AN EXPLORATORY ANALYSIS OF PEDAGOGICAL ROLE AND ROLE CONFLICT IN SELECTED INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

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CHAPTER I

INTRODUCTION

Higher education exists today in a circumstance where the only concept everyone seems to agree upon is that there need to be changes in the system. Aspirations range from the impetuosity of obliterating the entire system on one extreme to the cursory belief on the other extreme that updating courses for greater relevancy is all that is needed.

Everyone seems to be in favor of a change in teaching. Teachers are asking for changes; administrators are asking for changes; and the public outcry in recent years has been for instructional innovation and change. Such notables as Peter F. Drucker say, "We know very little about learning and teaching but we do know that what everybody knows about learning and teaching is largely wrong;"[1] and "The first teacher ever, that priest in preliterate Mesopotamia who sat down outside the temple with the kids and began to draw figures with a twig in the sand, would be perfectly at home in most classrooms in the world today. Of course, there is a blackboard, but otherwise there has been little change in tools and none in respect to methods."[2] If changes are to be made, who is

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[1]Peter F. Drucker, The Age of Discontinuity, Harper and Row, Publishers, (New York, 1968), p. 339.

[2]Ibid, p. 347.

responsible for initiating them and who is to say which of many alternatives is to be chosen?

Statement of the Problem

Professional educators often discuss, lecture about and write concerning the role of the classroom teacher and his responsibilities and freedoms to perform pedagogical tasks. Most of this formal type of communication seems to imply that the educator is a professional and a responsible person and should be given complete independence in conducting his segment of education. When these persons are not responsible, then they do not deserve professional status and should be removed from the system. Administrators, they say, usually are not so capable of making this type of decision as the professional who is in direct contact with students.

The administrators, who are strong advocates of control, say that if educators are given license, there is no way to produce the needed changes. They also feel that controls are necessary to produce uniformity from school to school in given courses and from section to section of courses on any one campus. Course title with prescribed credits imply a certain body of knowledge, and strict controls and regulation are necessary for maintaining high standards. These standards are necessary for planning and teaching advanced courses built upon the content of lower courses. Administrators have a better overall picture of the total educational situation, they argue, and can make the best judgments on course content, sequencing, and the like.

In discussions of the type above, both groups usually state arguments in terms of how things exist in other schools and point to their presumed successes or failures. This study was designed to determine and document how educators and administrators actually perceive the teachers' role in their school concerning pedagogical tasks and how they feel the situation should be.

The problem of this study was to determine how the selected schools divided their teaching related responsibilities and what the people involved felt about the division. It was further designed to determine any differences in these perceptions between vocational-technical groups in different types of institutions and between institutions with different bases of authority. Job satisfaction was investigated in the various circumstances for possible relationships to teaching responsibilities and administrative structuring.

Purpose

The major purpose of this study was to explore and analyze the role and role conflicts of the teacher and the administrator in relation to the responsibilities for pedagogical tasks, and their relation to job satisfaction. It was further desired to investigate the differences among the various institutions and specialty groups and for differing authority bases. It was also the purpose of this study to provide a heuristic device based on facts. This dissertation was to provide hard evidence on how other institutions perceive the role of the teacher and what they

think the role should be as it relates to the pedagogical tasks of the institutions.

Hypotheses

The working hypotheses of this study were:

1. There is no significant difference in affective cognitions:
    a. Between vocational-technical teachers and general education teachers.
    b. Among vocational-technical teachers in the junior college, the Oklahoma State University, School of Technology, Oklahoma City Technical Institute and Oklahoma State Tech, Okmulgee, Oklahoma.
    c. Between all teachers and administrators.
    d. Between the teachers in the vocational-technical areas of Oklahoma State University and general education area of Oklahoma State University.
    e. Between the vocational-technical teachers in the junior colleges compared to the general education teachers in the junior colleges.
    f. Among the general education teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State College, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, School of Technology, OSU, Oklahoma State Tech in Okmulgee and OSU Technical Institute in Oklahoma City.
    h. Among the administrators of vocational-technical, general education and those with responsibility in both areas.

2. There is no significant difference in normative expectations among the same groups as stated for hypothesis number one.
3. There is no significant difference in role conflict among the same groups as stated for hypothesis number one.
4. There is no significant difference in job satisfaction between those expressing that selection of texts, course content, course sequencing and similar tasks are a part of academic freedom compared with those feeling that they are not a part of academic freedom.
5. There is no significant difference in job satisfaction for the younger as compared to the older participants.
6. There is no significant difference in job satisfaction for the half with the shorter time on the same job compared with the half with longer time on the job.
7. There is no significant difference in job satisfaction among the various junior colleges and divisions of Oklahoma State University for vocational-technical teachers.
8. There is no significant difference in job satisfaction among the various junior colleges and the divisions of Oklahoma State University for general education teachers.
9. There is no significant difference in job satisfaction between general education teachers and vocational-technical teachers.
10. There is no significant difference in job satisfaction between teachers viewing their institution as having a more functional base of authority compared with those viewing their institutions as having a more specific base of authority.

11. There is no significant difference in job satisfaction between teachers viewing activity cognitions as more administrative in nature compared with those viewing activity cognitions as being a faculty function.
12. There is no significant difference in job satisfaction between teachers viewing normative expections as more administrative in nature compared with those viewing normative expectations as more of a faculty function.
13. There is no significant difference in job satisfaction between teachers exhibiting higher agreement between activity cognitions and normative expectations as compared with those exhibiting lower agreement.
14. There is no significant difference in job satisfaction between the teachers with lower educational levels compared with higher levels of educational achievement.

Need for the Study

One of the perturbations of higher education in the United States has, in recent years, been faculty responsibilities related to pedagogy and professionalism. There has been a great deal of public and professional debate about where the professor's responsibilities and freedoms end and the administration's authority begins. The semantics of using the word "authority" with administration and words such as "responsibility" and "freedom" with the faculty member are selected because this illustrates the prevailing tone. It is interesting that seldom do articles and oratory

hinge upon the responsibility of the administration to guarantee students anything from the faculty.

New or emerging institutions, where many new people with differing ideas are put together at one time, pose special problems in the area of dividing pedagogical responsibilities. Data on how other schools and programs perceive and handle the problem are helpful in planning an administrative structure.

Simply stated, the need for this study was generated from the circumstance where people on both sides of the question keep saying how things exist and how faculty feel they should exist. This study will provide data upon which to base these discussions by giving some evidence as to how things actually are and how faculty feel they should be.

Delimitations of the Study

The findings of this study were limited to the schools and programs actually under investigation. The institutions were as follows:

1. Northeastern Oklahoma A&M, Miami, Oklahoma
2. Eastern Oklahoma, Wilburton, Oklahoma
3. Northern Oklahoma College, Tonkawa, Oklahoma
4. Oscar Rose Jr. College, Midwest City, Oklahoma
5. Tulsa Junior College, Tulsa, Oklahoma
6. Oklahoma State University, Stillwater, Oklahoma
    - A. School of Technology (technical school on a university campus)
    - B. Oklahoma City Technical Institute (urban technical school)

C. Oklahoma State Tech, Okmulgee, Oklahoma (rural area technical school)

Five persons from each junior college from the vocational-technical area and five from the general education area were sought. These five included four faculty members and one divisional or departmental supervisor. One dean, vice president or president of the junior college was selected making a total of eleven participants from each junior college. Oklahoma State Tech, Okmulgee, O.S.U. Technical Institute, Oklahoma City and O.S.U. School of Technology, Stillwater were each asked to supply five persons (four faculty and one supervisor as above) plus the same five from a general education area on the campus at Stillwater, Oklahoma.

Assumptions

For the purposes of this study it was assumed that the questionnaire gave a true indication of the facts needed for the study, within the confines of the analysis of the instrument given in Chapter III. It is further assumed that the respondents were truthful in their replies and did not feel compelled to give answers of any certain type. For this study it was assumed that the compiled answers from a department or division of the selected institutions of higher education generally reflected the attitude of the entire department or division.

Definition of Terms

Administrator as used in this study describes any person who has one or more teaching faculty under his supervision. Titles such as department head, division coordinator, department chairman, dean, director, or president apply to the general definition of an administrator.

Affective cognition refers to an awareness maintained by an individual about the incidence of an activity. This study uses the term to describe the perceived behavior of the teacher in terms of the pedagogical tasks under investigation.

Educator is a general term used in this dissertation to describe anyone actively involved in the teaching process as either a teacher or administrator over teachers and attached to an institution with a major goal of education.

Specific base of authority is used in this study to describe those organizations which tend to be the traditional pyramid shaped organization where policy statements or changes flow from persons in supervisory positions down to the teachers. Policy, goals and the like are determined largely by the administration and given to the faculty as directives. This type of authority represents one end of a continuum.

Functional (diffuse) base of authority is used in this study to describe organizations where policy tends to be determined at the lower levels and to move up in the organization. These types of organizations are characterized by policy, goals, and the like which are determined by faculty or faculty committees instead of the

administration. This type of authority base represents one end of a continuum.

Normative expectations are generalizations concerning approved or disapproved types of behavior on the part of an individual (in this case the teacher). They express whether or not the behavior is acceptable according to the norms of the group of which the person is a part. In this study they are used to express what the respondents feel is the desirable role of a teacher as related to pedagogical responsibilities.

Pedagogical tasks or responsibilities for the purposes of this study refers to the teaching functions of selecting textbooks, selecting course content, sequencing topics within a course, determining teaching methods, updating courses, and the deciding whether or not to add new courses.

A role is defined as the norms prescribing specific forms of behavior associated with given tasks; they develop originally from task requirements.[3] Roles may be thought of as standardized patterns of behavior required of teachers, in this case, related to the responsibilities of pedagogical tasks.

A teacher in this study is defined as a person primarily involved in teaching students, and with no professional people under his supervision. Institutional titles may include such other terms as instructor or professor.

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[3]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, John Wiley and Sons, Publishers, (New York, 1967), p. 47.

A vocational-technical program for purposes of this study is defined as a program designed to place a student on a specific job or in a definite job cluster in two years or less. It also includes programs of more than two years that have provisions where a student is employable in two years or less in a definite job or cluster of jobs.

Role conflict is the result of a difference in affective cognitions and normative expectations.

