AN ABSTRACT OF THE THESIS OF

Kenneth M. Coll for the degree of Doctor of Philosophy in
Postsecondary Education/Guidance and Counseling presented
on July 7, 1989.

Title:   A Study of Factors That Contribute to Job
         Satisfaction and Role Congruence for Community
         College Counselors.

Redacted for privacy

Abstract approved: _____

                          Robert Rice

Redacted for privacy
_____
                          Reese House

    This study was undertaken to:  1) determine the
relationship between community college counselor role
congruence and job satisfaction and 2) to consider
factors that contribute to or depreciate counselor role
congruence and job satisfaction.

    The subjects consisted of four groups that were
compared in terms of their perceptions of community
college counseling.  One group called leaders consisted
of Oregon community college presidents and deans of
students.  Another group called co-workers was made up of
Oregon community college financial aid directors,
registrars and/or admissions directors, student

activities directors and career placement directors. A third group called trainers consisted of counselor trainers/ educators from Oregon and the Western United States. Oregon community college counselors comprised the fourth group. Questionnaires were sent to 277 individuals and 190 responded for a 69 percent return ratio. Eighty-five percent (85%) of the counselors, 65 percent of the co-workers, 61 percent of the leaders, and 61 percent of the trainers responded.

Three instruments were used in this study. The Role Questionnaire was used to measure role congruence and was administered to all subjects. The Minnesota Satisfaction Questionnaire was used to measure job satisfaction and was administered to the counselor group. The Community College Counselor Questionnaire was developed to gather demographic and job duties information and was administered to all groups.

Counselor role congruence and job satisfaction were positively correlated at +.54. A one way analysis of variance revealed that there were significant differences among groups. Trainers and co-workers perceived significantly greater counselor role incongruence than did counselors and leaders.

Stepwise multiple regression analysis showed that experience in the counseling profession, positive perception of leadership decision making, a full-time

faculty/staff development specialist on campus, a professional definition as an educator/counselor, and a peer counseling program were all associated with high counselor role congruence. Stepwise regression analysis also revealed that a light counselor teaching load, having at least a masters degree, and perception of few incompatible demands were all associated with high counselor job satisfaction.

A Study of Factors That Contribute to Job
Satisfaction and Role Congruence for
Community College Counselors

by

Kenneth M. Coll

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy

Completed July 7, 1989

Commencement June 1990

APPROVED:

Redacted for privacy

_____

Assistant Professor of Postsecondary Education in charge
of major

Redacted for privacy

_____

Professor of Guidance and Counseling in charge of major

Redacted for privacy

_____

Chair, Department of Guidance and Counseling

Redacted for privacy

_____

Program Coordinator of Postsecondary Education

Redacted for privacy

_____

Dean of School of Education

Redacted for privacy

_____     _____

Dean of Graduate School




Date thesis is presented_____July 7, 1989_____


Typed by Dee Morgan for_____Kenneth M. Coll_____

# ACKNOWLEDGMENTS

# TABLE OF CONTENTS

## LIST OF FIGURES

LIST OF TABLES

# A STUDY OF FACTORS THAT CONTRIBUTE TO JOB SATISFACTION AND ROLE CONGRUENCE FOR COMMUNITY COLLEGE COUNSELORS

## CHAPTER I

## INTRODUCTION

As community college curricula expanded from high school extension to junior college to comprehensive community college, confusion and conflicts about the community college role emerged (Deegan, Tillery & Associates, 1985). A major consequence of this struggle has been the current organizational turbulence discussed by Deegan, et al. (1985) in <u>Reviewing the American Community College</u>. They suggest that the current stage in the development of the community college is characterized by ambiguity of mission statements and internal role conflicts. They argue that the future of the community college will depend upon how well community college leaders can clarify their institution's role by adopting practices, actions, and policies that enhance productivity, accountability, effectiveness, and quality of programs. Many agree that resolution of confusion and conflict in the area of student services is an important

step in clarifying the institutional role (Cohen &
Brawer, 1982; Deegan, et al., 1985; Elsner & Ames, 1983).

Student services has traditionally been given equal
partnership with instructional programs for serving and
educating students, due largely to the prevailing
philosophy that two-year colleges should be accessible to
all people (Medsker, 1960). However, as Elsner and Ames
(1983) assert "no genuine consensus exists about the
nature of, need for, or direction of community college
student service programs" (p. 139). Deegan, et al.
(1985) further contend that "major changes are needed in
the conceptualization, management, and roles of student
services professionals" (p. 317). One major area of
student services where no general consensus exists is
counseling.

Historically counseling has played a major role in
the success of the two-year college movement. Leonard
Koos (1929) was one of the first junior college writers
to outline the importance of counseling. Koos believed
that career and program guidance, personal counseling,
and attention to student programming were crucial
functions of the two-year college.

Breneman and Nelson (1981) have asserted that the
mission of a comprehensive community college should
include six types of education and training, one of which

is counseling.   The authors have claimed that counseling should be included

> not because it has a specific educational
> program, but rather because community colleges
> invest heavily in this service to meet the
> broad range of student and educational
> interests represented (p. 19).

Similarly, Cohen and Brawer (1982) believed that the community college counseling function has been a cornerstone of a strong mission and the core of any successful student services area.   There is, however, evidence that this cornerstone is eroding.   In a national study on community college counselors, Keim (1988) discovered that the student:counselor ratio has been increasing and the number of counselors at each institution has been decreasing.   Keim also found that counselors have less student assistance than ever before.  Generally speaking, Keim found counselors to be experiencing overload.

There has also been evidence of rapidly expanding and changing community college counselor roles.  Higgins (1981) discovered that counselors were spending about one-fourth of their time performing career counseling, one-fourth of their time on personal counseling, and significantly less time performing other duties, such as academic advising, administration, and teaching.   Seven years later, Keim (1988) indicated that counselors spend

almost one-third of their time performing academic advising, about one-sixth of their time performing career counseling, and only one-tenth of their time performing personal counseling. The rest of counselor time was spent on duties such as committee work, administrative tasks, and testing. Keim indicated that counselors prefer to spend more time in career and personal counseling, and less time in academic advising and administration. Schinoff (1983) also noted the increasing use of computer technology for community college counselors as a contribution to counselors' changing and expanding roles.

Elsner and Ames (1983) stressed that the relationship between counseling services and the mission "must be clearly defined and enhanced if counseling services are to survive budget cuts" (p. 158). Elsner and Ames claimed that this clear definition will come only when there is agreement on certain counseling and student personnel principles throughout an institution.

## The Need for Counseling Services

There is evidence from students that counselors are needed more than ever before in today's changing community colleges. In a 3000-student survey, students

said counseling and advising should be the community colleges' most important goal (Deegan, et al., 1985). A similar study by Cross (1983) showed that students rank counseling and advising ahead of vocational training in order of importance. Zwerling (1976) and Vaughan (1983) also reported that counseling has been very important for the success of older, returning students.

There is convincing evidence that community college students need counselors. More of today's community college students experience personal problems and lower self-esteem than past student populations (Cohen & Brawer, 1982; Cross, 1983; Vaughan, 1983; Zwerling, 1976). Astin (1989) noted that

> although still a minority, the proportion of
> new students who smoke, who feel depressed, and
> who feel overwhelmed has risen in recent years.
> In addition, the proportion who consider
> themselves 'above average in emotional health
> has slipped' (p. A32).

Cross (1983) asserted that community college counselors are crucial for helping today's new students develop choices and competencies essential for success and lifelong learning. Consistent with this, Riesman (1981) called community college counseling and guidance increasingly important because of the growing proportion of freshman who are "terrified" of college. The need for community college counselors and the services they

provide is clear.  However, evidence suggests that counseling services are affected by a series of problems and constraints.

## Problems Confronting Community College Counselors

Despite counseling's important contribution to the overall mission of community colleges, its role has been seriously questioned.  The place of counseling seems no longer secure within the organization because there is confusion and mystery that surrounds the role of the counselor (Robbins, 1983; Elsner & Ames, 1983).

Traditional community college counselor duties have included working with students in areas of personal and career concerns (Higgins, 1981; Hinko, 1971). Historically, most counselors have been trained accordingly (Keim, 1988).  However, many of these traditional duties have been rapidly changing.  For example, there has been pressure from community college administrators for counselors to become academic "interventionalists", to monitor students' academic difficulties (Thurston & Robbins, 1983; Schinoff, 1983; Parnell, 1985).  This urgency for change runs counter to pressure from community college counselor educators for counselors to offer students whatever services are

appropriate to their psychological development (Creamer, 1983; Knox, 1979). Furthermore, today the overall expectations for community college counselors vary considerably more than the expectations for four-year college counselors (Creamer, 1983).

Community college counselors are, for the most part, expected to be generalists. They are information givers, advisors, student service administrators, and personal and career counselors (Creamer, 1983). However, due to conflicting expectations and continued expansion of the community college counselor role, the reality of the counselor fulfilling a generalist function is increasingly questionable.

According to Deegan, et al. (1985) and Seidman (1985), current confusion over community college missions and increasing organizational rigidity contribute to mixed expectations for community college counselors. Cohen and Brawer (1983) alleged that counselors experience unresolved conflict with their jobs and that current institutional policies of allowing all students access to college yet--imposing program limitations-- contribute to counselors' conflict. Thurston (1983) has noted that the role of the counselor is based upon the opinions of counselors, administration, students, and faculty. Unfortunately, these three constituencies disagree. Thurston found that:

Faculty wanted them (counselors) to advise
every student prior to registration and to
place students appropriately on the basis of
preassessment testing. Administrators found
them useful in a variety of tasks and tended to
assume that they would personally handle
whatever testing was done. Students wanted
answers sometimes not knowing what to ask.
Counselors tried to meet all these expectations
and carry out all these roles" (p. 76).

The end result of such confusion and conflict is
inefficiency (Thurston, 1983a). Robbins (1983) asserted
that given the current climate, "It is small wonder that
there is confusion over the counselor's role" (p. 7). He
contended that unclear and conflicting expectations have
reduced counselor effectiveness.

There is also evidence that the perceptions of
community college counselors may influence counselor
effectiveness (Seidman, 1985). Studies by London (1977),
Cohen and Brawer (1982), and Seidman (1985) reveal that
many community college administrators view counselors in a
negative light, and consequently, give them minimum
support. There seems to be an overall organizational
perception that counselors are not working very hard and
that many community college professionals are displeased
with the service counselors provide students (Seidman,
1985). Critics of community college counselors suggest
that counselors actually do harm to students by setting
limits on students' potential (Clark, 1960; Zwerling,

1976). Others suggest that counselors build unhealthy dependency relationships (Stensrud & Stensrud, 1981).

