								48
	1.9	74	199	20	15	2		
69.								<input type="checkbox"/>
								49
	3.1	27	60	92	112	9		
70.								<input type="checkbox"/>
								50
	2.8	51	102	40	95	21		
71.								<input type="checkbox"/>
								51
	4.2	5	12	3	181	110		
72.								<input type="checkbox"/>
								52
	*4.2	99	186	19	6	2		
73.								<input type="checkbox"/>
								53
	*4.4	169	120	13	6	3		
74.								<input type="checkbox"/>
								54
	2.6	25	143	85	44	10		
75.								<input type="checkbox"/>
								55
	*4.3	142	150	7	10	4		
76.								<input type="checkbox"/>
								56
	4.0	3	24	19	194	73		
77.								<input type="checkbox"/>
								57
	*4.4	152	154	3	2	2		
78.								<input type="checkbox"/>
								58
	4.0	7	17	11	219	57		

	Mean	SD	D	U	A	SA		
							5	STRONGLY AGREE
							4	AGREE
							3	UNDECIDED
							2	DISAGREE
							1	STRONGLY DISAGREE
79.								
	I feel that my job is no more interesting than others I could get elsewhere.							<input type="checkbox"/>
	*3.4	43	129	51	73	15		59
80.	I definitely dislike my work.							<input type="checkbox"/>
	*4.7	222	80	6	3	1		60
81.	I feel that I am happier in my work than most other people I know in theirs.							<input type="checkbox"/>
	3.7	2	36	76	145	50		61
82.	Most days I am enthusiastic about my work.							<input type="checkbox"/>
	4.1	2	12	12	211	74		62
83.	Each day of work seems like it will never end.							<input type="checkbox"/>
	*4.4	61	170	67	8	2		63
84.	I like my job better than the average worker likes his/hers.							<input type="checkbox"/>
	3.9	2	8	67	170	61		64
85.	My job is pretty uninteresting.							<input type="checkbox"/>
	*4.4	158	137	2	14	1		65
86.	I find real enjoyment in my work.							<input type="checkbox"/>
	4.2	1	8	17	176	110		66
87.	I am disappointed that I ever took this job.							<input type="checkbox"/>
	*4.6	197	102	6	4	3		67
88.	There are some conditions about my job that could be improved.							<input type="checkbox"/>
	*1.8	1	8	4	219	80		68
89.	A good professional is one who conforms, in general, to accepted standards in the community.							<input type="checkbox"/>
	2.8	38	104	61	99	8		69
90.	Our criterion of a good college should be that it serves the needs of the local community.							<input type="checkbox"/>
	4.2	-	10	14	181	105		70
91.	Local control over colleges by college boards represents the most fundamental form of democracy in public education.							<input type="checkbox"/>
	3.1	35	56	94	103	20		71
92.	An important criterion of a good college should be the degree of respect it commands from other college professional employees around the province.							<input type="checkbox"/>
	3.6	9	36	56	174	35		72

APPENDIX B

Dear Colleague:

You recently received a letter requesting your assistance by completing the enclosed questionnaire.

If you have already completed the questionnaire and returned it, please accept my sincere appreciation for your support and consideration.

If you have not had the opportunity to complete the questionnaire, I would sincerely appreciate your help if you could answer it at your earliest convenience.

Thank you for your assistance and cooperation.

Yours sincerely,

L. Perra

ENCLOSURE

February 19, 1982

RECEIVED

FEB 23 1982

PRINCIPAL'S OFFICE
SELKIRK COLLEGE

Mr. Leo Perra
Selkirk College
P. O. Box 1200
Castlegar, B.C.
V1N 3J1

Dear Leo:

Thank you for your letter of 1982 02 10 regarding the survey which you wish to distribute to professional employees at this College.

This will confirm that the College will cooperate with you in distributing and collecting the questionnaire, which I understand is concerned with demographic and other data and is designed to maintain the anonymity of the respondents.

Would you care to make the arrangements with Jack Falk, our Director of Institutional Research, who will arrange for the distribution and collection of the questionnaires.

Yours sincerely,

Peter L. Williams,
Principal.

PLW/pam

c.c. J. Falk
W. Bowering

THE COLLEGE OF NEW CALEDONIA

3330-22ND AVENUE, PRINCE GEORGE, B.C., V2N 1P8 — TELEPHONE (604) 562-2131 — TELEX 047-7514

March 10th 1982

Mr. Leo Perra
Principal
Selkirk College
Box 1200
Castlegar, B.C.
V1N 3J1

RECEIVED
MAR 10 1982
PRINCIPAL'S OFFICE
SELKIRK COLLEGE

Dear Leo;

Further to your letter dated February 10th 1982, I look forward to the survey of the professional employees being conducted at the College of New Caledonia and assure you that we will co-operate in any way we can with the study.

I have no objection to the survey being circulated to our professional employees as I know your professional experience would not involve the disruption of the studies of CNC students.

If I can be of assistance in the conducting of the survey please feel free to contact me. Good luck on the venture.

Fraternally yours,

~~CHARLES J. McCAFFRAY,~~
Principal

CJM/sld



cariboo college

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P.O. BOX 3010
KAMLOOPS, B.C. V2C 5K3
PHONE 604-374-5123

office of the principal

February 18, 1982

TO WHOM IT MAY CONCERN:

This will advise that Cariboo College is agreeable to having a survey drafted by Mr. L. Perra circulated to its professional employees.

Yours truly,

CHARLES W. BREWSTER,
Principal.

/bas

RECEIVED

FEB 25 1982

PRINCIPAL'S OFFICE
KAMLOOPS COLLEGE



Selkirk
College

Box 1200, Castlegar, British Columbia V1N 3J1

Telephone 604-365-7292

1982-03-15

TO WHOM IT MAY CONCERN:

This will advise that Selkirk College is prepared to have a survey drafted by L. Perra circulated to its professional employees.

Yours truly,

S.W. Webster,
Chairman,
Selkirk College Board.

SWW/rp