Rural area technical school refers to a vocational-technical school located in a small town where a majority of students must live at the institution. The major function is training vocational-technical students.

Urban technical school refers to a vocational-technical school located in a city where most students commute. There are few or no dormitory facilities, and the major emphasis is on training vocational-technical students.

CHAPTER II

THEORETICAL CONSTRUCTS AND REVIEW OF LITERATURE

This thesis addresses itself to exploring the perceived role of teachers in relation to pedagogical tasks. The sociological concept of the role of individuals in a social system is a central theme and it is therefore necessary to describe the theoretical constructs of which the theory of roles is a substructure.

The school is a social system because the system remains the same even though the persons acting in it change. One definition of a social system is: "In a college, a corporation, a government bureaucracy, or a lodge, the system may remain the same irrespective of who is occupying its statuses."[4]

In getting the proper perspective of a social system some styles will be considered. The first is that of the classical bureaucracy.

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[4]Harry C. Bredemeier and Richard M. Stephenson, The Analysis of Social Systems, Holt, Rinehart and Winston, (New York, 1962), pp. 35.

Bureaucratic Structures

No discourse on social organizations would be complete without a discussion of Max Weber's concept of bureaucracy. There are seven features of a bureaucratic structure according to Weber.[5]

1. A continuous organization of official functions bound by rules.

2. A specific sphere of competence. This involves (a) a sphere of obligations to perform functions which have been marked off as part of a systematic division of labor; (b) the provision of the incumbent with the necessary authority to carry out these functions; and, (c) that the necessary means of compulsion are clearly defined and their use is subject to definite conditions.

3. The organization of offices follows the principle of hierarchy; that is, each lower office is under the control and supervision of a higher one.

4. The rules which regulate the conduct of an office may be technical rules or norms. In both cases, if their application is to be fully rational, specialized training is necessary. It is thus normally true that only a person who has demonstrated an adequate technical training is qualified to be a member of the administrative staff.

5. It is a matter of principle that the members of the administrative staff should be completely separated from ownership of the means of production or administration. There exists, furthermore, in principle, complete separation of the property belonging to the organization, which is controlled within the spheres of the office, and the personal property of the official.

6. In order to enhance this organizational freedom, the resources of the organization have to be free of any outside control and the positions cannot be monopolized by an incumbent. They have to be free to be allocated

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[5] Max Weber (Talcott Parsons, ed.; A.M. Henderson and Talcott Parsons, trans.), The Theory of Social and Economic Organization (New York: Oxford University Press, 1947), pp. 329-330. Reprinted in Robert K. Merton, Ailsa P. Gray, Barbara Hockey, and Hanan C. Selvin (eds.), Reader in Bureaucracy (Glencoe, Ill.: The Free Press. 1952), pp. 18-20.

and re-allocated according to the needs of the organization. A complete absence of appropriation of his official positions by the incumbent is required.

7. Administrative acts, decisions, and rules are formulated and recorded in writing.

Bureaucracy is based on total rationality so sometimes irrational acts and decisions cause organizations such as schools to vary slightly from the idealized model. These structures are the basis for controlling individuals and directing them toward the goals of the organization. Participants in an organization will tend to do what is best for the organization if it serves their needs, and the organization in seeking to serve its needs will serve theirs. But such meshing of needs is never complete, so controls are deemed necessary for goal attainment.[6]

Bureaucracies in their most recognizible form contain a very high degree of specialization, and the members are trained as specialized people and become experts. In bureaucracies the positions are arranged in a hierarchy which is well defined by impersonal rules. This type of arrangement makes an administratively efficient organization. The extreme alternative to the pure hierarchy is the democratic organization.

The Democratic Organization

The organization chart of a democratic organization may look much like that of the traditional bureaucracy. There are

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[6]Amitai Etzioni, Modern Organizations, Prentice-Hall, Inc., (New Jersey, 1964), p. 58.

differences as pointed out by Katz and Kahn. The democratic style of organization differs from the hierarchical by separating the categories of power which are fused in the hierarchy. The distribution of power with respect to types of decisions is very different in the democratic organization; power is shared among the members of the group. Specific and crucial to the distinction between democratic and hierarchical structures is the separation of legislative from executive power. Executive power in democratic organizations usually is distributed in accord with the pyramidal structure of authority. Legislative power, however, shows a different distribution and is widely shared among the members of the organization. The fullest realization of this characteristic is suggested in the democratic slogan, "one member, one vote." The major criterion of democratic organizational structure, then, is the extent to which the legislative system includes the entire membership of the organization, all the positions in the structure.[7]

Another characteristic of the democratic structure is the veto, because it identifies the roots of organizational power. By whom, by what procedures, and under what circumstances a given decision can be overruled? The repeated presentation of an issue to successively higher levels of authority leads ultimately to the office of the president in a hierarchical organization and to the assembled membership or their representatives in a democratic

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[7]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, John Wiley and Sons, Inc., (New York, 1966), pp. 212-213.

organization. The final criterion for distinguishing hierarchical from democratic organizational forms is the basis on which selection, tenure, and dismissal are determined, especially for key executive positions. It is a characteristic of hierarchy that each level tends to have the power to name the persons who shall hold the positions at the next lower level. Where this power has been lost, its loss is keenly felt and much bewailed. An example in recent organizational history is the lowering of the hiring and firing power of the firm, and especially of the foreman, by trade unions.[8]

The pure model of the democratic social system implies that each person is named to his position by the others in organization. Democratic organizations are characterized by the principle that the controls are placed on the members by the active and expressed consent of the persons to be controlled.

Bases of Authority

The general interpretation of authority was selected to include more than what is granted to the position and the sanctions available to that position. For the purposes of this study it was only necessary to distinguish between the two extremes on the authority continuum, that of formal and functional authority; but a discussion of greater depth provides a more comprehensive picture of the concept of authority.

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[8]Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, John Wiley and Sons, Inc., (New York, 1966). p. 213.

Peabody in his study on organizational control describes formal authority as that based on the office held by the individual exerting the authority. Formal authority then is the authority of legitimacy, due to position and the sanctions available to the holder of the position. Functional authority is distinguished by its sources originating outside the social system. Functional authority comes from such sources as recognized professional competence, experience and human relation skills. This is the power given the individual from other individuals in the organization and it is given voluntarily.[9]

The Concept of Role

There are usually two concepts of the expected role included in basic discussions of role constructs. These concepts are that persons in social positions behave in reference to norms and expectations held by relevant others and also by themselves.[10]

As used in this study, a role consists of grouping of norms and expectations held by a person in a focal position and others in counter-positions which prescribe behavior of that person with respect to the various types of situations. A role then is a set of norms and expectations (1) defining a variety of activities to be done, and (2) defining reciprocal relationships of a person in

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[9]Robert L. Peabody, "Perceptions of Organizational Authority: A Comparative Analysis," Administrative Science Quarterly, (March, 1962), pp. 463-482.

[10]Nelson Gross, W. S. Mason and A.W. McEachern, Explorations in Role Analysis, John Wiley and Sons, (New York: 1957), p. 117.

an organization that has other members concerned with the tasks, goals, and problems of the social organization.[11]

Roles have elements of cultural, personal, and situational circumstances; but the emphasis here is on the cultural aspects in a social system setting. Of importance here are the activity cognition and normative expectation aspects of roles. Also of concern in this study are the role conflicts of teachers related to pedagogical tasks.

Activity cognitions are the cognitions relating to the actual role behavior or actual role performance of the teacher in relation to pedagogical tasks. Normative expectations, on the other hand, represent feelings concerning approved and disapproved modes of behavior for a teacher. The implied reference in this dissertation is the profession or peer group reference where the teacher is asked how it should be done in the teaching profession. The sample used should give a good indication of a larger population because norms imply considerable consensus among teachers because they are a product of group interaction.[12]

When there is a difference between activity cognitions and normative expectations, role conflict exists. Since normative expectations are what the teacher feels his role should be and activity cognitions are the role actually being practiced, any

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[11]Soloman, Sutker et al., "An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma" (unpub. research project, Oklahoma State University, 1967), pp. 8-11.

[12]B.J. Biddle and E.J. Thomas, Role Theory: Concepts and Research (New York, 1966), p. 33.

difference constitutes conflict. Role conflicts are sometimes defined as cultural incompatibilities existing between role elements as noted by an observer.[13]

Studies on roles have been done frequently although not on the specific topic of dealing with pedagogical tasks. Most role studies have been of a more general nature dealing with an entire job or occupational level. An example is the study of vocational agriculture teachers in North Carolina. In this study it was determined that a higher consensus was found on perception of role expectations than on perception of role performances.[14]

A study by Getzels and Guba was related to teacher role conflicts. They were concerned with different behaviors expected of public school teachers by people in the community. They found role conflict between what the teacher perceived as his role compared to the community member's perception of his role as a teacher, church member, family member, voter and the like.[15]

A more detailed review of literature on role concepts can be found in the Sutker, Egermeier and Twyman study where the overall conclusions reached concerning teacher role are:[16]

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[13] John T. Gullahorn, "Measuring Role Conflict," American Journal of Sociology, LXI, (January, 1956), p. 71.

[14] Seiz C. Mayo, "An Analysis of the Organization Role of the Teacher of Vocational Agriculture, "Rural Sociology, XXV, (1960), pp. 334-345.

[15] Jacob W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, LXV, (December, 1957) p. 432.

[16] Soloman Sutker el al., "An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma," (unpublished research project, Oklahoma State University, 1967), p. 18.

1. Most investigations have been oriented primarily toward empirical descriptions of cognitions related to teacher role, with less emphasis on any overall theoretical orientation.

2. Relatively few studies have dealt with more than one variety of cognition.

3. Most studies have been confined to an investigation of the cognitions of only one social position. It is clear that if teacher behavior is viewed as a function of cognitions held for teachers by members of various social positions, role studies must of necessity consider multiple sources of cognitions by selecting several counter-positions who typically interact with teachers in various ways.

4. Few investigations of the teacher "role" have considered the question of the "legitimacy" of cognitions held by incumbents of various counter-positions for teacher.