These perceptions may negatively influence counselors effectiveness according to Earl Seidman's (1985) study. He perceived counselors to have low professional prestige within the community college setting and in many cases believed they remain the scapegoats for organizational blunders. Thurston maintained that counselors are typically overextended and undervalued by others while Seidman noted that institutional indifference to counselors probably leads to job dissatisfaction. As is evident from the foregoing suppositions, some community college experts believe there is a relationship between perceptions of counselors and job satisfaction. However, there is no empirical support for this stance.

A possible explanation for the many problems confronting community college counselors may be the concept of role incongruence (also known as role conflict and role ambiguity). Role incongruence is found in the constructs of role theory. Role theory is the principle way of examining role incongruence and its major consequence, job dissatisfaction.

## Role Theory

Role theory presumes that persons are members of social/occupational sets and behave in ways that are consistent with expectation of self and others (Biddle, 1986). Individuals are frequently confronted with situations in which they are required to play two or more roles which conflict with one another; additionally, the roles may not be clearly articulated in terms of behaviors or expected performance levels (Van Sell, Brief & Schuler, 1981). The former situation is referred to as role conflict and the latter as role ambiguity (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964). Role conflict and role ambiguity have consistently shown a strong positive correlation to each other across several populations (Van Sell, et al., 1981).

## Role Conflict

Role theory states that role conflict is the simultaneous occurrence of two or more sets of instructions for one's job (Kahn, et al., 1964). Role conflict also includes the inconsistency of expectations associated with a role (Van Sell, et al., 1981). Outcomes expected from a worker with much role conflict would include job-related

fatigue, negative attitudes towards job effectiveness, and lower performance evaluations (Van Sell, et al., 1981). On the other hand, employees with little role conflict have strong potential to perform effectively and experience satisfaction with their role (Rizzo, House & Lirtzman, 1970).

## Role Ambiguity

Role theory, likewise, states that role ambiguity is the lack of clear, consistent information regarding how a role can best be performed (Kahn, et al., 1964). Role ambiguity is the degree to which clear information and expectations about one's job are lacking. An employee with a great deal of role ambiguity tends to make poor decisions, has a distorted view of reality (Rizzo, et al., 1970), feels disconnected from job related decisions, and experiences low self-esteem on the job (Brief & Aldag, 1976). Behaviors associated with little role ambiguity include favorable attitudes toward supervisors and high comparative effectiveness in problem solving (Rizzo, et al., 1970).

## Job Dissatisfaction and Role Incongruence

Job dissatisfaction has been correlated strongly with role incongruence for a number of diverse occupational groups including teachers, education supervisors, nurses, and manufacturer workers (Van Sell, et al., 1981). According to Farber (1983) job dissatisfaction is related to burnout and turnover. Gruneberg (1979) stated that economic and personal losses are consequential to job dissatisfaction. Job dissatisfaction has also been directly linked to absenteeism and increased counter-productive behavior (Gruneberg, 1979). Gibson, Ivancevich, and Donnelly (1985) noted that satisfaction is a major criterion for effectiveness. If individual job satisfaction is low, it will impede individual, group and organizational effectiveness. Conversely, high satisfaction creates efficient output and a healthy organizational climate.

## Contributing Factors to Role Congruence

The role episode model (see Figure 1), developed from role theory by Kahn, et al. (1964), has been the major basis for examining and integrating research on role conflict and role ambiguity. The model depicts the process

between the person being sent expectations and those sending the expectations (Van Sell, et al., 1981). This process incorporates role expectations, personal, organizational, and interpersonal factors which affect the role. Role expectations include a feedback loop of expectations from the role sender to the incumbent and suggests a transactional relationship (Van Sell, et al., 1981). Personal factors include variables such as an individual's age, gender, and tenure in the organization (Van Sell, et al., 1981). The organizational factors include structure, role requirements, and organizational programs and practices. The interpersonal factors focus upon perceptions, including perceptions of feedback and communication (Van Sell, et al, 1981). According to Kahn, et al. (1964) clarity and consistency in this process creates role effectiveness. Conversely, confusion and conflict create dysfunctional organizational occurrences.

FIGURE 1.   ROLE EPISODE MODEL
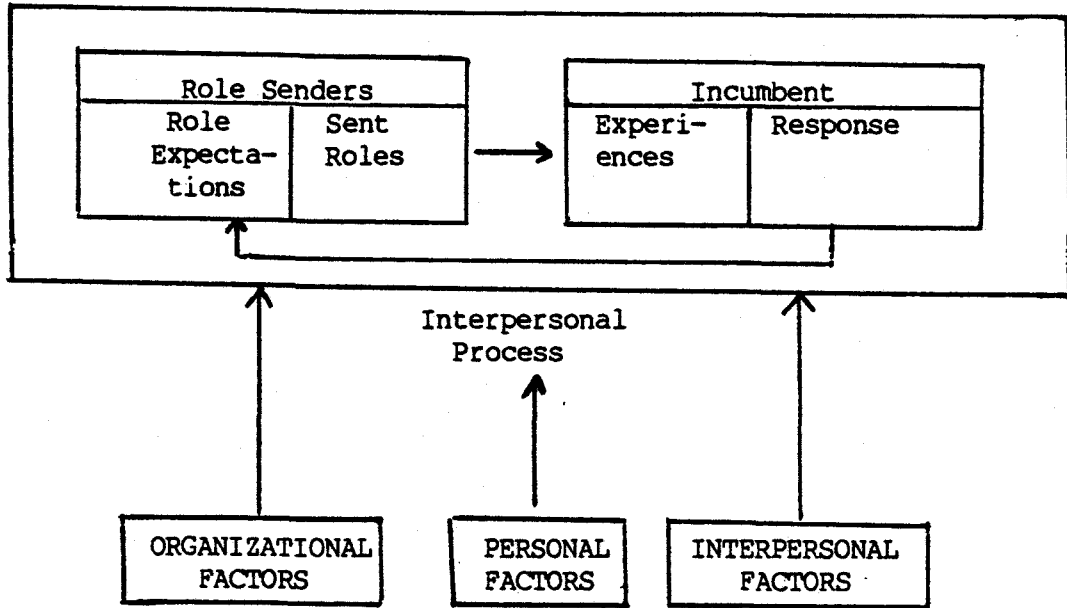


The application of the role episode model has
specifically shown levels of role conflict and role
ambiguity and their relationship to role expectations and
certain personal, organizational, and interpersonal
factors when applied to numerous populations including
teachers, nurses, social workers, and managers (Jackson &
Schuler, 1985).   However, the model has not been applied
to community college counselors.


## Lack of Empirical Research


There has been very little research regarding
community college counselors, even though in many states

community college counselors significantly outnumber the much-researched four-year college and university counselors. Most of the research that does appear concerning community college counselors focuses upon current practices and types of services offered (Higgins, 1981; Instructional Development & Evaluation Associates, 1981), ideas for innovative individual college counseling programs (Anandam & DeGregorio, 1981; Kidd & Embry, 1981), and suggestions for counseling specific populations (Friedlander, 1981; Farland & Cruz, 1982). Although helpful, these studies fail to give insight into community college counseling and its contribution to the organization. Indeed, community college counselors have been the subject of only three studies published in the last 20 years in the Community College Review, arguably the major journal for community college study.

## Conditions That Impact Community College Counselors

Community college researchers and writers who have looked at community college counseling have been calling for a more thorough investigation of organizational conditions that affect community college counselors (Keim, 1988; Higgins, 1981; Paradise & Long, 1981). Higgins (1981) suggested that peer counseling programs,

greater involvement in professional organizations, and increased staff development should be implemented and examined in terms of their contributions to the community college counselor role. Paradise and Long (1981) recommended studying the relationship between teaching load, computer assistance, and counselor participation in institutional decision making, as they relate to counselor effectiveness. Keim (1988) suggested that a number of questions need to be addressed about community college counseling so college administrators can make better organizational decisions.

Certainly more awareness about these conditions and their contributions to community colleges is needed in order to more accurately define the counseling function and its contribution to the overall community college mission. Insight about the effectiveness of these conditions can be accomplished by examining their contributions in terms of the role episode model, role congruence and job satisfaction for community college counselors.

## STATEMENT OF THE PROBLEM

Counselors are needed, but their effectiveness may be impeded by lack of role congruence and job dissatisfaction. To date, little research, using the role episode model, has been done on the relationship between role congruence and the expressed job satisfaction of community college counselors.

## PURPOSE OF THE STUDY

The purpose of this study is to: 1) to describe current counselor characteristics, duties, and functions, 2) determine the levels of counselor role congruence and job satisfaction, 3) to determine the relationships between counselor role congruence and counselor job satisfaction, and 4) to consider the factors that contribute to or depreciate counselor role congruence and job satisfaction.

# DELIMITATIONS OF THE STUDY

A major delimitation common to many role theory studies is in not measuring internal variables that may affect the respondent, such as stress, anxiety, emotional stability, apathy and burnout.

Also, this study uses only one role theory perspective, the organizational perspective. Another delimitation is that this study deals with three groups that influence counselors' roles; leaders, student service co-workers that are not counselors, and counselor trainers. The two other significant groups that influence counselors' roles, faculty and students, are not included in this study. However, the fact that three of the major role sender groups are included is a major strength for studies concerning role conflict and role ambiguity according to Kahn, et. al (1964).

This study is also limited by the population selected for participation. This study includes personnel currently employed at the 16 public community colleges in Oregon, thus, this population may not be totally representative of community colleges in the United States.

## DEFINITIONS

Incumbent--a person who has a particular role.

Job satisfaction--the degree in which a person is satisfied with his/her job, as measured by a standardized instrument called the Minnesota Satisfaction Questionnaire.*

Role--a set of expectations applied to the incumbent of a particular position by the incumbent and by role senders within and beyond an organization's boundaries.

Role ambiguity--the degree to which clear information is lacking regarding the expectations associated with a role.

Role conflict--incongruity of the expectations associated with a role; expectations from one role sender which are incompatible with those from another can cause role conflict.

Role congruence--low levels of role conflict and role ambiguity as measured by a standardized instrument called the Role Questionnaire.*

Role sender--a person who influences the role of the incumbent.

(*See "The Instrument" section for thorough descriptions of the Role Questionnaire and the Minnesota Satisfaction Questionnaire.)

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is a review of the research related to role conflict and role ambiguity, job satisfaction, and possible contributing factors to these conditions for community college counselors. Specifically, the literature reviewed pertains to the areas of 1) the role of the community college counselor, 2) specific aspects of this role, 3) role theory, and 4) job satisfaction.