Role of the Teacher

There is much discussion about the professional role of the higher education teacher in the college and university. As stated by the Council of the AAUP: "It is a teacher's mastery of his subject and his own scholarship which entitle him to his classroom and to freedom in the presentation of his subject. Thus it is improper for an instructor persistently to intrude material which has no relation to his subject, or to fail to present the subject matter of his course as announced to his students and as approved by the faculty in their collective responsibility for the curriculum."[17]

The above statement is more inclusive than the original statement involving faculty classroom freedoms of the 1940 Statement of Principles: "The teacher is entitled to freedom in the classroom

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[17]Report of the Council of the American Association of University Professors, Oct. 30-31, 1970, AAUP Journal, Vol., 56, Number 4, (Dec., 1970), pp 375-376.

in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject."[18] This statement was drafted by the Association of American Colleges and The American Association of University Professors.

Both statements are rather abstract and leave much to individual and institutional interpretation. No examples are given of what these freedoms are. Can an institution prescribe a course outline to be followed or does this come under the rights of the teacher and his academic freedom? Most all court cases and complaints investigated by the AAUP as reported in the journal have to do with the political involvement or student demonstration involvement of the faculty.

A research study by Anderson at the University of Minnesota had as one of its goals to identify school system characteristics, organizational structures and operational processes which relate to improving curriculum and instruction. An important finding related to this study was that a highly centralized approach tends to limit and restrict curricular and instructional emphasis and activity, whereas a decentralized approach tends to increase and promote it.[19]

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[18] American Association of University Professors and Association of American Colleges, "Academic Freedom and Tenure (1940 Statement of Principles)," Printed in AAUP Bulletin, No 56 (Summer 1970) pp. 323-326.

[19] Russell D. Anderson, "Relationships Between Minnesota School System Characteristics and the Structures and Processes for Improving Curriculum and Instruction," (Unpublished dissertation, University of Minnesota, 1968).

Job Satisfaction

A great deal of research and writing has been done about job satisfaction for all levels of occupations and from many social and cultural views. A representative selection is that of Kahn et al., in relation to role conflict. They state that when there is role conflict for a person in a highly organized bureaucracy where the people over him are highly dependent on him and exercise considerable power over him, the typical response is psychological and behavioral, apathy and withdrawal. Under these circumstances job satisfaction is very low.[20]

The literature tends to indicate that professionals exhibit the greatest amount of job satisfaction. "The clearest and most consistent body of findings in social psychology has to do with the determinants of intrinsic job satisfaction. Studies corroborate one another in demonstrating that the more varied, complex and challenging tasks are higher in worker gratification than less skilled, routine jobs. Ninety percent of a group of 500 teachers stated that they liked their work."[21]

Miller states that the work of professionals is characterized by high intrinsic satisfaction, positive involvement, and commitment to a reference group composed of other professionals. The work of a professional plays a more important role in his life than it

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[20]Robert L. Kahn and Elise Boulding (eds.), Power and Conflict in Organizations, Basic Books, (New York: 1964), pp. 382-383.

[21]Daniel Katz and Robert Kahn, The Social Psychology of Organizations, John Wiley and Sons, Inc., (New York: 1966), p. 368.

does for non-professional workers. Miller's study indicates that an important incentive sought by scientists is the professional climate consisting of a great deal of professional freedom. The study shows that there is a high degree of alienation of professionals from work that is associated with a high degree of organized control.[22]

Summary

Research related to affective cognitions, normative expectations and other aspects of the concept of the role in social systems is abundant. Research on role conflict, indicated by disagreement between the affective cognitions and normative expectations, has been done in general areas by position or occupation. General findings of many people about the role of the professional have been published in the literature but these are backed only by logic or speculation and opinion. In summary, there is little or no research dealing specifically with the role of the higher education teacher in the area of pedagogical tasks.

The review of literature implies that job satisfaction would normally be high for professionals and perhaps related to the type of organizational structure and the role conflicts that exist. The review of literature supports the consideration of the questions proposed in this study.

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[22]George A. Miller, "Professionals in Bureaucracy: Alienation Among Industrial Scientists and Engineers," The Sociology of Organizations (Edited by Oscar Grusky and George A. Miller), The Free Press (New York: 1970) pp. 509-515.

The questions of who actually has responsibility for pedagogical tasks and who the faculty think should have the responsibility still remain. In addition, the questions of how much conflict exists between these two and what relation all this has to job satisfaction also exists.

CHAPTER III

METHODOLOGY

The major purpose of this study was to make an exploratory analysis of the role of the teacher in the division of pedagogical tasks. The job satisfaction of the sample was investigated for any possible relation to the role or role conflicts. The study was designed to provide data about faculty role constructs and compare the normative expectations and activity cognitions as perceived by the faculty and the administration of the chosen schools.

Institutions

The institutions were chosen on the basis of being considered a part of the higher education system in Oklahoma and having a significant vocational-technical offering (more than three vocational-technical programs or more than 10% of the student body enrolled as vocational-technical students in vocational-technical programs).

Population and Data Collection

The population was chosen from Eastern Oklahoma State College, Wilburton, Oklahoma; Northeastern Oklahoma A&M College, Miami, Oklahoma; Northern Oklahoma College, Tonkawa, Oklahoma; Oscar Rose Junior College, Midwest City, Oklahoma; Tulsa Junior College, Tulsa

Oklahoma; and Oklahoma State University. The data for Oklahoma State University include persons from general education areas on the Stillwater campus; the School of Technology; Stillwater, the Technical Institute, Oklahoma City; and Oklahoma State Tech, Okmulgee.

One person at each institution was contacted by telephone; and when each agreed to assist, he was told the questionnaires were on the way by mail. He was asked to administer the instrument to four teachers in the vocational-technical area and four in the general education area at his school. He was asked to do likewise for one supervisor in each area. Finally, he was also asked to administer it (less the Job Satisfaction Inventory) to one president, vice-president, or dean who had administrative responsibility over both vocational-technical and general education areas. The actual sample population secured is shown in Table I. The variations compared to the expected sample were due to one improperly completed questionnaire and failure of some respondents in the selected schools to get all the requested questionnaires completed. The persons administering the instrument were told that the quantities were approximate and that some variation was permissible. They were also asked not to give all the questionnaires to one department but to vary the participants according to specialty, age, and tenure on the faculty. A copy of the questionnaire is contained as Appendix A.

TABLE I

POPULATION OF THE STUDY

	Institutional Dean, Vice-President or President	Faculty	Dept or Divisional Supervisor	Total
NEO A&M	1	-	-	1
Voc-Tech	-	4	2	6
Gen. Education	-	3	1	4
Eastern	1	-	-	1
Voc Tech	-	4	2	6
Gen. Education	-	4	2	6
NOC	1	-	-	1
Voc-Tech	-	4	2	6
Gen. Education	-	7	2	9
Oscar Rose	1	-	-	1
Voc-Tech	-	5	2	7
Gen. Education	-	5	1	6
Tulsa Jr. College	1	-	-	1
Voc-Tech	-	3	3	6
Gen. Education	-	5	3	8
Oklahoma State University	1	-	-	1
Gen. Education	-	5	2	7
O.S.T. Okmulgee	-	4	4	8
On-Campus, T.I	-	4	2	6
Okla. City T.I.	-	6	2	8
Totals	6	63	30	99

Instrument

An instrument was required that would accurately indicate the activity cognitions, normative expectations, and job satisfaction of the population. Specifically it was necessary that the activity cognitions and normative expectations relate to pedagogical tasks. It was further desired that an indication of the perceived base of authority be obtained as well as the usual data related to age, time on the job, position, and formal academic training.

The stimulus items used in the activity cognitions, normative expectations, and job satisfaction inventory were based heavily on an instrument devised by Solomon Sutker et al. in a study conducted at Oklahoma State University. The study was a funded (USOE) project conducted statewide.[23]

After the instrument was constructed for this study it was critiqued by several experts, including computer and statistical professionals, and modified as suggested. The instrument was administered to eight people who suggested changes for greater conveniences and clarity that were included in the development process.

In order to get some indication of the validity of the Job Satisfaction Inventory, the instrument was administered to two persons believed to be satisfied and two believed to be dissatisfied with their jobs. Table II gives a summary of the results.

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[23]Soloman Stuker el al., "An Exploratory Analysis of the Roles and Role Conflicts of Vocational Teachers in Oklahoma," (unpublished research project, Oklahoma State University, 1967).

TABLE II

INITIAL TESTING OF JOB SATISFACTION INVENTORY

Person	Score	Predicted Satisfaction
1	93	Persons who were predicted to
2	90	have high job satisfaction
3	40	Persons who were predicted to
4	51	have low job satisfaction

Validity of the normative expectations is supported by the findings of social psychology. As stated by Biddle and Thomas, norms inevitably imply a considerable amount of consensus among individuals because they are a group product that arises from interaction process.[24] The activity cognitions, on the other hand, are an individual thing. Secord and Backman feel that these cognitions, even though individual, will vary inside a certain limit which is based on and related to reality. The reason is that behavior is based largely on anticipated expectations established through repeated interactions, thereby facilitating behavior.[25]

Testing of the reliability of the instrument was accomplished by the test - retest technique. This method was chosen because it is generally recognized as the best approach. Munley states, "Test - retest is the only feasible approach to the establishment

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[24]B.J. Biddle and E.J. Thomas, Role Theory: Concepts and Research, John Wiley and Sons, (New York: 1966) pp. 33-34.

[25]P.R. Secord and C.W. Backman, Social Psychology, McGraw-Hill Co., (New York: 1964), p. 254.

of the reliability of a questionnaire."[26] The instrument was administered to an O.S.U. extension class consisting largely of Oklahoma teachers, then readministered two and one half months later. The correlation coefficient was computed on each test item using the computer. The results are shown in Table III. The overall coefficient of correlation for the entire instrument was 0.86 with a sum of 0.95 for the section on activity cognitions, 0.64 for normative expectations, and 0.75 for the job satisfaction inventory.

John J. Best states that the coefficient of reliability is the coefficient of correlation and suggests that a coefficient of 0.2 to 0.4 is low, 0.4 to 0.6 is moderate, 0.6 to 0.8 is substantial and 0.8 to 1.0 is high to very high correlation.[27]

The instrument was assembled and mailed to the persons who were to administer it at each school. A personally administered style of presentation was chosen because of its effectiveness. Evidence of the superiority of this approach was supported by Best who states that questionnaires administered personally to a group or individuals gather more dependable and usable data.[28]

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[26]George J. Mouly, The Science of Educational Research, American Book Co, (New York: 1963), p. 254.

[27]John W. Best, Research in Education, Second Edition, Prentice-Hall, Inc., (New Jersey: 1970), p. 257.

[28]Ibid, p. 161.

TABLE III

INSTRUMENT RELIABILITY DATA

COEFFICIENT OF RELIABILITY

Stimulus Item	Activity Cognitions	Normative Expectations
1	1.00	0.82
2	0.94	0.43
3	0.97	0.85
4	0.53	0.77
5	1.00	0.25
6	0.60	0.18
7	0.80	0.49
8	0.16	0.12
9	0.42	0.90
Sum	0.95	0.64

Item	Job Satisfaction	Item	Job Satisfaction
1	0.99	12	0.93
2	0.96	13	0.86
3	0.90	14	0.86
4	0.95	15	1.00
5	0.77	16	0.70
6	0.84	17	0.59
7	0.93	18	0.96
8	0.60	19	0.91
9	0.65	20	0.79
10	0.56	Sum	0.96
11	0.94		

Base of Authority 0.96 Academic Freedom 1.0

Total Sum for Instrument 0.86

Also, Gerberich found in his research that signatures inhibit honesty and frankness of the person answering a questionnaire.[29]

[29]John J. Gerberich, "A Study of the Consistency of Informat Responses to Questions in a Questionnaire," Journal of Educational Psychology, 38, (May 1947), pp. 299-306.

Statistical Procedures

The coefficient of correlation statistic was used to determine the coefficient of reliability of the instrument. The analysis of variance (AOV) was used on the data collected, by applying it to the mean scores of the responses to the stimulus items. The scores ranged from one, for faculty, to seven, for the board of regents. Because the range represents a scale from faculty on one end to the board on the other, the mean reflects the use of a weighted value. The objective of determining whether the various functions are more administrative or more faculty oriented requires a weighted scale because, for example, the board reflects a higher administrative unit than does a committee of faculty and administrators.

The significance on each stimulus item of the questionnaire was tested at the five percent level. The null hypothesis was rejected on multiple question items if two or more questions showed significance. The expansion of the probability binomial indicates the approximate probability of significance is 95 percent for two or more. This gives the desired five percent confidence level.

The job satisfaction inventory uses a weighted scale from one, "always satisfied," to six, "never satisfied." Job satisfaction was indicated by the sum of the responses to the stimulus items on the job satisfaction inventory questionnaire.

CHAPTER IV

RESULTS

The purpose of this study was to perform an exploratory analysis of the role of the teacher in the division of pedagogical responsibilities between the faculty and the administration. The study was performed at selected institutions of higher education in Oklahoma having a substantial vocational-technical program. Further information was sought concerning job satisfaction and the perceived type of administrative structure of the subject institutions. The participants were also asked their age, educational attainment, division of work responsibilities, time on their present job and their teaching or administrative responsibilities. Participants were asked if they considered pedagogical tasks such as selection of texts, course content, course sequencing and similar tasks to be a part of the concept of academic freedom.

This chapter first deals with the significant differences of the null hypotheses and the latter portion relates to interpretation of other data gathered by the questionnaire.

Affective Cognitions

Affective cognitions related to pedagogical skills refers to the way the population perceives these tasks to presently be divided. The participants responded to the following stimulus items with the indicated responses. They had been asked to answer according to circumstances as they then existed in their institution with responses ranging from a one for faculty to a seven for a board member.

Stimulus Items

1. Selects the textbooks for the courses in your school..
2. With whom does final approval of text changes rest?
3. Decides on course content (topics).
4. With whom does final approval of changes or updating of course content requiring no catalog-change rest?
5. Determines sequence or order of topics in the courses once topics have been chosen.
6. With whom does final approval of a change in the sequence of topics rest provided total content is unchanged (use largest number applicable)?
7. Determines the teaching style (lecture, programmed instruction, seminar, etc.).
8. Usually initiates course content modernization (use largest number applicable).
9. Highest official(s) of your school who must approve the changing of a course requiring a revision of the catalog description (use highest number applicable).

Responses

(a) The first hypothesis dealing with affective cognitions states that there is no significant difference between vocational-technical teachers and general education teachers. Results are tabulated in Table V for comparison. A critical F ratio of 4.0 is necessary for significance at the five percent level of confidence with the analysis of variance for one-way design.

Both groups tend to feel textbook selection, determination of course sequence of topics, and teaching style to be largely a faculty responsibility. Vocational-technical and general education teachers agree that the administration should be involved in approval of updating or changing course content and in making changes in courses that involve a catalog change.

The greatest difference between vocational-technical teachers and general education teachers was on stimulus item number two dealing with textbook approval. The vocational-technical people scored an average 4.3, which is more administrative, while the general educators had a 3.21, which was nearer the faculty end of the continuum.

TABLE V

COMPARISON OF AFFECTIVE COGNITIONS FOR VOCATIONAL-TECHNICAL TEACHERS AND GENERAL EDUCATION TEACHERS

Stimulus Item	Vo-Tech, N = 33		General, N = 29		*F Ratio
	Mean	SD	Mean	SD	
1	1.24	0.75	1.52	0.57	2.56
2	4.30	0.92	3.21	1.66	10.73
3	2.12	1.75	1.38	0.86	4.31
4	3.64	1.64	2.93	2.02	2.31
5	1.88	1.34	1.52	1.09	1.33
6	2.73	1.64	1.83	1.44	5.18
7	1.76	1.37	1.34	1.04	1.74
8	2.27	1.64	2.24	2.12	0.01
9	5.75	1.03	5.41	1.09	1.63

Critical F ratio = 4.0 for significance at the five percent level

*Degrees of freedom = 1 between groups and 60 within groups

Stimulus item number six was significant and vocational-technical people felt that final approval of changes in course content rests nearest a faculty-administration committee. General education faculty on the average responded with a more faculty oriented responsibility for final approval, with an average response of 1.64. A response of 1.00 would represent individual faculty members and 2.00 a faculty committee responsibility.

The only remaining item showing significance at the 0.05 level was number three where vocational-technical participants indicated a mean score nearest that of the faculty committee as deciding on

course content, whereas the mean for general education teachers indicated this as being the individual faculty member's role.

With three items showing a significant difference from a total of nine stimulus items, the null hypothesis was rejected. There is a significant difference in affective cognitions between vocational-technical teachers and general education teachers.

(b) There is no significant difference in affective cognitions among vocational-technical teachers in the junior college; Oklahoma State University, School of Technology, Oklahoma City Technical Institute; and Oklahoma State Tech, Okmulgee, Oklahoma. The results are tabulated in Table VI; and with a critical F ratio of 2.93 at the five percent level of significance, there is a significant difference on four of the stimulus items.

Vocational-technical teachers in the various institutions showed agreement on the issues of final approval of course changes, final approval of changes in sequence of topics, determination of teaching style, initiation of course content modernization, and course changes requiring a catalog change. They all agreed that the administration should be involved in all except the initiation of course content modernization, which they felt to be a faculty function.

TABLE VI

COMPARISON OF AFFECTIVE COGNITIONS OF VOCATIONAL-TECHNICAL TEACHERS, N = 33

Stimulus Item	OSU School of Tech. N = 5		T.I. in Okla. City N = 5		O.S.T. in Okmulgee N = 3		Junior College N = 20		*F Ratio
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	1.80	1.30	1.00	0.00	2.00	1.73	1.05	0.22	3.90
2	3.40	1.34	3.80	0.45	4.33	0.58	4.65	0.75	3.90
3	3.00	1.41	2.80	1.64	4.33	3.51	1.40	1.09	4.56
4	3.80	1.10	4.00	0.00	3.67	1.53	3.5	1.99	0.13
5	3.00	1.41	2.80	1.64	3.0	1.73	1.20	0.70	6.68
6	3.8	0.45	2.80	1.64	3.0	1.73	2.40	1.79	1.00
7	2.8	1.64	2.20	1.64	2.00	1.73	1.35	1.10	1.91
8	1.60	1.34	2.80	1.64	3.33	2.08	2.15	1.66	0.89
9	5.80	1.09	6.20	0.84	5.67	1.15	5.65	1.10	0.37

Critical F ratio = 2.93 for significance at the five percent level

Degrees of freedom = 3 between groups and 29 within groups

The greatest departure from the null is on item number five where the vocational-technical people in all the divisions of Oklahoma State University indicated, on the average, that a committee of faculty and administrators determine the sequence of topics. The junior college participants indicated this to be an individual faculty member's responsibility in their school. There is also a significant difference for stimulus item three about who decides on course content. The junior colleges were the most faculty dominated with an average response of 1.4. Oklahoma State Tech at Okmulgee was the most administrative with an average reply

nearest a department head or immediate supervisor (4.33). The Oklahoma City branch and the School of Technology said this function to be most nearly the responsibility of a faculty-administration committee.

Slight differences were attained in questions one and two, which pertain to text selection and approval in number two. Oklahoma State Tech and School of Technology have faculty committees for selecting texts, and the remainder have individual faculty members performing this responsibility. In general, the junior colleges have a higher administrative requirement for text approval than do the divisions of Oklahoma State University. With four items of nine significant, the overall results indicate that the null hypothesis was rejected at the five percent level of confidence.

(c) There is no significant difference in affective cognitions between all teachers and administrators.

Teachers and administrators agree that textbook selection, determination of sequence of topics, determination of teaching style, and the responsibility for course modernization to be largely a faculty function. They also agreed on textbook approval, approval of course content changes, and approval of sequence changes but felt that the administration should be involved to some extent.