There has been little, if any, empirical investigation specifically confirming the relationship between role conflict, ambiguity, job satisfaction and other related concepts with community college counselors. The majority of the studies to date have been descriptive and have focused on the community college counselors' tasks.

ROLE OF THE COMMUNITY COLLEGE COUNSELOR

William Robbins' (1983) contends that "community
college counseling is eclectic and collaborative in
nature, operating across the entire college and standing
at the very core of a strong student services program"
(p. 5). Robbins introduced the Developmental Counseling
Model as the necessary philosophical role base for
community college counselors; thus, maintaining that
developmental concepts are at the very heart of the
community college mission. The author postulated that
there has been a movement toward structured group student
contacts and away from individual student meetings. He
concluded that if counselors were to utilize more and new
knowledge of developmental theory, they can cause
intentional developmental change to occur in students.
This has been the counselors' mission and will be their
contribution to the success of community colleges through
the 80s and 90s.

Matson (1983), in The Primary Role of the Community
College Counselor, surmised that counselors must support
the idea that every citizen has the right to the
opportunity for self improvement. Matson contended that
community college counselors are a hybrid of high school
and four-year college counselors, and their unique role
should be:

1. EDUCATOR - teaching, thereby expanding student contact, and improving credibility;

2. CONSULTANT - using people skills to help students and faculty problem solve; and

3. MILIEU MANAGER - manipulating the environment to best accommodate student special needs.

Matson also noted that the traditional roles of advising, career counseling, crisis counseling, orientation, and assessment may be limiting. She believed that counselors must leave themselves flexible because of the changing nature of their institutions.

Moore (1983) reemphasized Matson's milieu manager concept and detailed the special needs of older, academically deficient, lower socioeconomic, and minority students. He asserted that the community college counselor must act as a student advocate to help the students select better teachers.

Schinoff (1983) discussed counseling related issues and specifically the retention challenge facing community colleges. He believed that the counselor role is to act as the campus impetus to assist students in acquiring a sense of belonging. Schinoff has pointed to accountability, through setting objectives and then evaluating those objectives, as the best method for counselors to gain campus credibility and respect.

Counselors' major roles as described in Thurston's
(1983a) study, are to assist students with planning.
Specifically, Thurston referred to assessment, academic
advisement, and transfer services. Thurston's
conclusions were based on survey results gathered from a
large urban multi-campus community college. Creamer
(1983) has asserted that the major roles of the counselor
include general information giver, advisor, student
service administrator, and developmentalist.

Leach (1979), consistent with Matson, Thurston, and
Creamer, has defined community college counselor roles as
providing:

1. entry services - typically assessment of skills;

2. support services - typically educational and
developmental guidance; and

3. transitional services - typically assistance
with student transfer.

Noel and Levitz (1984) saw the ideal community
college counselor as an educational interpreter,
describing how the system works to students. They also
defined the counselor role as an essential learning
agent; encouraging, directing, and managing students.
This definition is not unlike Matson's or Thurston's.
However, Noel and Levitz (1984) added that counselors

should possess a number of unique qualities including rapport, empathy, and individualized perceptions.

Paradise and Long (1981) have defined the major roles of the counselor as that of an information giver, developmentalist, crisis interventionist, transfer articulator, and conflict mediator. They noted that

> it is not enough to convince students of the counselor's role--the faculty and administrators must also be aware of the work of the counselor. The counselor's responsibility is to the needs of the student, without neglecting the parallel needs of the institution (p. 29).

The Human Development Model, illustrated in Young's (1983) analysis of counselors' roles is based on the Japanese Theory Z model. Young advocated a radical reorganization of general counseling roles into the distinct categories of psychological development, career development, social development, consultation, quality circles, and assessment/evaluation. Young contended that higher efficiency for organizations and rejuvenation for counselors would result from his model. Young did acknowledge that a weakness to his plan may be his belief that "it is easier to move a cemetery than to achieve a change of any significance in a college" (p.109).

Thurston (1983b) saw the fate of the counseling role, not in the hands of budget slashers but within counselors' own control. She indicated that counselors

must build relationships, continually discuss priorities, broaden staff competencies, use paraprofessionals, and become more accountable in order to solidify their role as a viable one within the institution.

New trends in student behavior and attitudes are also affecting the role of the community college counselor. Astin (1989), in his most recent survey, found that new community college students feel more overwhelmed and depressed, indicating some decline in the overall emotional health of new students. Astin (1989) noted that new student stress is growing due to increasing anxieties about money, status, and careers. Similarly, Barrow, Cox, Sepich, and Spivak (1989), found the greatest current student needs are stress management and self understanding. Magner (1989) reported an overall increase in abusive drinking and use of cocaine among college students. Astin (1989) saw these new trends as a reflection of students' preoccupation with material goods. Astin contended that to passively watch these trends and not intervene, by encouraging students to look at other kinds of values, would be a serious mistake.

Clearly, there is great disagreement concerning what the major roles of community college counseling should be. Workman, Thomas, Garstka, and Hudson (1986) have asserted that the recent proliferation of duties and

assignments may very well result in diminished morale, dissension, and dissatisfaction for counselors. They also suggested that ill-defined roles of the counselor as well as the gap between ideal role versus actual role contribute to counselor passivity and an overall negative outlook. However, no empirical investigations have been undertaken to show that some of the negative attitudes suggested by Workman, et al. actually exist for community college counselors.

## STUDENT CHARACTERISTICS

Terry O'Banion (1974) defined the emerging new students and their needs  O'Banion's statement may reflect today's students as well as those of 1974.

> Reference is frequently made to the new students (of today), new in that they differ on several important variables from traditional students of the past. Today's college-going populations include more members of minority groups, more women, more older people, more students who score lower on the traditional measure of academic ability and achievement, more of these come from lower socioeconomic backgrounds and have parents who never attended college. Many are shy, tense, and unsure about being in college. The majority of these students live lifestyles, hold values and beliefs, exhibit behaviors, and speak private languages that are confusing and sometimes threatening to educators who have supposedly opened the doors of higher education (p. 25).

In their recent study of community college students, Deegan, et al. (1985) discovered that in 1980 49% of all college undergraduates were enrolled in community colleges, 25% more women than men enrolled in community colleges, and more than 60% of the community college students were part-time (more than a 10% increase from 1970). In the 1980s community colleges enroll 56% of all minority undergraduates, the 25 to 44 age-range enrollment has grown 25% from 1970, and only 22% of community college students are from families in the top 1/4 income bracket (Deegan, et al., 1985). Cohen and Brawer (1982) have drawn attention to the greater number of academically disadvantaged students entering community colleges, and Paradise and Long (1981) have noted the increase of handicapped students and foreign students enrolling in community colleges.

The unique characteristics of community college students translate into unique needs. Bers and Smith (1987), in their study of older students, found that these students sought out the community college to help meet transitional needs. Deegan, et al. (1985) found that most of the new community college students have a need to build self confidence. Dziech (1983) pointed out the unique psychological needs of returning women, stating that "psychological needs are not so easily recognized or combatted. Yet they affect the

performances of women of all ages" (p. 71). Dziech contended that returning women were more likely to need counseling help in adjusting to lifestyle changes and in overcoming the effects of sex role stereotyping. Also, women require counseling concerning how to resolve gender conflicts and how to cope with the aggressive world of the classroom.

Implications of these dramatically changing student characteristics and needs for counselors are profound. A number of recommendations have been made. O'Banion (1974) suggested that community college counselors should develop paraprofessional or counselor aid programs. He believed that "in this way the counseling program is realistically and practically extended to serve the needs of new students" (p. 27). Sharkey, Bischoff, Ecols, Morrison, Northman, Leibman, and Steele (1987) have discussed the initiation of such a program with great success. Paradise and Long (1981) stated that

> counselors should pay less attention to
> measured intelligence and more attention to
> such factors as student background, parental
> interests and attitudes, vocational interests
> and perception of the job market area in which
> the student hopes to settle. (p. 48)

The community college counselor has been linked to retention of these diverse new students. Schinoff (1983) asserted that community college counselors have helped to

retain academically underprepared students. Noel and Levitz (1983) have indicated that community college counselors provide three important links to student retention; counseling, career planning, and academic advising. Similarly, Tinto's (1987) integration model of student retention includes the typical community college counseling functions of counseling and advising as critical to helping students "fit". However, Creamer (1983) noted that student "fit" works well only if counseling and advising are perceived as important on a college campus. To summarize, counselors roles should change in order to effectively meet the diverse needs of the new community college student population (Deegan, et al., 1985).


CRITICISM OF COMMUNITY COLLEGE COUNSELORS


Possibly because of the growing diversity in counselors' roles and an increase in responsibilities for meeting diverse needs, counselors have come under criticism. Vaughan (1980) saw this criticism as potentially positive for bringing more clarity to the role of community college counselors. Vaughan (1980) stated that critics of community college counseling

offer new ways of looking at old problems and
new ideas for exploration. Community college
leaders should examine the criticisms and
determine which ones are valid in a given
situation (p. 13).

Useful contributions to the identity of the community

college counselor's role have been made through criticism

(Deegan, 1983).

Stensrud and Stensrud (1981) have warned about

counselors' tendencies to build unhealthy dependencies

with students while Moore (1983) stressed that too many

counselors perpetuate student weaknesses by working

around institutional academic policies for students.

Clark's (1960) "cooling out concept" has been popularized

by Zwerling (1976) and Karabel (1972). These critics

point out that counselors have many times encouraged

students to lower their aspirations and settle for

something less. Gay, as cited by Cohen and Brawer

(1982), has been concerned that some of the more mundane

tasks counselors are required to perform are not

consistent with an effective use of time. Deegan (1983)

has agreed and stated, "It is often true that a

counselor's effectiveness is weakened by being bogged

down with distracting activities" (p. 13). Simon (1980)

sharply criticized a minimization of individual student

contact by turning heavily to group work or

paraprofessional practices. Zwerling (1976) attacked

counselors who put the institution's interest before the students', and Brown (1972) criticized counselors and student personnel workers for contributing to poor relationships with colleagues by developing the attitude that student development is exclusively their domain.

Concerning the criticism directed at community college counselors, Deegan (1983) believed that only by building college-wide respect based on institutional clarity of counseling practices and outcomes "will community college counseling ever be able to become well-established" (p. 15). Elsner and Ames (1983) have agreed, and stressed the importance for counselors to reduce the mystery of their jobs.

SPECIFIC ASPECTS OF THE COMMUNITY COLLEGE COUNSELOR ROLE

A review of the literature about specific aspects of the community college counselor role reveals discussion around four areas: 1) duties, characteristics, and functions; 2) perceptions about counselors; 3) needs of counselors; and 4) innovative community college counseling programs.