TABLE VII

COMPARISON OF AFFECTIVE COGNITIONS OF TEACHERS AND ADMINISTRATORS

Stimulus Item	Teachers, N = 62		Administrators N = 37		*F Ratio
	Mean	SD	Mean	SD	
1	1.37	0.68	1.68	1.00	3.23
2	3.79	1.42	3.78	1.42	0.00
3	1.77	1.44	2.51	1.85	4.91
4	3.31	1.84	3.62	1.80	0.69
5	1.71	1.23	2.08	1.71	1.57
6	2.31	1.61	2.78	1.78	1.88
7	1.56	1.24	1.81	1.70	0.69
8	2.26	1.86	2.62	1.90	0.87
9	5.59	1.06	6.05	1.13	4.09

Critical F ratio = 3.92 for significance at the five percent level

*Degrees of freedom = 1 between groups and 97 within groups

The two items showing significance between teachers and administrators concern decisions on course content. Administrators indicated a mean of 2.51, and indicated a more faculty orientation in their perceptions with a response of 1.77. There was also significance on item nine where again the administrator was more structure oriented. With two items showing significance, the null hypothesis is rejected at the five percent level of confidence. There is a significant difference in affective cognitions for teachers and administrators.

(d) There is no significant difference in affective cognitions between general education teachers and vocational-technical teachers at O.S.U. As shown in Table VIII the null is rejected at the five percent level of confidence for stimulus items two, three, four, five, six, and nine. The critical F ratio is 4.21 for the five percent level.

TABLE VIII

COMPARISON OF AFFECTIVE COGNITIONS OF GENERAL EDUCATION TEACHERS AND VOCATIONAL-TECHNICAL TEACHERS AT O.S.U.

Stimulus Item	Vo-Tech, N = 22		General, N = 7		*F Ratio
	Mean	SD	Mean	SD	
1	1.82	1.30	1.86	0.38	0.01
2	3.86	0.77	1.43	0.53	59.43
3	3.22	1.72	1.57	0.53	6.18
4	3.91	0.75	2.00	1.41	21.94
5	2.95	1.43	1.57	0.53	6.14
6	3.41	1.44	1.14	0.38	16.67
7	2.05	1.43	2.00	2.65	0.01
8	3.18	1.79	2.14	0.90	2.15
9	6.00	0.87	6.85	0.90	5.05

Critical F ratio = 4.21 for the five percent level

*Degrees of freedom = 1 between group and 27 within group

The greatest departure occurred on textbook approval where general educators indicated a faculty function (1.43), and the vocational-technical educators gave an average response indicating

the department head was responsible for final approval (3.86). The same situation exists for items three, four, five, and six with general educators indicating a faculty orientation and vocational-technical teachers saying that their divisions operate with a more administrative orientation. Item nine was the reverse with general educators saying that a higher administrative approval was necessary (6.85) for course changes requiring a catalog revision than was indicated by the vocational-technical people (6.0). However, both were high. On the whole with five of nine items showing significance, the null hypothesis is rejected at the five percent level of confidence.

(e) There is no significant difference in affective cognitions between the vocational-technical teachers in the junior colleges compared to the general education teachers in the junior colleges.

The null hypothesis was rejected with two of nine stimulus items showing significance. There was significance near the critical value for the five percent level of confidence on items two and nine. Vocational-technical people tended to give a somewhat more administration-oriented working condition related to pedagogical tasks than did general educators.

(f) There is no significant difference in affective cognitions among the general education teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, and Oklahoma State University. Among general education teachers at the junior colleges and Oklahoma State University there was no significant difference on any item of

affective cognitions at the five percent level of confidence. So null hypothesis (f) failed to be rejected at the five percent point.

(g) There is no significant difference in affective cognitions among the vocational-technical teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, School of Technology, O.S.U., Oklahoma State Tech in Okmulgee, and O.S.U. Technical Institute in Oklahoma City. The null hypothesis was rejected at the five percent level of confidence. There was significance on three stimulus items, numbers two, six and eight. For all these, the participants from Oklahoma State Tech, Okmulgee indicated being the most administrative in nature and Northern Oklahoma College and Tulsa Junior College the most faculty oriented.

(h) There is no significant difference in affective cognitions among the administrators of vocational-technical, general education and those with responsibility in both areas. The null hypothesis failed to be rejected at the five percent level. There is no significant difference in affective cognitions on any item as perceived by administrators in vocational-technical, general education and those having responsibility for both areas.

The null hypotheses failed to be rejected on parts (f) and (h) only for the section on affective cognitions. The rejected null hypotheses were for the comparison among general education teachers and among all administrators. The general conclusions are that the pedagogical tasks are viewed in a similar manner in the general education group and among all administrators. The results of this

section indicate that there are significant differences between and among the groups concerning affective cognitions except in the two areas mentioned where the null was rejected.

Normative Expectations

Normative expectations related to pedagogical tasks refer to the way the teaching related tasks should be divided. Participants were asked to respond to the stimulus items the way they thought circumstances should be to serve the best interests of the school, the profession and the students. The same list of responses was given as those for affective cognitions. The questions were the same except they were worded as "should be" instead of asking how things existed.

Stimulus Items

1. Should select textbooks for course.
2. Highest official(s) of your school whose approval should be required in selecting or changing textbooks.
3. Should decide on course content (topics).
4. Highest official(s) whose approval should be required before content is changed or updated within catalog description.
5. Should determine sequence or order of topics once topics have been decided upon.
6. Highest official(s) of your school whose approval should be required before making a change of topical sequence even though total content is unchanged.

7. Should determine the style of teaching used (highest number applicable).

8. Should usually initiate course content modernization.

9. Highest official(s) whose approval should be required before changing of a course requiring a catalog change (use highest number).

(a) The first null hypothesis for the normative expectations section stated that there is no significant difference in normative expectations between vocational-technical and general education teachers. The results are tabulated in Table IX. The critical F ratio is 4.0 for the five percent level of confidence, giving significance to stimulus items one and three.

TABLE IX

COMPARISON OF NORMATIVE EXPECTATIONS OF VOCATIONAL-TECHNICAL AND GENERAL EDUCATION TEACHERS

Stimulus Item	Vo-Tech, N = 33		General, N = 29		*F Ratio
	Mean	SD	Mean	SD	
1	1.09	0.29	1.41	0.57	8.21
2	3.85	1.23	3.21	1.57	3.26
3	2.15	1.64	1.34	0.67	6.10
4	3.42	1.54	3.97	1.59	1.85
5	1.57	1.20	1.45	1.06	0.19
6	2.27	1.53	2.66	1.86	0.79
7	1.73	1.31	1.45	1.15	0.78
8	2.06	1.66	1.72	1.56	0.67
9	4.97	1.21	4.83	1.26	0.21

Critical F ratio = 4.0 for the five percent level of significance

*Degrees of freedom = 1 between groups and 60 within groups

For stimulus item one the vocational-technical group felt that individual faculty should select textbooks, whereas the general educators leaned more toward a faculty committee. Both would be termed a faculty orientation in the way they felt textbooks should be selected. Stimulus item three referred to course content. In this case the general educators were more faculty oriented with a 1.34, which is closest to the individual faculty member and the vocational-technical participants who said content should be selected by a slightly higher group than a faculty committee (2.15).

With two stimulus items of nine showing significance at the five percent point, the null hypothesis was rejected at the five percent level of confidence.

(b) There is no significant difference in normative expectations among vocational-technical teachers in the junior college, the Oklahoma State University, School of Technology, Oklahoma City Technical Institute and Oklahoma State Tech, Okmulgee, Oklahoma. The results are shown in Table X. A critical F ratio of 2.93 is given for Table X when the five percent level of confidence is chosen. Stimulus items two, three, and eight show a significant difference under these circumstances. Item two indicates the School of Technology showing a response nearest that of a faculty committee as the group with whom textbook approval should rest. The remainder of the population felt this should be the responsibility of the department head or divisional supervisor.

TABLE X

COMPARISON OF NORMATIVE EXPECTATIONS OF VOCATIONAL-TECHNICAL TEACHERS N = 33

Stimulus Item	OSU School of Tech. N = 5		T.I. in Okla. City N = 5		O.S.T. in Okmulgee N = 3		Junior College N = 20		*F Ratio
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	1.20	0.45	1.00	0.00	1.00	0.00	1.10	0.31	0.47
2	2.20	1.10	4.00	0.00	4.00	0.00	4.20	1.19	4.91
3	1.80	0.45	3.20	1.30	4.33	3.51	1.65	1.23	4.04
4	2.80	1.30	4.00	0.00	2.67	1.53	3.55	1.76	0.77
5	1.60	0.89	2.20	1.64	2.00	1.73	1.35	1.09	0.80
6	2.60	1.52	2.80	1.64	2.00	1.73	2.10	1.55	0.37
7	1.20	0.45	2.40	1.52	1.00	0.00	1.80	1.43	1.05
8	1.20	0.45	3.40	1.34	4.00	3.61	1.65	1.23	4.22
9	3.80	0.84	5.40	0.55	5.67	2.08	5.05	1.15	2.40

Critical F ratio = 2.93 for a five percent level of significance

*Degrees of freedom = 3 between groups and 29 within groups

Stimulus item number three relates to who should decide on course content with the junior college and School of Technology answering nearest the faculty committee. The O.S.U. Technical Institute in Oklahoma City answered nearest the faculty-administration committee and the Okmulgee branch indicated this should be a departmental chairman's responsibility. Item eight shows the School of Technology indicating an answer nearest individual faculty people for those who should initiate course modernization,

followed closely by the junior college group with a 1.65 indicating a mean nearest the faculty committee. The Technical Institute in Oklahoma City said this should be the responsibility of a faculty-administration committee, and the Oklahoma State Tech participants in Okmulgee said the departmental chairman or immediate supervisor should be responsible. With three of nine stimulus items showing a significant difference the null hypothesis was rejected at the five percent level of confidence.

(c) There is no significant difference in normative expectations between all teachers and administrators. Table XI gives the comparison of normative expectations of teachers and administrators. The critical F ratio for the five percent point is 2.92, showing significance for items one, three, four, five, and seven. Administrators, on the average, showed a more administrative type of attitude toward all items except number seven. On number seven the teachers' mean responses were nearest the faculty committee as the determiner of teaching style, while administrators felt this should be more the individual teacher's responsibility. With five of nine stimulus items showing significance the null hypothesis was rejected at the five percent level of confidence.