Characteristics, Duties, and Functions of Community
College Counselors

Keim (1988) investigated characteristics of
outstanding community college counselors. The findings
indicated several changes from previous studies. The
typical student:counselor ratio was found to be 951
full-time students to one counselor. This was a dramatic
increase from Hinko's (1971) study of about 400-600:1,
and from Goodman, Beard and Martin's (1975) study which
found a 368:1 ratio. The number of counselors at each
institution has also recently dropped. Keim discovered
that the average number of counselors at each institution
declined from eight (8) identified by Hinko (1971), to
5.7 reported by Higgins, to 4.8 at the present time. The
percentage of two-year colleges using peer counselors has
also dropped from 59% (Matson, 1972) to 21% (Higgins,
1981), to 14% (Keim, 1988). Male counselors outnumbered
women counselors 63% to 37%, and 85% of counselors were
Caucasian (Keim, 1988). Keim also reported that
counselors average 9-10 years on the job, that 56% belong
to the American Association for Counseling and
Development, and that convention attendance has been
minimal from a period of 1983 to 1988.

Both Keim (1988) and Higgins (1981) studied duties
and functions of community college counselors from a

national sample. Higgins found that counselors were
spending 22% of their time performing vocational career
counseling, and 20% performing personal counseling.
Seven years later, Keim found counselors were spending
29% of their time academically advising students, 16% of
their time with vocational career counseling and only 11%
performing personal counseling. Other significant duties
and functions for counselors included administration at
14% of their time, teaching at 7%, testing at 7%, and
research at 3% (Keim, 1988). Keim also noted that

> counselors preferred to spend more time in career
> counseling, personal counseling, teaching,
> professional development, research, and supervision;
> and less time in academic counseling,
> administration, and testing (p. 42).

Higgins and Keim both indicated possibilities for
community college counselors to experience conflict and
confusion due to shrinking resources, discrepancy of
actual and preferred duties, and an overabundance of job
assignments. Keim stressed the importance of further
investigation concerning appropriate student-counselor
ratio; effective supervision of counselors; appropriate
professional memberships for counselors; proper
educational training and professional development; and
suitable time to spend teaching, administrating, and
testing. Higgins (1981) also recommended a further

investigation into appropriate research efforts and staff development activities.

## Perceptions of Community College Counselors

A review of perceptions about community college counselors can be categorized by (1) counselors' self perceptions and (2) perceptions by others about counselors. Earl Seidman (1985), as part of the research for his book, In the Words of Faculty, interviewed community college counselors in depth about their jobs. He found that these counselors viewed themselves as vulnerable within the organization, as lacking job status, and being powerless. The counselors gave some reasons for these negative self perceptions, including fragmentation of duties and not being able to prove that they contribute directly to student enrollment. Seidman believed that because of these negative self perceptions, counselors consistently perceived their positions as stepping stones to something more rewarding.

Alice Thurston (1983a) studied community college counselors who worked for a large multi-campus metropolitan community college. Similar to Seidman, she found that counselors saw themselves as "undervalued." Thurston also discovered that faculty frequently attacked

counselors by asking, "What do they do anyway?" (p. 77),
thus implying that counselors don't do much. Seidman,
too, discovered an overall organizational perception that
counselors were not working very hard, and that there was
general displeasure with the assistance counselors gave
to students.

The Seidman and Thurston studies reveal that
counselors do not see themselves as holding much power
and/or influence. Others in the community college
setting also see counselors in this way.


## Needs of Community College Counselors

Of those who write about community college
counseling, there is general agreement about what the
community college counseling profession needs. The
strongest needs are relevant professional development and
appropriate training (Thurston, 1983a; Higgins, 1981;
Knox, 1979). Creamer (1983) offered the most extensive
recommendations for counselor professional development.
He surmised that professional development for community
counselors should involve both institutional concerns and
professional concerns. Institutionally motivated
concerns, according to Creamer (1983), include
understanding the nature of the college and its

institutional mission, student characteristics, and educational technology. Professionally motivated concerns include knowing relevant theory, developing models of practice, and understanding self. Unfortunately, there is no empirical evidence that shows the effects of professional development on counselors' role clarity.

Appropriate community college counselor training has also been discussed in the literature. Keim (1988) found that 75% of community college counselors hold a Masters Degree, usually in Counseling or Counseling Psychology. Creamer (1983) contended that the counseling field of study was limiting for the community college counseling setting because it stressed intervention which represented only a small part of a community college counselor's overall function. Creamer (1983) maintained that majoring in college student personnel, preferably at the doctoral level, best prepared people for this work environment. Both Keim and Creamer recommended a further investigation of appropriate major and level of education for community college counselors.

## Innovations

A number of studies about community college counseling have focused upon innovative counseling programs, specifically innovation through computer technology. Anandam and Degregorio (1981) discussed how computers can aid counselors in academic advising; Kidd and Embry (1981) suggested student career planning ideas that also involve computers; Schinoff and Kelly (1982) suggested uses of a computer system for transfer articulation; and Nelson (1979) discussed the advisement process through computer assistance.

### ROLE THEORY

Role theory involves one of the most important characteristics of behavior, the idea that people behave in ways that are different and predictable based on their social identities and the situation. B. J. Biddle (1986) stated that:

> as the term, role, suggests, the theory began life as a theatrical metaphor. If performances in the theater were differentiated and predictable because actors were constrained to perform 'parts' for which 'scripts' were written, then it seemed reasonable to believe that social behaviors in other contexts were also associated with parts and scripts understood by social actors (p. 68).

Thus, role theory represents an agreed upon set of ideas
from which empirical research flows. Role theory
generally assumes that expectations are major generators
of roles, and that people are aware of these expectations
(Biddle, 1986). Because of this, role theorists have
tended to develop methods of research that require
research subjects to report their own and/or others'
expectations. Present discussion of role theory and its
research focuses upon 1) specific perspectives of role
theory, 2) key concepts and research, 3) related studies,
and 4) role conflict and role ambiguity, and job
satisfaction.

## Perspectives

Biddle described five perspectives of role theory.
The first is called Functional Role Theory, which focuses
on the behaviors of persons who occupy social positions
within a stable social system. Functionalism has been
criticized recently because this perspective does not
allow for roles which are not directly associated with
identified social positions. In addition, since social
systems are far from stable, functionalism may lack a
high degree of reliability. Symbolic Interactionist Role

Theory, the second perspective, has made a strong

contribution to role theory in terms of understanding

roles in informal interaction. For example, Gordon and

Gordon (1982) have examined how changing roles alter

one's goals and self concept. A weakness in this

perspective, according to Biddle, is that "little formal

attention is given to actors 'expectations for the other

persons'" (p. 72). The third perspective, Structural

Role Theory, pertains to the social environment and

social structure. This focus is not on the individual,

and tends to be couched in mathematical symbols.

Organizational Role Theory, the fourth perspective,

concentrates on social systems that are preplanned, task

oriented, and hierarchal. This perspective centers upon

the incongruence between official demands and pressures

of informal groups. As Biddle (1986) asserted,

> given multiple sources for norms, individuals
> are often subjected to role conflicts in which
> they must contend with antithetical norms for
> their behavior. Such role conflicts produce
> strain and must be resolved if the individual
> is to be happy and the organization is to
> prosper (p. 73).

Much of what is known about role conflict, role ambiguity

and their resolution has come from research based upon

the organizational role perspective.

The fifth perspective, Cognitive Role Theory,

centers on relationships between role expectations and

behavior. Research from this perspective revolves around "attitudes" as in Good's (1981) study about the impact of teacher expectations on pupil behavior and achievement. Kelly (1955) also researched beliefs about subjects' own behavior and those beliefs that they attribute to others. This has stimulated research concerning cognitive role theory and family interaction (Tshudi & Rommetveit, 1982).

Role Episode Model

Kahn, et al. (1964) developed a role episode model which specifically pertains to organizational role theory, and depicts an interactive process which occurs over time among individuals within an organization. This model has proven beneficial when used to examine roles, and particularly in examining role conflict and role ambiguity (Van Sell, et al., 1981). The model shows the interpersonal process between the person being sent expectations (focal person or incumbent) and those sending the expectations (role senders). As Van Sell, et al. indicated, the model incorporates role expectations and organizational, personal, and interpersonal factors which affect this process. Role expectations include a feedback loop of role sender and incumbent expectations.

Organizational factors include physical setting and
organizational practices. The personal factors, which
can be applied to both the role sender and the focal
person or incumbent, refer to such variables as age, sex,
and tenure at the organization. The interpersonal
factors include interaction, and importance of senders.
The role senders can be the focal person or incumbent's
supervisors, co-workers, subordinates, or clients (Van
Sell, et al., 1981). All three sets of factors affect
the role episode (Refer to Figure 1, p. 14).

Van Sell, et al. indicated a weakness in many
previous studies that have used this model when they say

> it is important to note that most of the
> research investigating role conflict and
> ambiguity has not dealt directly with the role
> senders, but only indirectly by measuring the
> focal person's perceptions of conflict and
> ambiguity (p. 46-48).

## Role Conflict

Role conflict is the incongruity of the expectations
associated with a role; such as, expectations from one
role sender which are incompatible with those from
another role sender, and/or the incumbent (Van Sell, et
al., 1981).

Several studies have shown a positive correlation
between role conflict and organizational dysfunctional

outcomes among a variety of occupational groups including teachers, high school supervisors, special education teachers, manufacturing supervisors, foremen, salespersons, clerical staff, nurses, public utility workers, hospital staff, and hospital aides. Some of the dysfunctional outcomes investigated included: job dissatisfaction (Beehr, Walsh, & Taber, 1976), job related tension and fatigue (Beehr, Walsh & Taber, 1976), lower commitment to the organization (Baird, 1969), and lower performance evaluations (Haas, 1964).

According to Jackson and Schuler (1985), there are various types of role conflict that receive relatively little attention. Some of these types of role conflict are described by Kahn, et al. (1964):

1. Intrasender conflict assumes a role sender holds incompatible expectations of the focal person or incumbent.

2. Intersender conflict involves conflict over various role senders holding incompatible expectations.

3. Interrole conflict occurs when a person occupies membership in two groups and expectations from both groups are in conflict.

## Role Ambiguity

Role ambiguity is the degree to which clear information is lacking regarding the expectations associated with a role, methods for fulfilling known role expectations, and/or the consequences of role performance (Van Sell, et al., 1981). Role ambiguity has been positively correlated across several groups with lower self esteem (Brief & Aldag, 1976), and with groups having low participation in job related decisions (Tosi & Tosi, 1970).