TABLE XI

COMPARISON OF NORMATIVE EXPECTATIONS OF TEACHERS AND ADMINISTRATORS

Stimulus Item	Teachers, N = 62		Administrators N = 37		*F Ratio
	Mean	SD	Mean	SD	
1	1.24	0.47	1.70	0.94	10.58
2	3.54	1.42	3.89	1.33	1.42
3	1.77	1.36	2.73	1.80	9.08
4	3.68	1.57	4.35	1.65	4.08
5	1.52	1.13	2.05	1.56	3.93
6	2.45	1.69	3.00	1.63	2.51
7	1.57	1.23	1.19	1.76	3.86
8	1.90	1.62	1.92	1.40	0.00
9	4.90	1.22	5.32	1.51	2.30

Critical F ratio = 2.92 for the five percent level of confidence

*Degrees of freedom = 1 between groups 97 within groups

(d) There is no significant difference in normative expectations between the teachers in the vocational-technical areas of Oklahoma State University and general education area of Oklahoma State University. The results of the null hypothesis (d) are tabulated in Table XII. A critical F ratio of 4.27 is necessary to show significance at the five percent level of confidence. Stimulus item numbers three and six are significant with the general education people substantially more faculty oriented than the vocational-technical faculty.

TABLE XII

COMPARISON OF NORMATIVE EXPECTATIONS FOR THE TEACHERS IN VOCATIONAL-TECHNICAL AND GENERAL EDUCATION AT O.S.U.

Stimulus Item	Vo-Tech, N = 22 Mean	SD	General, N = 7 Mean	SD	*F Ratio
1	1.32	0.78	1.71	0.49	1.58
2	3.64	0.95	3.14	1.46	1.09
3	3.14	1.67	1.42	0.53	6.93
4	3.95	1.50	3.14	1.46	1.58
5	2.05	1.32	2.29	0.48	2.16
6	3.14	1.58	1.43	1.13	6.93
7	1.91	1.27	2.00	2.65	0.02
8	2.77	1.87	2.57	2.44	0.05
9	5.09	1.60	5.14	1.95	0.01

Critical F ratio = 4.27 for significance at the five percent level

*Degrees of freedom = 1 between groups and 27 within groups

The vocational-technical people felt decisions on course content and approval of changes in course sequence to be the responsibility of a committee of faculty and administrators. The general educators tended to feel this should be the individual faculty member's responsibility. The null hypothesis was rejected at the five percent level of confidence with two of nine stimulus items showing significance.

(e) There is no significant difference in normative expectations between the vocational-technical teachers in the junior colleges compared to the general education teachers in the junior colleges. The null hypothesis failed to be rejected at the five percent level of confidence with only question number two showing significance. The question of with whom should final approval of course texts rest showed vocational-technical teachers indicating department head or immediate supervisor. General educators felt this should be a faculty function.

(f) There is no significant difference in normative expectations among the general education teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State College, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, and Oklahoma State University. The only item showing significance at the five percent level was number eight. Tulsa Junior College and Northern Oklahoma College teachers felt course modernization should originate from faculty, while on the other extreme Eastern State College felt this should be a department head's responsibility. On the whole, the null hypothesis failed to be rejected at the five percent level of confidence.

(g) There is no significant difference in normative expectations among the vocational-technical teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State College, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, School of Technology, O.S.U., Oklahoma State Tech in Okmulgee, and O.S.U. Technical Institute in Oklahoma City. The null hypothesis failed to be rejected at the five percent level. There was a significant

difference among vocational-technical teachers on stimulus item number two only, concerned with textbook approval. Eastern State College and Northeastern Oklahoma A&M College responded that text approval should reside with the divisional director or dean. The O.S.U. School of Technology gave the opposite view indicating that a faculty-administration committee should be finally responsible.

(h) There is no significant difference in normative expectations among the administrators of vocational-technical, general education and those with responsibility in both areas. The null hypothesis failed to be rejected at the 0.05 level of confidence for administrators of vocational-technical, general and administrators with responsibility over both areas. The only stimulus item showing significance was number three, concerned with who should decide on course content. Vocational-technical administrators were most administrative with a response of 3.4, between committee of faculty and administrators (3) and department head (4). General education administrators and those with responsibility in both areas felt this should be a faculty committee responsibility. The responses were 1.9 and 2.0 respectively for general and those with responsibility over both.

In the normative expectations section the null hypotheses that were rejected were a, b, c and d. These hypotheses indicated there were significant differences between vocational-technical teachers and general education teachers concerning their beliefs about how pedagogical tasks should be divided. There were also differences among the vocational-technical teachers and between teachers and administrators. There was a significant difference

between vocational-technical and general education teachers at Oklahoma State University.

Role Conflict

This section deals with the difference in the way the population perceives pedagogical tasks as presently being divided and the way they feel these tasks should be divided. Role conflict is the difference in affective cognitions and normative expectations.

(a) There is no significant difference in role conflict between vocational-technical teachers and general education teachers. The results are shown in Table XIII.

TABLE XIII

COMPARISON OF ROLE CONFLICT OF VOCATIONAL-TECHNICAL AND GENERAL EDUCATION TEACHERS

Stimulus Item	Vo-Tech, N = 33 Mean	SD	General, N = 29 Mean	SD	*F Ratio
1	0.27	0.76	0.24	0.43	0.04
2	0.64	1.06	1.24	1.41	3.73
3	0.64	1.08	0.38	0.90	1.01
4	0.64	1.14	1.31	1.58	3.76
5	0.79	1.32	0.27	0.53	3.83
6	0.88	1.45	0.83	1.58	0.02
7	0.75	1.29	0.17	0.60	4.94
8	0.88	1.29	1.41	2.11	1.48
9	0.96	1.21	0.79	1.35	0.29

Critical F ratio = 4.0 for the five percent significance level

*Degrees of freedom = 1 between groups and 60 within groups

The critical F ratio for significance at the five percent level is 4.0 and item number seven is the only one that exceeds this value. Stimulus item seven relates to teaching style and vocational-technical people felt the greatest conflict. In general the null hypothesis failed to be rejected at the five percent level of confidence.

(b) There is no significant difference in role conflict among vocational-technical teachers in the junior colleges, Oklahoma State University, School of Technology, Oklahoma City Technical Institute, and Oklahoma State Tech, Okmulgee, Oklahoma. There was no significant difference in role conflict among the vocational-technical teachers in Oklahoma institutions of higher education because no F ratio was above the five percent significance level.

(c) There is no significant difference in role conflict between all teachers and administrators. Table XIV shows a tabulation of the data comparing the role conflict of teachers and administrators.

TABLE XIV

COMPARISON OF ROLE CONFLICT OF TEACHERS AND ADMINISTRATORS

Stimulus Item	Teachers, N = 62 Mean	SD	Administrators N = 37 Mean	SD	*F Ratio
1	0.26	0.63	0.46	0.90	1.71
2	0.93	1.26	0.70	1.05	0.77
3	0.51	1.01	0.49	0.90	0.02
4	0.95	1.40	1.16	1.40	0.52
5	0.54	1.05	0.57	1.07	0.01
6	0.85	1.50	0.70	1.15	0.28
7	0.58	1.07	0.81	1.47	1.63
8	1.13	1.73	0.76	1.50	1.18
9	0.89	1.27	0.95	1.31	0.05

Critical F ratio = 3.92 for the five percent level

*Degrees of freedom = 1 between groups and 97 within groups

A critical F ratio of 3.92 is necessary for significance at the five percent level. Since no F ratio exceeds this value, the null hypothesis failed to be rejected at that level on all items.

(d) There is no significant difference in role conflict between the teachers in the vocational-technical areas of Oklahoma State University and general education area of Oklahoma State University. Table XV is a tabulation comparing the role conflict of vocational-technical and general education teachers at Oklahoma State University. The critical F ratio for significance at the five percent level is 4.21.

TABLE XV

COMPARISON OF ROLE CONFLICT OF VOCATIONAL-TECHNICAL AND GENERAL EDUCATION TEACHERS AT OKLAHOMA STATE UNIVERSITY

Stimulus Item	Vo-Tech, N = 22		General, N = 7		*F Ratio
	Mean	SD	Mean	SD	
1	0.68	1.17	0.43	0.53	0.30
2	0.59	0.58	2.00	1.15	12.21
3	0.64	1.00	0.43	0.53	0.27
4	0.95	1.33	1.14	1.46	0.10
5	1.09	1.34	0.28	0.49	2.36
6	0.73	1.12	0.29	0.76	0.94
7	0.95	1.32	0.00	0.00	3.53
8	1.32	1.43	1.29	2.21	0.00
9	1.55	1.44	1.71	2.21	0.56

Critical F ratio = 4.21 for the five percent level of significance

*Degrees of freedom = 1 between group and 27 within groups

As shown in Table XV the only item showing significance is the question on textbook approval, question number two. The general-education people feel the greatest conflict over this stimulus item. The null hypothesis failed to be rejected at the five percent level of confidence.

(e) There is no significant difference in role conflict between the vocational-technical teachers in the junior colleges compared to the general education teachers in the junior colleges.

There was no significant difference at the five percent level of significance. The null hypothesis failed to be rejected.

(f) There is no significant difference in role conflict among the general education teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State College, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, and Oklahoma State University. There was no significant difference at the five percent level of significance. The null hypothesis failed to be rejected.

(g) There is no significant difference in role conflict among the vocational-technical teachers at Northeastern Oklahoma A&M, Eastern Oklahoma State College, Northern Oklahoma College, Oscar Rose Junior College, Tulsa Junior College, School of Technology, O.S.U., Oklahoma State Tech in Okmulgee, and O.S.U. Technical Institute in Oklahoma City. There was no significant difference at the five percent level of significance. The null hypothesis failed to be rejected.

(h) There is no significant difference in role conflict among the administrators of vocational-technical, general education and those with responsibility in both areas. There was no significant difference at the five percent level of significance. The null hypothesis failed to be rejected.

When considered as a whole, all the null hypotheses for this section were supported. There were no significant differences between and among the various groups. It is of interest however to see what questions presented the greatest conflict. In perusing

Table XIII, it can be seen that the greatest conflict occurred over final approval of textbooks (nine) for vocational-technical personnel followed closely by numbers six and eight. Number six relates to final approval of a change in the sequence in course topics and eight, the person or group initiating course modernization. Determining of sequence of topics (five) and determining teaching style (seven) ranked next for causing the greatest conflict.

General education teachers show the greatest conflict over item number eight, to initiation of course content modernization, followed closely by items four and two. Stimulus item four concerns final approval of course changes, and item two concerns final approval of text changes. The items showing the least conflict were textbook selection by the vocational-technical teachers and determination of teaching style for the general educators.

Job Satisfaction

Null hypothesis number four states that there is no significant difference in job satisfaction between those expressing that selection of texts, course content, course sequencing, and similar tasks are a part of academic freedom compared with those feeling that they are not a part of academic freedom. The hypothesis as stated failed to be rejected at the 0.05 level. The mean scores were 56 for those saying yes compared with 51.4 for those saying no.

Hypothesis number five failed to be rejected with no significant difference at the five percent level of confidence between the older and the younger participants. The older half had a mean score of 51.3 and the younger half a mean score of 53.1.

The null hypothesis six comparing time on the job showed no significant difference at the five percent level of confidence.

Null hypothesis number seven comparing the various divisions for vocational-technical teachers was rejected at the 0.05 level of confidence. The scores are shown in Table XVI (the lower the score the greater the job satisfaction).

TABLE XVI

JOB SATISFACTION INVENTORY MEAN SCORES
VOCATIONAL TECHNICAL TEACHERS
N=33

NEO A&M	OSU-TI Okla City	Northern	School of Technology	Eastern	Oscar Rose	Tulsa	OST-TI Okmulgee
63.1	47.6	55.8	75.8	49.0	58.6	41.5	56.9

F Ratio = 3.47, Degrees of freedom = 8 between and 73 within groups. The critical F ratio = 2.07. Average standard deviation = 15.1. Low scores indicate high job satisfaction.

As shown in Table XVI the greatest job satisfaction was indicated by the Tulsa Junior College people followed closely by Eastern State College and the O.S.U. Technical Institute in Oklahoma City.

Data for null hypothesis eight are tabulated in Table XVII. There was a significant difference at the 0.05 level between general education teachers, so the null hypothesis is rejected.

TABLE XVII

JOB SATISFACTION INVENTORY MEAN SCORES
GENERAL EDUCATION TEACHERS
N = 29

Northern	Eastern	Oscar Rose	OSU	Tulsa	NEO A&M
48.8	49.0	57.5	69.4	47.1	61.8

F Ratio = 4.05, Degrees of freedom = 8 between and 64 within groups

Average standard deviation = 14

Low scores indicate high job satisfaction. Critical F ratio = 2.08.

As indicated in Table XVII, the highest job satisfaction was expressed by Tulsa Junior College followed closely by Northern Oklahoma College and Eastern State College.

The remainder of the null hypotheses failed to be rejected at the 0.05 level of confidence. There are no significant differences in job satisfaction between vocational-technical and general education teachers, between the different types of administrative structures, and between high and low educational levels of the population.

Heuristic Data

One purpose of this study was to develop a guide to educators relating to the views of colleagues concerning pedagogical task responsibility. This information was considered to be of potential use by faculty and administrators for determining policy.

On the question of whether educators believe pedagogical tasks constitute a part of academic freedom, the answer is yes they do. Eighty-five said "yes" and fiften said "no." The "no" answers were evenly distributed throughout the different schools and programs investigated.

Most educators consider their school to have a very specific base of authority. Those expressing the strongest formal base were from O.S.U.; Oklahoma State Tech, Okmulgee, O.S.U., Technical Institute, Oklahoma City, and O.S.U., School of Technology with 100% responding in the very specific range. Oscar Rose, Northern, Northeastern, and Tulsa Jr. College educators rate their school as specific. Eastern showed a middle of the spectrum response as did the O.S.U. general education faculty. No group felt its school had a diffused authority structure.

The majority felt that most of the pedagogical tasks are now faculty responsibility and that they should be either faculty or faculty committee functions. There were slight differences in the affective cognitions and the normative expectations with some feeling that faculty should have more of the responsibility than they now have in some areas. The difference is slight which accounts for the low role conflict felt by faculty in the area of pedagogical tasks. The responses are shown in Table XVIII.

TABLE XVIII

RESPONSES TO AFFECTIVE COGNITIONS AND NORMATIVE EXPECTATIONS, N=99

Affective Cognitions

Response given to Stimulus Items	Stimulus Items 1	2	3	4	5	6	7	8	9
1	66	11	59	28	66	51	78	54	0
2	24	12	13	7	11	6	3	10	1
3	3	7	5	4	1	2	3	2	2
4	6	27	16	25	16	24	8	20	2
5	0	41	3	29	4	15	5	8	44
6	0	1	0	3	0	1	1	2	17
7	0	0	0	2	0	0	0	0	31
8	0	0	3	1	1	0	1	3	2

Normative Expectations

Response given to Stimulus Items	Stimulus Items 1	2	3	4	5	6	7	8	9
1	68	14	50	15	67	42	70	64	2
2	24	9	21	6	16	11	7	12	3
3	4	5	8	5	1	2	3	3	7
4	3	38	14	31	10	31	11	14	9
5	0	33	3	35	4	11	7	4	48
6	0	0	0	3	0	1	0	0	16
7	0	0	0	2	0	0	0	0	12
8	0	0	3	2	1	1	1	2	2

In viewing the data more closely it was discovered that most of the faculty or faculty committee responses in both affective cognitions and normative expectations were from the general education teachers. The responses in the numbers indicating departmental chairman or divisional director or dean (four and five) came from the vocational-technical teachers.

When teachers were compared with administrators there was very little difference. Both tend to agree that the teachers have most of the say and that they should have it. It is interesting that teachers and administrators both feel that teachers should have a slightly larger say than they now have. Educational level and age have no effect upon the way pedagogical responsibilities are viewed. In general, teachers in the junior colleges were slightly more oriented toward the teacher's taking the responsibility than were the Oklahoma State University personnel when all divisions of O.S.U. are considered together.

In breaking down the divisions of O.S.U. it is observed that the most teacher oriented are the general education teachers while the most administration oriented are faculty from the School of Technology. The Technical Institutes at Okmulgee and Oklahoma City are heavily administration oriented but seem more convinced that this is the way it should be; whereas, the School of Technology feels more conflict. This could possibly be due to contact with the more faculty-oriented general education people on the Stillwater campus. The Technical Institute in Oklahoma City and the general educators at O.S.U. felt that teachers' privileges in pedagogical tasks should be reduced slightly rather than increased.

The average response on each task of a pedagogical nature is as follows:

(1) The selection of a textbook is predominately the responsibility of the instructor. The average response was 1.38 where a 1 is course instructor and 2 represents a faculty committee.

(2) Final approval of course texts is primarily the responsibility of a faculty-administration committee. An average of 3.3 was given where 3 was a faculty committee and 4 was departmental head.

(3) According to the results of this study the topics for course content are decided largely by faculty committees. An average of 1.9 was achieved where 2 represents a faculty committee.

(4) A score of 3.7 indicates that most feel the responsibility of final approval of course content rests with departmental head or immediate supervisor, which is rated as a 4 on the questionnaire.

(5) Participants felt that sequencing of topics was a faculty or faculty committee responsibility. The average response was 1.5, halfway between the two.

(6) Final approval of changes in course sequence received an average of 2.5, which is halfway between the faculty committee without any administrators and a faculty-administration committee.

(7) Teaching style had an average response nearest being determined by a faculty committee with an average of 1.6.

(8) Course content modernization is usually initiated by a faculty committee according to the participants. A rating of 1.9 was achieved where 2.0 indicates faculty committee.

(9) Course changes requiring a catalog change must be approved by a divisional director or dean.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to perform an exploratory analysis of the role of the teacher in the division of pedagogical responsibilities between the faculty and the administration. Information concerning job satisfaction was collected using the Job Satisfaction Inventory questionnaire. The participants' perceptions concerning the type of administrative structure existing in their school were collected, and participants were asked if they felt pedagogical tasks to be a part of academic freedom. The questionnaire asked for information such as age, education, teaching responsibilities, time on the present job, and administrative responsibilities.

In order to get the necessary role information, a questionnaire was designed to determine the activity cognitions, normative expectations, and role conflict. The data were used in the exploratory analysis and to develop a guide to be used by schools in administrative planning. The guide gives a summary of the way pedagogical tasks are being divided in the selected institutions of higher education in Oklahoma.

Summary

Affective cognitions relate to the way the population perceives that the pedagogical tasks are presently being divided in their schools. On the whole the pedagogical tasks are being performed by the faculty of most institutions. There were some differences occurring between vocational-technical teachers and general education teachers. Vocational-technical programs, especially the ones at O.S.U., indicated a more administrative orientation than did the general education programs. Textbook approval, approval of course content and determination of course content were the items of greatest disagreement. Overall, there was more difference between the responses of the junior college vocational-technical teachers compared with the O.S.U. vocational-technical teachers than there was between the vocational-technical and general education teachers. The general education teachers and junior college teachers, in both general and vocational-technical areas, reported relatively strong faculty orientation. Since the O.S.U. general education people showed the strongest faculty orientation and O.S.U. vocational-technical people the strongest administrative orientation, the comparison of the two indicated the greatest difference and so resulted in the question showing the greatest overall rejection of the null hypothesis.

Normative expectations refer to the way the teaching related tasks should be divided to best serve the interests of the school, the profession, and the students. On the whole, there were the greatest significant differences between administrators and faculty.

The administrators felt that the responsibility of pedagogical tasks should be more an administrative responsibility than did faculty. There was one exception where administrators felt individual faculty should determine teaching style, while faculty indicated that this should be done by a faculty committee.

Role conflict is evidenced by the difference in the perceived way pedagogical tasks are divided and the way the participants feel they should be divided. Role conflict then is the difference between normative expectations and affective cognitions. In general, this investigation failed to indicate any appreciable role conflict related to pedagogical tasks.

Job satisfaction was measured by the Job Satisfaction Inventory which was designed as explained in Chapter III. Time on the job, age, educational level, and administrative structure failed to show any relationship to job satisfaction. There were no significant differences in job satisfaction between vocational-technical teachers and general education teachers.

There were significant differences in job satisfaction between institutions, with the Tulsa Junior College showing the greatest satisfaction.