## Role Conflict and Role Ambiguity

Role conflict and role ambiguity together have been positively correlated with powerlessness (Kottkamp & Mansfield, 1985); distrust, and negative attitudes toward role senders (Van Sell, et al., 1981); lack of loyalty (Greene, 1972); high turnover of personnel (Beehr, et al., 1976; Johnson & Green, 1973); high absenteeism (Van Sell, et al., 1981); low productivity (Van Sell, et al., 1981); low job effectiveness (Miles & Perrault, 1976); and job dissatisfaction (Jackson & Schuler, 1985). According to Van Sell, et al. (1981), role incumbents may tend to be ambiguous about the behavior required of them

by role senders. They may be working on the wrong things (from organization's point of view) and are probably unaware that they are doing so. Role conflict emerges when there is a scarcity of organizational resources (Baird, 1969; Haas, 1964), and a high diversity of role senders (Hall & Gordon, 1973).

While role conflict and role ambiguity have been positively correlated with each other, the impact of role conflict and role ambiguity are different (Jackson & Schuler, 1985).


## Studies of Counselors Related to Role Theory


The counselor's role in postsecondary institutions, as defined by the American School Counselors Association (ASCA), notes that counselors should facilitate the meeting of transitional needs and accommodate students with varying maturity and ability levels. Gibson and Mitchell (1986) state that counselors "typically offer personal, academic, and vocational counseling, although group counseling has also increased in popularity in recent years" (p. 56). However, as Baker (1981) notes:

> Counselors (in all educational settings) have been encouraged to consider several different primary roles over the years. These changing notions about primary roles for counselors have been more frustrating than sustaining for many

counselors. The frustration seems to be associated with the relative helplessness that school counselors feel in attempting to establish their own role (p. 247).

In their study, Ibrahim, Helms and Thompson (1983) attempted to bring clarity to the role of the secondary education counselor. Expectations of the counselors' roles were defined by both role senders (administrators, parents, and the business community) and incumbents (counselors). The study found a number of discrepancies. First, counselors saw research and staff consultation as less important than administrators. Secondly, counselors and administrators found the functions of counseling, parent help, and public relations as more important than parents or the business community. In addition, parents and the business community rated educational and vocational planning and referral higher than administrators and counselors. Thirdly, some differences were noted between counselors and administrators. Administrators perceived program development and testing as more important than did counselors. The study concluded that a change in counselor emphasis from reactive to proactive change agent should be encouraged. Ibrahim, Helms & Thompson's (1983) study has proven to be most helpful in defining the role of the secondary education counselor (Gibson & Mitchell, 1986).

Studies of Community College Personnel

Gonzales (1975) specifically studied the application
of Role Theory and its concepts to community college
department/division chairs.  Although Gonzales did not
include role senders in his study, he did find that the
clarity of the chair's role relates significantly to low
levels of role conflict and ambiguity.  Gonzales stated
that

> when an open communication system is provided
> within an institution and when information
> distortion and suppression are kept at low
> levels, significantly associated low levels of
> role conflict and role ambiguity emerge (p.
> 111).

Gonzales recommended further investigation by suggesting
that

> perceived role conflict and role ambiguity
> (about the incumbent) among respondents in
> various position roles would provide useful
> information to the community college sector (p.
> 113).

Gonzales' also examined role conflict and role ambiguity
of the  community college chairs, and their relation to
job satisfaction.  He found that there was a significant
correlation between low levels of conflict and ambiguity
and high levels of job satisfaction.  Similarly, Monnett
(1980) studied community college student personnel area

coordinators and the relationship between role conflict, role ambiguity, and job satisfaction. Monnett also found a significant relationship between low levels of role conflict and ambiguity and high levels of job satisfaction. He recommended that future research concentrate upon identifying specific variables which may increase role conflict and role ambiguity, and decrease organizational effectiveness. The conclusions of his study suggest that more participatory decision-making contributes positively to area coordinators and to the organization as a whole.

## Role Conflict and Role Ambiguity, and Job Satisfaction

Jackson and Schuler (1985) analyzed most of the role conflict and role ambiguity studies to date. They found that job satisfaction was the most frequently used consequence variable to role conflict and role ambiguity, appearing in about 50% of all studies. Job satisfaction was found to be negatively correlated with both role ambiguity and role conflict and when general satisfaction was assessed, the correlation was -.46 for role ambiguity and -.48 for role conflict. Jackson and Schuler have recommended that future research should use a proven model to explore moderator variables such as age, work

experience, educational background. Moreover, they have suggested that a useful direction for further research would be to pinpoint specific aspects of jobs that are ambiguous or conflicting and therefore dissatisfying. They conclude by stating:

> Given the evidence that both role conflict and role ambiguity are often detrimental to organizational functioning, it is appropriate to invest our efforts in developing sophisticated programs or tools for both diagnosing and correcting problems related to role relationships (p. 48).

Similar to Jackson and Schuler's analysis, Fisher and Gitelson (1983) reviewed the results of 43 past studies to draw conclusions and recommendations about role conflict and role ambiguity research. They also found a strong negative relationship between role conflict and ambiguity, and job satisfaction. Fisher and Gitelson (1983) asserted that:

> the strength of the relationship between both conflict and ambiguity and overall job satisfaction are still highly variable across samples. This may indicate a need to pursue further moderator research on variables that may have differed across samples used in this review, such as age, tenure, sex, need for role clarity, and so on (p. 330).

JOB SATISFACTION

Discussion of job satisfaction theory and research for this study includes 1) definition and measurement, 2) theoretical considerations, 3) consequences to job dissatisfaction, and 4) related studies.

## Definition and Measurement of Job Satisfaction

When considering job satisfaction, it seems important to ask, What is job satisfaction and how is it measured? Gruneburg (1979) has defined job satisfaction as "the individual's emotional reactions to a particular job" (p. 3). Similarly, Locke (1976) called job satisfaction a pleasurable or positive emotional state about one's job.

Concerning job satisfaction measurement, Gruneburg (1979) noted that the use of any standardized questionnaire is often problematic for a number of reasons, "for example, it is well established that people often give socially acceptable rather than real responses to questions" (p. 4). Gruneburg cautioned that questionnaires should be regarded as approximations of the truth. However, he contends that until better alternatives are generated to get the same kind of

information--standardized questionnaires are still the best answer.

## Job Satisfaction

Theoretical considerations of job satisfaction rely on Frederick Herzberg's famous two-factor theory of job satisfaction. Herzberg (1968) found that negative views of hygiene factors, such as company policy, supervision, work conditions, salary, relationship with peers, status, and security contributed to job dissatisfaction. Herzberg also found that positive views of motivating factors, such as achievement, recognition, and advancement contributed to job satisfaction. Most job satisfaction questionnaires have been based upon these principles (Gruneburg, 1979).

## Consequences of Job Dissatisfaction

According to numerous studies summarized by Gruneburg, job dissatisfaction is most strongly linked to absenteeism, turnover, and counterproductive behavior. Absenteeism as stated by Gibson, Donnelly and Ivancevich (1985):

is a costly and disruptive problem facing
managers. It is costly because it requires
that schedules and programs be modified. It is
estimated that absenteeism in the United States
results in the loss of over 400 million
workdays per year, or about 5.1 days per
employee (p. 197).

Likewise, employee turnover is costly to an organization.

Gibson, Ivancevich and Donnelly asserted that who is

leaving is just as important as the frequency because

both can cause more expense to the organization. Quality

can suffer as well as the budget for subsequent hiring,

training, and integration.

Counter productive behavior involves spreading

rumors to cause trouble at work, doing work incorrectly

on purpose, stealing merchandise, and damaging employer's

property (Margoine & Quinn, 1975). Gruneburg (1979) has

indicated that job satisfaction and its relationship to

counterproductive behavior can have more devastating

economic effects than turnover and absenteeism. He

claimed that there is also some evidence across numerous

studies that job dissatisfaction is related to life

dissatisfaction, mental health problems, and physical

health problems.

Studies of Community College Personnel Related to Job
Satisfaction

No empirical evidence has been found concerning job
satisfaction and community college counselors, but the
satisfaction of community college faculty has been
studied. In their study, Riday, Bingham and Harvey
(1985) compared the degree of job satisfaction/
dissatisfaction for community college faculty with
secondary school faculty and four-year college faculty.
They found that the most satisfied group was the
community college faculty and that community college
faculty tended to be more satisfied with their leadership
(Riday, et al., 1985). Cohen and Friedlander (1980)
summarized several studies on job satisfaction of
community college instructors and found that general
perception of their role has sifted to a more positive
view, probably because their legitimacy and purpose has
been cleared up recently and the "negative image dilemma"
has faded. Finlan, Okun and Witter (1986) also found
that the best predictors for job satisfaction among
community college faculty were supervision and the work
itself. Wood (1976) encouraged further study of job
satisfaction in the community college setting, and
suggested that

a study of job satisfaction/dissatisfaction and
the motivation to work is especially relevant
to education.  Among the problems experienced
by administrators is that of retaining
(personnel) and developing them to maximum
performance (p. 56).

CHAPTER III

DESIGN AND PROCEDURES

SUBJECTS

Four groups were used in this study.  Group I,
called Leaders, included all Oregon community college
presidents and supervisory deans (typically deans of
students).  Group II, called Trainers, included all
Oregon community college counselor educator/trainers, and
educator/trainers from the Western United States
belonging to the Western Association of Counselor
Educators and Supervisors.

Group III, called Co-workers, included all Oregon
community college financial aid directors, registrars
and/or admissions directors, student activities
directors, and career placement directors.  Group IV,
called Counselors,  included all Oregon community college
counselors and directors of counseling.

Thirty-six (36) leaders, ninety-nine (99) trainers,
fifty-seven (57) co-workers, and eighty-five (85)
counselors were surveyed.

In accordance with Role Theory, Groups I, II, and III were considered the role senders, and Group IV was considered the incumbent group.

## THE INSTRUMENTS

Three instruments were used in this study, the Role Questionnaire, the Minnesota Satisfaction questionnaire, and the Community College Counselor Questionnaire. The Role Questionnaire and the Minnesota Satisfaction Questionnaire are standardized instruments. The Community College Counselor Questionnaire was developed to gather demographic and job duties information. This questionnaire strictly adheres to survey and questionnaire development procedures outlined by Dillman (1978).

### The Role Questionnaire

The Role Questionnaire measures role congruence (see Appendices). The 14-item Role Questionnaire was developed by Rizzo, House, and Lirtzman (1970) to measure the degree of role conflict and role ambiguity on the job. Each item is rated on a scale ranging from one to seven. A score of one indicates strong agreement that

the item reflects the counselor's occupation. A score of seven indicates the respondent perceives that the statement does not reflect the job. The role ambiguity items must be reverse-scored since these items are worded positively for clarity. Lower subscale scores on the Role Questionnaire (under 4.0) are indicative of higher levels of role conflict and role ambiguity.

According to Rizzo, House, and Lirtzman (1970) and substantiated by Schuler, Aldag, and Brief (1977), the Role Questionnaire specifically measures:

Role conflict (Items One through Eight), which encompasses;

- The conflict between incumbents' internal standards or values and their defined role behavior (Items One, Two).

- The conflict between time, resources, and capabilities and the defined role behavior (Items Three, Four)

- The conflict between several roles, that is, role overload (Item Five).

- Conflicting expectations in the form of incompatible policies (Item Six).

- Conflicting request from others (Item Seven).

- Incompatible standards of evaluation (Item Eight).

Role ambiguity (Items Nine through 14), which encompasses the following:

- Certainty of duties (Item Nine).

- Certainty of authority (Item Ten).

- Clarity of guides, directives, and policies (Item 11).

- Clarity of time allocation (Item 12).

- Clarity of sanctions as outcomes of behavior (Item 13).

- Relationships with others (Item 14).

Role congruence--for this study role congruence represents the combined scores of role conflict and role ambiguity as measured by the the Role Questionnaire.

Construct validity and reliability for the Role Questionnaire has been verified through factor analysis (Rizzo, et al., 1970), proven across six samples using factor analysis and scale analysis (Schuler, et al., 1977), and substantiated through factor analysis that refutes problems with construct validity (House & Schuler, 1983). Internal reliability for eleven (11) occupational groups was measured at .75 (Schuler, et al., 1977).

Validity and reliability are evidenced in the Role Questionnaire's use with the following groups: teachers, high school supervisors, special education teachers, manufacturing supervisors, foremen, salespersons, clerical staff, nurses, public utility workers, hospital staff, and hospital aides (Van Sell, et al., 1981; Kottkamp & Mansfield, 1985; Crane & Iwanicki, 1986;

Rizzo, et al., 1970; Schuler, et al., 1977). Also, according to Crane and Iwanicki (1986),

> The subscales of the Role Questionnaire have demonstrated factorial independence and reliability (House & Rizzo, 1972; Keller, 1975). Research conducted by Schuler, Aldag, and Brief (1977) supports the position of Rizzo, et al. (1970) that role conflict and role ambiguity are separate yet related constructs of organizational stress. Schwab, Iwanicki, and Pierson (1983) provided evidence of the reliability and validity of the Role Questionnaire when used with teachers. A principal components analysis with oblique rotation confirmed that the Role Questionnaire measured the separate constructs of role conflict and role ambiguity. Cronbach coefficient alpha reliabilities were .85 for the role conflict subscale and .86 for the role ambiguity. (p. 26)

## Community College Counselor Questionnaire

The community college counselor questionnaire encompasses nine typical community college counselor duties mentioned in Keim's (1988) and Higgins' (1981) studies. The survey specifically describes estimates of counselor time spent in hours per week performing each duty and preferred time spent for each duty (see Appendices). The survey also reports whether counselor time spent on certain duties is perceived to be in agreement with the institutional mission (see Appendices).

The information section of the community college counselor questionnaire (see Appendices) includes questions about age, gender, education, and tenure at the organization, teaching load, existence of a peer counseling program, perception of organizational management style, and existence of formalized faculty/staff development.

## Minnesota Satisfaction Questionnaire* (MSQ)

The Minnesota Satisfaction Questionnaire measures job satisfaction (see Appendices). The short form (MSQ) consists of 20 items. Each item refers to a reinforcer in the work environment. The respondents indicate how satisfied they are with the reinforcer on their present job. Five response alternatives are presented for each item: Very Dissatisfied; Dissatisfied; Neither (satisfied or dissatisfied); Satisfied; and Very Satisfied. The following is a list of the MSQ scales. The item following the scale title is the satisfaction item which correlates highest with scale score, for a group of 1793 employed individuals.

1. Ability utilization. The chance to do something that makes use of my abilities.

2. <u>Achievement</u>. The feeling of accomplishment I get from the job.

3. <u>Activity</u>. Being able to keep busy all the time.

4. <u>Advancement</u>. The chances for advancement on this job.

5. <u>Authority</u>. The chance to tell other people what to do.

6. <u>Company policies and practices</u>. The way company policies are put into practice.

7. <u>Compensation</u>. My pay and the amount of work I do.

8. <u>Co-workers</u>. The way my co-workers get along with each other.

9. <u>Creativity</u>. The chance to try my own methods of doing the job.

10. <u>Independence</u>. The chance to work alone on the job.

11. <u>Moral values</u>. Being able to do things that don't go against my conscience.

12. <u>Recognition</u>. The praise I get for doing a good job.

13. <u>Responsibility</u>. The freedom to use my own judgment.

14. <u>Security</u>. The way my job provides for steady employment.

15. <u>Social service</u>. The chance to do things for other people.

16. <u>Social status</u>. The chance to be "somebody" in the community.

17. <u>Supervision--human relations</u>. The way my boss handles his/her people.

18. <u>Supervision--technical</u>. The competence of my supervisor in making decisions.

19. <u>Variety</u>. The chance to do different things from time to time.

20. <u>Working conditions</u>. The working conditions.

The MSQ is self-administering, and may be sent by mail. There is no time limit for the MSQ.

For scoring of the MSQ, response choices for both forms are weighted in the following manner.

| Response Choice | Scoring Weight |
| --- | --- |
| Very Dissatisfied | One |
| Dissatisfied | Two |
| Neither | Three |
| Satisfied | Four |
| Very Satisfied | Five |

In interpreting the MSQ, raw scores for each MSQ scale can be converted to percentile scores. A percentile score of 75 or higher would be taken to

represent a high degree of satisfaction; a percentile
score of 25 or lower would indicate a low level of
satisfaction; and scores in the middle range of
percentiles indicate average satisfaction. Much of the
evidence that supports construct validity for the MSQ is
derived indirectly from construct validation studies of
the Minnesota Importance Questionnaire (MIQ). In one set
of studies, the separate scales of the MSQ were the
dependent variables to be predicted from the relationship
between vocational needs and levels of occupational
reinforcement. Analysis of the data yielded good
evidence of construct validity. For <u>internal</u>
<u>reliability</u>, in general the reliability coefficients
obtained were high. For all three scales (intrinsic
satisfaction, extrinsic satisfaction, and general
satisfaction) the coefficients averaged <u>.85</u>. Reliability
and validity are evidence in the MSQ's use with the
following groups:

. managers

. nurses

. social workers

. teachers

. clerical workers

. assemblers

. equipment operators

. food service workers

* The source for this section concerning the
MSQ is Weiss, P. J.; Davis, R. V.; England, G.
W.; and Lofquist, L. H. (Revised 1977).
Manual for the Minnesota Satisfaction
Questionnaire. Minneapolis: University of
Minnesota (See Appendices).


## PROCEDURES


During the winter and spring terms of 1989, sets
of instruments for counselors and for role senders
were mailed with return envelopes and cover letters
(Appendices). The role senders completed the Role
Questionnaire and some of the community college
counselor questions. The incumbents completed the
Role Questionnaire, the Minnesota Satisfaction
Questionnaire, and the Community College Counselor
Questionnaire described in this section. One week
after the first mailing, a second mailing was sent
to all of the study participants thanking them and
requesting the completed questionnaires
(Appendices). Two weeks following the thank you
letter, a third mailing was sent to all participants
who had not yet responded, along with another copy
of the appropriate questionnaire (Appendices). A
final mailing with duplicate questionnaires was sent
five weeks after the initial mailing to participants
who had not responded. This process complies with

the recommendations of Dillman (1978) for assuring valid responses. These procedures are also appropriate for utilizing the standardized instruments included in this study. One hundred ninety (190) out of two hundred seventy-seven (277) persons surveyed responded, for a 69% return ratio. Eighty-five percent (85%) of the counselors, 65% of the co-workers, 61% of the leaders, and 61% of the trainers responded.

## STATEMENT OF THE HYPOTHESES

This study was designed to test nine null hypotheses. $HO_1$ and $HO_2$ investigate the relationships between role congruence and job satisfaction, and the relationships between role conflict and role ambiguity. $HO_3$, $HO_4$, and $HO_5$ examine significant differences among the four groups according to role expectations described by the Role Episode Model. $HO_6$, $HO_7$, $HO_8$, and $HO_9$ examine significant differences in counselor role congruence and job satisfaction for personal, organizational, and interpersonal factors according to the Role Episode Model.

$HO_1$--There are no significant relationships
between counselor role congruence, role
conflict, and role ambiguity mean scores
and counselor job satisfaction mean
scores.

$HO_2$--There is no significant relationship
between counselor role conflict and
counselor role ambiguity.

$HO_3$, $HO_4$, and $HO_5$ investigate <u>role
expectations</u>.

$HO_3$--There are no significant differences
in counselor role congruence mean scores
among counselors, leaders, trainers, and
co-workers.

$HO_{3A}$--There are no significant
differences in counselor mean
subscores and item mean scores for
role conflict among counselors,
co-workers, trainers, and leaders.

$HO_{3B}$--There are no significant differences in counselor mean subscores and item mean scores for role ambiguity among counselors, co-workers, trainers, and leaders.

$HO_4$--There are no significant differences among counselors, leaders, trainers, and co-workers in their perceptions of actual counselor time spent performing duties.

$HO_{4A}$--There are no significant differences among counselors, leaders, trainers, and co-workers in their perceptions of preferred counselor time spent performing duties.

$HO_5$--There are no significant differences among counselors, leaders, trainers, and co-workers in their perceptions of how counselor time spent agrees or disagrees with institutional mission.

$HO_6$--There are no relationships between counselor role congruence, role conflict, and role ambiguity mean scores and the following PERSONAL FACTORS:

length of time at the institution,

length of time in the counseling profession,

educational degree or major,

age,

socioeconomic history,

involvement in professional organizations,

gender,

social status,

moral values,

formal job title,

self job title,

ethnic group.

$HO_7$--There are no relationships between counselor role congruence, role conflict and role ambiguity mean scores and the following ORGANIZATIONAL FACTORS:

perceived organizational management style,

having a formalized faculty/staff development program,

having a campus faculty/staff development specialist,

recent participation in mission revision,

having a peer counseling program,

counselor teaching load,

having computer-assisted counseling,

perceived organizational policies and practices,

HO$_8$--There are no relationships between counselor role congruence, role conflict and role ambiguity mean scores and the following INTERPERSONAL FACTORS: perceived leader human relations, perceived leader decision making, perceived co-worker cooperation, perceived praise for a good job.