Conclusions

Pedagogical tasks are a faculty function, and the faculty feel this is the way it should be. Vocational-technical people operate with a more administrative orientation than does the general educator. A program to prepare a person for job in some specialty

has a fairly well defined body of knowledge or skills needed for job success. It is risky to assume the necessary understanding by individual faculty, and there exists an interrelation of courses necessary for a total understanding of the specialty by students. Apparently technical people feel that courses which are prerequisite or co-requisite to other courses need to be carefully managed for greatest protection, especially when the student will be in the program only two years. Junior college vocational-technical people were more faculty oriented than the O.S.U. group. This is possibly because many teach in a one person department where coordination and interrelation are no problem. These individuals also may be the only persons on the entire faculty with that particular specialty.

As suggested in the review of literature, there is considerable unrest among educators, especially in higher education. The implication is that there exists a desire for change. The results of this study indicate that this unrest or desire for change does not exist in the area of pedagogical tasks, at least not in the Oklahoma higher education institutions studied. Any dissatisfaction existing probably involves overall policy and academic pursuits as it relates to political and social problems. All the cases investigated concerning academic freedom which involved the American Association of University Professors in the past few years are political in nature (such things as being actively involved in student demonstrations or politically unpopular causes or groups). None of these cases involved pedagogical tasks as investigated in this study.

The Job Satisfaction Inventory failed to relate job satisfaction to any of the pedagogical tasks or conflicts studied, nor to the type of administrative structure. The difference in job satisfaction in the various institutions must then be related to the social and professional atmosphere outside pedagogy. Such factors as feelings of contribution, involvement, worth of the individual, challenge of the job, and the perception of how the community and school administration view faculty are examples that could affect job satisfaction. The reward and recognition system of the school could appreciably affect job satisfaction.

Recommendations

Because of the small sample size of this study, it needs to be replicated with one that is national in scope. The study should include the prestigious institutions with both public and private support. The various divisions could possibly be reported separately to provide potential help in planning and administering small and large institutions. It could also possibly serve those that specialize in graduate education, the first two years of college or institutions appealing to the very gifted in specialized areas.

The scope of the investigation needs to be broadened to include such areas as the reward system, faculty involvement in policy making, and perhaps community and professional involvement of the faculty to get a better perspective of American higher education.

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APPENDIX

THE INSTRUMENT

The instrument was designed to determine affective cognitions, normative expectations and job satisfaction. Other data such as age, specialty, time on the job and educational level were determined with the instrument.

QUESTIONNAIRE

I. GENERAL INFORMATION

Indicate the appropriate answer with a check.

1. Your current specialty area:

   ( ) Vocational-Technical Area.

   ( ) General Education or Academic Area.

2. Your present position:

   ( ) Teacher, Instructor or Professor

   ( ) Department Head

   ( ) Dean or Divisional Director

   ( ) President or School Director

   ( ) Other (Specify):_____

3. Your age:

   ( ) Under 30

   ( ) 30 - 40

   ( ) 41 - 50

   ( ) 51 - 60

   ( ) 61 and over

4. Total number of years you have been on your present job at your present school.

( ) Under 1 year

( ) 1 - 4 years

( ) 5 - 9 years

( ) 10 - 19 years

( ) 20 and over

5. Formal academic training: (check highest level achieved).

( ) Doctor's degree

( ) Post graduate work beyond masters

( ) Master's degree completed

( ) Some graduate work

( ) Bachelor's degree completed

( ) Over 2 years undergraduate

( ) Less than 2 years undergraduate

6. In what type of institution do you presently hold a position?

( ) School of Technology, OSU, Stillwater, Okla.

( ) An Academic College of OSU, Stillwater, Okla.

( ) Technical Institute in Oklahoma City, Okla.

( ) Oklahoma State Tech., Okmulgee, Okla.

( ) Junior College

II. ACTIVITY COGNITIONS

We would like to know how you think the responsibilities for teaching related tasks are presently divided in your school. Please respond to all questions by selecting the BEST answer below and putting the number in the blank by each statement.

1. Teacher, Instructor or Professor
2. Faculty committee
3. Committee of faculty and administrators
4. Department head or immediate supervisor
5. Divisional director or Dean
6. School chief executive officer or President
7. Board of Directors or Regents
8. Other: (Please specify)

_____ 1. Selects the text books for the courses in your school.

_____ 2. With whom does final approval of text changes rest?

_____ 3. Decides on course content (topics).

_____ 4. With whom does final approval of changes or updating of course content requiring no catalog change rest?

_____ 5. Determines sequence or order of topics in the courses once topics have been chosen.

_____ 6. With whom does final approval of a change in the sequence of topics rest provided total content is unchanged (use largest number applicable)?

_____ 7. Determines the teaching style (lecture, programmed instruction, seminar, etc.).

_____ 8. Usually initiates course content modernization (use largest number applicable).

_____ 9. Highest official(s) of your school who must approve the changing of a course requiring a revision of the catalog description (use highest number applicable).

III. NORMATIVE EXPECTATIONS

This section deals with the way you think these teaching task responsibilities SHOULD be divided to serve the best interests of the school, profession and the students. Try to minimize considerations of personality or extreme behavior on the part of teachers or administrators. Give answers according to the way it SHOULD BE at your school under present conditions.

1. Teacher, Instructor or Professor
2. Faculty committee
3. Committee of faculty and administrators
4. Department head or immediate supervisor
5. Divisional director or Dean
6. School chief executive officer or President
7. Board of Directors or Regents
8. Other: (Please specify)

When more than one answer applies use the largest number.

_____ 1. Should select text books for course.

_____ 2. Highest official(s) of your school whose approval should be required in selecting or changing text books.

_____ 3. Should decide on course content (topics).

_____ 4. Highest official(s) whose approval should be required before content is changed or updated within catalog description.

_____ 5. Should determine sequence or order of topics once topics have been decided upon.

_____ 6. Highest official(s) of your school whose approval should be required before making a change of topical sequence even though total content is unchanged.

_____ 7. Should determine the style of teaching used (highest number applicable).

_____ 8. Should usually initiate course content modernization.

_____ 9. Highest official(s) whose approval should be required before changing of a course requiring a catalog change (use highest number).

IV. BASE OF AUTHORITY

An institution with a diffused base of authority is one where most decisions are made by the faculty. Faculty committees or groups make policy decisions, vote on who is hired, etc.; the administration is then informed.

An institution with a specific base of authority is one where most decisions are made by administrators. Policy, hiring of faculty, administrators and promotions are handled by those holding administrative positions.

These are two extremes on a continuum from 0 for diffused to 9 for specific. Please circle a number showing where you feel your department would most likely be on the continuum.

0	1	2	3	4	5	6	7	8	9
Very Diffused				Equally Mixed					Very Specific

V. Do you consider the teacher's options of selection of texts, course content, course sequencing and similar tasks to be a part of the concept of "academic freedom"? _____yes _____no

VI. JOB SATISFACTION

The following questions are designed to ask the extent with which you are satisfied with your present job. Select the best answer from the selections below and place in front of each statement in the blank provided.

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied
7. No Opinion

Use only one number in each blank, choosing the one that most nearly represents your feeling.

_____ 1. The course outlines or guides by which I teach.

_____ 2. The amount of money available for my program.

_____ 3. The procedures for developing budgets for my program.

_____ 4. The amount of freedom I have in expressing opinions about education problems.

_____ 5. The amount of freedom I have to conduct my courses as I see fit.

_____ 6. The quality of materials and equipment available for my program.

_____ 7. The amount of materials and equipment available for my program.

VI. JOB SATISFACTION (Continued)

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied
7. No Opinion

Use only one number in each blank, choosing the one that most nearly represents your feeling.

_____ 8. The amount of time I am expected to spend on extra curricular activities not related to my specialty.

_____ 9. The relationships I generally have with my school administration.

_____ 10. The extent to which my job does not interfere with my private life and that of my family.

_____ 11. The general level of morale among teachers in my field of education.

_____ 12. The prestige generally given my particular job by the general public.

_____ 13. The fairness of the Salary I receive relative to that of other teachers in my school.

_____ 14. The fairness of the salary I receive relative to other teachers in my field in this state.

_____ 15. The number of months I work per year.

_____ 16. The opportunities for advancement I have as an educator in this state.

_____ 17. The type of supervision I receive from my local administration.

VI. JOB SATISFACTION (Concluded)

1. Always Satisfied
2. Very Often Satisfied
3. Often Satisfied
4. Occasionally Satisfied
5. Rarely Satisfied
6. Never Satisfied
7. No Opinion

_____ 18. The extent to which I can feel that my point of view will be given adequate consideration in policy making decisions by the local administration.

_____ 19. The extent to which I am kept informed on important matters related to my field of education.

_____ 20. The extent to which I am kept informed on important matters related to education generally.

VITA 2

Dewey Andrew Yeager

Candidate for the Degree of

Doctor of Education

Thesis: AN EXPLORATORY ANALYSIS OF PEDAGOGICAL ROLE AND ROLE CONFLICT IN SELECTED INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA

Major Field: Higher Education

Biographical:

Personal Data: Born in Oilton, Oklahoma, March 5, 1934, the son of Mr. and Mrs. Drew Yeager.

Education: Graduated from high school in Mannford, Oklahoma, in 1953; graduated from the Oklahoma State University, Technical Institute in 1958 with an Associate Degree in Electronics; received a Bachelor of Science from Oklahoma State University in 1965 with a major in Technical Education; completed requirements for the Master of Science Degree in Technical Education in May, 1968.

Professional Organization: Phi Eta Sigma, Phi Delta Kappa, Oklahoma Vocational Association, American Vocational Association, American Society of Engineering Educators, American Technical Education Association, Past President and member of Board of Directors for three years of Oklahoma Technical Society.

Professional Experience: Technical representative for Philco Corporation and H.L. Yoh Co., 1958-1960; Instructor Sayre Junior College and High School, Sayre, Oklahoma, 1960-1964; Instructor, Northern Oklahoma College, Tonkawa, Oklahoma, 1964-1967; Assistant Professor of Electronics, OSU Technical Institute 1967-1971. Presently Assistant Professor of Technical Education, Project Coordinator, NSF Junior College Cooperative Project and Project Director of Research Project to develop Updating Modules for State Department of Vocational-Technical Education, Oklahoma State University, Stillwater, Oklahoma.