HO$_9$--There are no relationships between counselor job satisfaction mean scores and the following PERSONAL, ORGANIZATIONAL, AND INTERPERSONAL FACTORS:

length of time at the institution,

length of time in the counseling profession,

educational degree and major,

age,

socioeconomic history,

involvement in professional organizations,

gender

formal job title,

self job title,

ethnic group,

perceived conflict of resources,

perceived organizational management style,

institution,

having a formalized faculty/staff
development program,

having a campus faculty/staff development
specialist,

recent participation in mission revision,

having a peer counseling program,

counselor teaching load,

having computer-assisted counseling,

perceived clarity of explanations,

perceived organizational policies and
practices,

perceived role overload,

perceived incompatible demands,

perceived time management.


## STATISTICAL DESIGN


Five types of analyses were used for
investigation of the hypotheses. The Pearson's R
correlation was used to examine $HO_1$, and
$HO_2$. The one-way Analysis of Variance and chi
square were used to examine $HO_3$, $HO_4$, and
$HO_5$. Simple regression and stepwise multiple
regression were used to examine $HO_6$, $HO_7$,
$HO_8$, and $HO_9$. In addition, the Newman-Keuls

multiple comparison test was utilized in analysis of variance for testing significant differences among means.

## Correlations

Pearson's R correlation was used in this study to determine the degree and direction of relationships between counselor role conflict and role ambiguity ($HO_2$), and between counselor role congruence, role conflict and role ambiguity and job satisfaction ($HO_1$).

## Analysis of Variance

Analysis of variance was used to determine significant differences among counselors, trainers, co-workers, and leaders for counselor role congruence, role conflict and role ambiguity, ($HO_3$), ($HO_{3A}$), ($HO_{3B}$), and for actual time spent performing duties ($HO_4$). The Newman-Keuls method of multiple comparisons was used in this study for testing the pairwise differences in the sets of means. This method's strengths are that it is capable of doing contrasts for all

possible mean comparisons and it appropriately
protects the null hypotheses while not suffering
from over conservatism (Glass & Hopkins, 1984).

## The Chi Square Method

In this study, chi square was utilized to
contrast differences among counselors, trainers,
co-workers, and leaders for the nominal data of
preferred counselor time spent performing duties
($HO_{4A}$) and counselor duties in relation to
mission ($HO_5$).

## Simple Regression and Stepwise Multiple Regression

In this study, simple regression was utilized
to determine significant relationships between the
dependent variables (counselor role congruence, role
conflict, and role ambiguity, or job satisfaction)
and each independent variable (personal,
organizational, and interpersonal factors).  The
major strength of this analysis is in its
considerable versatility and information yield about
relationships between variables (Borg & Gall, 1983).

In this study, stepwise multiple regression was utilized to determine significant predictor variables (personal, organizational, and interpersonal factors) for the dependent variables (counselor role congruence, role conflict, role ambiguity, and job satisfaction). Stepwise multiple regression is seen as a powerful analysis because it provides estimates of both magnitude ad statistical significance of relationships between variables (Borg & Gall, 1983). Both simple regression and stepwise multiple regression analyses were used for $HO_6$, $HO_7$, $HO_8$, and $HO_9$.

Descriptive Statistics

Descriptive statistics were utilized in this study to examine individual questionnaire items by groups. Such descriptive statistics include item means, standard deviations, and frequency distributions.

Item means include actual hours spent on duties, age, years on current job, years in this line of work, role questionnaire items, and the Minnesota satisfaction questionnaire items.

Item standard deviations include questionnaire items and the Minnesota satisfaction questionnaire items.

Item frequency distributions include preferred time spent on duties, duties related to mission, gender, educational degree, major of degree, job title, membership in professional organizations, and ethnic and socioeconomic backgrounds.

CHAPTER IV


ANALYSIS OF DATA


This study was designed to describe current
community college counselor characteristics, duties, and
functions, to determine levels of counselor role
congruence and job satisfaction, to determine the
relationship between role congruence and job
satisfaction, and to consider factors that contribute to
or depreciate counselor role congruence and job
satisfaction. Chapter IV provides descriptive
information about community college counselors followed
by presentation of the major findings related to the
research hypotheses.


DESCRIPTION OF COMMUNITY COLLEGE COUNSELORS


Counselors from Oregon's 16 public community
colleges were surveyed. Sixty-six (66) of the
eighty-five (85) counselors surveyed responded, for a
return rate of 85%. Fourteen of the sixteen community
colleges were represented in these data. The two

colleges with no representation were Treaty Oaks Community College District and Tillamook Bay Community College District.

The number of counselors employed by the colleges ranged from 1 to 19, for an average of 5.3 counselors per institution. Student counselors were located in 57% of the colleges.

The average number of full-time counselors was compared to the fall 1988 average credit enrollment in order to compute a student-counselor ratio. The average load of credit-seeking students for each counselor was 1392 students.

The counselors in this study reported most frequently to a director of counseling (71 percent). The remaining 29 percent answered to the Chief Student Personnel Officers, typically the Dean of Students.


Counselor Characteristics

Table 1 describes the characteristics of counselors in this study.

TABLE 1:   <u>COUNSELOR CHARACTERISTICS</u>

|  | <u>Percent</u> |
|---|---|
| **Gender** | |
| Male | 47% |
| Female | 53% |

|  | <u>Percent</u> |
|---|---|
| **Ethnic group** | |
| Native American | 2% |
| Caucasian | 95% |
| African American | 3% |
| **Childhood socio-economic group** | |
| Upper Class | 0.0% |
| Upper Middle Class | 13.6% |
| Middle Class | 47.0% |
| Lower Middle Class | 33.3% |
| Lower Class | 6.1% |
| **Highest educational degree achieved** | |
| Associates | 0.0% |
| Bachelors | 4.5% |
| Masters | 68.2% |
| Doctorate | 22.7% |
| Other | 4.5% |
| **Major for this degree** | |
| Counseling | 47.7% |
| Counseling Psychology | 21.5% |
| Rehabilitation Counseling | 1.5% |
| Student Personnel | 1.5% |
| Education | 6.2% |
| Sociology | 1.5% |
| Psychology | 9.2% |
| Social Science | 3.1% |
| Other | 7.7% |
| **Official/formal job title** | |
| Counselor | 67.7% |
| Counselor/Instructor | 9.2% |
| Career Counselor | 1.5% |
| Director of Counseling | 7.7% |
| Advisor | 3.1% |
| International Advisor | 3.1% |
| Testing Coordinator | 3.1% |

|  | Percent |
|---|---|
| Self description | |
|    Educator | 10.8% |
|    Counselor | 72.3% |
|    Student advocate | 6.2% |
|    Other | 10.8% |

|  | %<br>Belong | % Do Not<br>Belong |
|---|---|---|
| Professional membership | | |
|    American Association for Counseling<br>      and Development | 32.8% | 67.2% |
|    American Association for Community<br>      and Junior Colleges | 15.9% | 84.1% |
|    National Association for Student<br>      Personnel Administrators | 1.6% | 98.4% |
|    Oregon Counseling Association | 67.2% | 32.8% |

Attendance of a professional conference
within the last 2 years = 86.2%

|  | Range | Mean |
|---|---|---|
| Age | 26-60 | 47.58 |
| Number of years on the present job | 2-24 | 11.41 |
| Number of years in the counseling profession | 2-31 | 17.02 |

## Duties and Functions

The counselors calculated the number of hours per week they normally spent on duties and functions. They then indicated whether they preferred to spend more time, less time, or no time change on that particular duty. Overall, the counselors were spending the most time on academic and educational advising (nearly 13 hours per week). Table 2 shows the duties and functions in which

counselors were actually spending their time in an
average week.

TABLE 2   ACTUAL COUNSELOR TIME SPENT ON DUTIES

|  | Estimated Hours per Week |
|---|---|
| Academic and educational advising |  |
| in individual settings | 11.6 |
| in group settings | 1.1 |
| Career counseling |  |
| in individual settings | 5.9 |
| in group settings | 1.0 |
| Personal counseling |  |
| in individual settings | 5.7 |
| in group settings | 0.8 |
| Teaching | 2.9 |
| Testing | 1.2 |
| Researching | 1.2 |
| Supervising | 1.2 |
| Administrative tasks | 3.9 |
| Staff meetings | 2.0 |
| Other duties (mostly recruiting, committee work, and department liaison work) | 8.3 |

Table 3 reflects how the counselors prefer to be
spending their time.

TABLE 3   PREFERRED COUNSELOR TIME

| | I'd prefer more time on this duty | I'd prefer less time on this duty | I'd prefer no change |
|---|---|---|---|
| Academic and educational advising | | | |
| in individual settings | 9% | 26% | 65% |
| in group settings | 35% | 2% | 63% |
| Career counseling | | | |
| in individual settings | 15% | 5% | 79% |
| in group settings | 26% | 0% | 74% |
| Personal counseling | | | |
| in individual settings | 29% | 5% | 66% |
| in group settings | 34% | 0% | 65% |
| Teaching | 17% | 18% | 65% |
| Testing | 2% | 7% | 91% |
| Researching | 38% | 0% | 62% |
| Supervising | 14% | 9% | 77% |
| Administrative tasks | 2% | 26% | 73% |
| Staff meetings | 6% | 20% | 74% |
| Other duties | 18% | 27% | 55% |

As this information reflects, most counselors prefer no
change on duties.  However, a number of counselors do
prefer to spend more time in academic advising, career
counseling, and personal counseling in group settings.
Some counselors also desire more time for researching and
personal counseling in individual settings.  Also a
number of counselors prefer to spend less time on

individual academic advising, administrative tasks, and other duties.

In this study, the counselors estimated whether their actual duties agreed or disagreed with institutional mission.  Table 4 indicates how counselors responded according to each duty.

TABLE 4   <u>COUNSELOR DUTIES RELATED TO MISSION</u>

|  | in <u>agreement</u> with the institutional mission | This duty is in <u>disagree-</u> ment with the institutional mission | <u>Not</u> <u>sure</u> |
|---|---|---|---|
| Academic and educational advising | 93% | 3% | 4% |
| Career counseling | 92% | 5% | 3% |
| Personal counseling | 84% | 14% | 2% |
| Teaching | 89% | 5% | 6% |
| Testing | 89% | 6% | 5% |
| Researching | 83% | 4% | 13% |
| Supervising | 88% | 4% | 8% |
| Administrative tasks | 81% | 6% | 13% |

Generally, there was high agreement with mission as related to duties.  Some counselors were slightly unsure about personal counseling, researching and administrative tasks in terms of agreement with institutional mission.

The highest duty agreement with institutional mission was
academic and educational advising.

Other information about counselors as it relates to
duties and functions include teaching load, perception of
organizational management/climate, access to a formalized
faculty/staff development program, involvement in
institutional mission, and access to computer-assisted
counseling (see Table 5).

TABLE 5   OTHER COUNSELOR INFORMATION

|  | Percent |
|---|---|
| Teaching load per academic year | |
| No credit hours | 33.8% |
| 1-3 credit hours | 21.2% |
| 4-6 credit hours | 12.3% |
| 7-9 credit hours | 16.7% |
| More than 9 credit hours | 15.2% |
| | |
| Perceptions of institutional management style | |
| More participatory than autocratic | 58.5% |
| More autocratic than participatory | 33.8% |
| Other | 7.7% |
| | |
| Formalized faculty/staff development program | |
| Yes | 82.8% |
| No | 17.2% |
| | |
| If yes | |
| Full-time person | 27.5% |
| Part-time person | 47.1% |
| No designated person | 25.5% |
| | |
| Last institutional mission revision | |
| I don't know | 9.5% |
| Less than 2 years ago | 69.8% |
| 2 to 4 years ago | 13.6% |
| 5 to 6 years ago | 3.0% |
| More than 6 years ago | 3.0% |

|                                    | Percent |
|------------------------------------|---------|
| Input requested for mission revision |         |
| Yes                                | 85.2%   |
| No                                 | 14.6%   |
|                                    |         |
| Computer-assisted counseling       |         |
| Yes                                | 88.7%   |
| No                                 | 11.3%   |

## Typical Counselor

In brief, the typical counselor from this study was Caucasian and 48 years of age. This counselor had earned a masters degree in counseling, had a middle class background, and had 11 years experience in the present job. The counselor reports to a director of counseling and belongs to the state professional organization. In a routine workweek, the typical counselor spent 13 hours in academic advising, seven hours in career counseling, six hours in personal counseling, four hours in administrative tasks, and 12 to 16 hours in all other counselor related duties, including teaching, testing, supervising, staff meetings, committee work, and recruiting. This counselor views the overall organizational management style as participatory, has access to a faculty/staff development program, participated in an institutional mission revision within the last two years, and has computer-aided counseling available to him/her.

## LEVELS OF ROLE CONGRUENCE AND JOB
## SATISFACTION FOR COUNSELORS

Levels of counselor role congruence, including role
conflict and role ambiguity, and job satisfaction were
measured using the Role Questionnaire (Appendix) and
Minnesota Satisfaction Questionnaire (Appendix). Overall
role congruence for community college counselors was
shown to be above average, with a mean of 4.6 on a scale
of one to seven (scores toward one indicate more role
incongruence, that is more role conflict and ambiguity).
The standard deviation for role congruence was 1.03.
Role conflict and role ambiguity for counselors were also
shown to be above average, with means of 4.3 and 4.9 out
of seven. The standard deviation was highest for role
conflict, at 1.34. The standard deviation for role
ambiguity was 1.17.

Job satisfaction for counselors was shown to be well
above average with a mean of 3.9 on a scale of one (low)
to five (high). This indicates high satisfaction
according to Weiss, et al. (1977). The overall variance
for job satisfaction was small, with a standard deviation
of .53.

Role Questionnaire Results

The counselors were asked to indicate the accuracy of each of the 14 statements pertaining to their role on a scale of one to seven, where one is very true about their job and seven is very untrue about their job. Tables 6 and 7 indicate responses of counselors per item according to means and standard deviations for each item.

TABLE 6   COUNSELOR ROLE CONFLICT RESPONSES

|  |  | Mean | Standard Deviation |
|---|---|---|---|
| RQ a. | I have to do things that should be done differently . . . . . . . . . . . . . | 4.44 | 1.84 |
| RQ b. | I have to work on unnecessary things . . . | 4.54 | 1.78 |
| RQ c. | I receive an assignment without adequate resources and materials to execute it . . . . . . . . . . . . . . . . | 4.53 | 1.99 |
| RQ d. | I receive an assignment without the proper manpower to complete it . . . . . . | 3.98 | 1.99 |
| RQ e. | I work with two or more groups who operate quite differently . . . . . . . . | 3.43 | 2.06 |
| RQ f. | I have to buck a rule or policy in order to carry out an assignment . . . . . | 4.60 | 1.77 |
| RQ g. | I receive incompatible requests from two or more people . . . . . . . . . . . . | 4.51 | 2.06 |
| RQ h. | I do things that are apt to be accepted by one person and not accepted by others . | 3.66 | 2.05 |

Role questionnaire items a through h pertain to role conflict. As indicated in Table 6, counselors experienced the most conflict over receiving an assignment without adequate resources (Item d), working with two or more groups who operate differently (which is also known as role overload) (Item e), and performing duties that are accepted by one person and not another (Item h). Counselors experienced the least amount of role conflict in relation to having to work on unnecessary things (Item b) and having to buck a rule or policy in order to carry out an assignment (Item f). The largest variance of counselor responses was in relation to working with two or more different groups (Item e), incompatible requests (Item g), and doing things that are accepted by group and not by others (Item h).

TABLE 7   COUNSELOR ROLE AMBIGUITY RESPONSES

|  | Mean | Standard Deviation |
|---|---|---|
| RQ i. I know exactly what is expected of me. . . | 4.57 | 1.82 |
| RQ j. I feel certain about how much authority I have . . . . . . . . . . . . . | 5.09 | 1.66 |
| RQ k. Clear, planned goals exist for my job. . . | 4.54 | 1.55 |
| RQ l. I know that I have divided my time properly . . . . . . . . . . . . . . . . | 4.62 | 1.68 |
| RQ m. I know what my responsibilities are. . . . | 5.60 | 1.42 |
| RQ n. Explanation is clear of what has to be done. . . . . . . . . . . . . . . . . | 4.54 | 1.73 |

Role questionnaire items i through n pertain to role ambiguity. As indicated in Table 7, counselors feel the most role ambiguity concerning whether clear, planned goals exist for their job (Item k), expectations (Item i), and clarity of explanation (Item n). Counselors experience the least amount of role ambiguity in relation to knowing what their responsibilities are (Item m). The largest variance of counselor responses was in relation to knowing what was expected of them (Item i).

## Minnesota Satisfaction Questionnaire Results

The counselors in this study were asked to indicate their level of satisfaction with each of the 20 statements pertaining to their job, where one is very dissatisfied and five is very satisfied. Overall, job satisfaction for counselors was well above average with mean of 3.9 out of five. Standard deviation was .53. Table 8 includes means and standard deviations for each item.

TABLE 8   COUNSELOR MINNESOTA SATISFACTION QUESTIONNAIRE
RESPONSES

|  |  | Mean | Standard Deviation |
|---|---|---|---|
| MSQ 1. | Being able to keep busy all the time. . | 4.23 | .89 |
| MSQ 2. | The chance to work alone on the job . . | 4.09 | .83 |
| MSQ 3. | The chance to do different things from time to time . . . . . . . . . . | 4.36 | .88 |
| MSQ 4. | The chance to be "somebody" in the community . . . . . . . . . . . . . . . | 4.11 | .76 |
| MSQ 5. | The way my boss handles his/her workers . . . . . . . . . . . . . . . | 2.84 | 1.26 |
| MSQ 6. | The competence of my supervisor in making decisions. . . . . . . . . . . | 2.91 | 1.22 |
| MSQ 7. | Being able to do things that don't go against my conscience. . . . . . . . | 4.43 | .78 |
| MSQ 8. | The way my job provides for steady employment. . . . . . . . . . . . . . | 4.48 | .84 |
| MSQ 9. | The chance to do things for other people. . . . . . . . . . . . . . . . | 4.63 | .65 |
| MSQ 10. | The chance to tell people what to do. . | 3.67 | .71 |
| MSQ 11. | The chance to do something that makes use of my abilities . . . . . . . | 4.19 | .99 |
| MSQ 12. | The way company policies are put into practice . . . . . . . . . . . . | 2.78 | .93 |
| MSQ 13. | My pay and the amount of work I do. . . | 3.80 | 1.03 |
| MSQ 14. | The chances for advancement on this job. . . . . . . . . . . . . . . | 3.42 | 1.15 |
| MSQ 15. | The freedom to use my own judgment. . . | 4.38 | .72 |
| MSQ 16. | The chance to try my own methods of doing the job. . . . . . . . . . . | 4.30 | .77 |
| MSQ 17. | The working conditions. . . . . . . . . | 4.00 | .85 |

|  |  | Mean | Standard Deviation |
|---|---|---|---|
| MSQ 18. | The way my co-workers get along with each other . . . . . . . . . . . . | 3.33 | 1.31 |
| MSQ 19. | The praise I get for doing a good job . | 3.55 | 1.08 |
| MSQ 20. | The feeling of accomplishment I get from the job. . . . . . . . . . . . . . | 4.22 | .83 |

As indicated in Table 8, counselors experience the least job satisfaction related to supervisory human relations (Item 5), supervisory decision making (Item 6), and the way organizational policies are put into practice (Item 12). Counselors experience the most job satisfaction in relation to job variety (Item 3), moral values (Item 7), steady employment (Item 8), opportunities to help others (Item 9), freedom to use their own judgment (Item 15), and chances to use their own methods on the job (Item 16). Counselors' responses varied the most in relation to supervisory human relations (Item 5), supervisory decision making (Item 6), advancement (Item 14), and cooperation (Item 18).

## FINDINGS RELATED TO THE HYPOTHESES

Nine (9) major null hypotheses were developed. $HO_1$ and $HO_2$ investigate relationships between counselor role congruence, role conflict and ambiguity

and job satisfaction, and between counselor role conflict

and ambiguity. $HO_3$, $HO_4$ and $HO_5$ investigate

role expectations, including the exploration of

significant differences among the counselors, leaders,

trainers, and co-workers concerning counselor role

congruence, counselor role conflict, counselor role

ambiguity, actual and preferred counselor duties, and how

duties relate to mission. $HO_6$, $HO_7$, $HO_8$, and

$HO_9$ investigate personal, organizational and

interpersonal factors that affect counselor role

congruence and job satisfaction. The statistical

computer package used for $HO_1$ - $HO_5$ was SPSS.

The statistical computer package used for $HO_6$ -

$HO_9$ was SIPS.


## Null Hypothesis 1

$HO_1$--There are no significant relationships
between counselor role congruence, role
conflict and role ambiguity mean scores and
counselor job satisfaction mean scores.

The findings in Table 9 indicate a significant

positive correlation between counselor role congruence

and counselor job satisfaction. The results of the

Pearson's R correlation show a significant correlation of

+.54 with a p value of .003, well below the .05 significant level.

The level of counselor role conflict correlated with the level of job satisfaction was also shown to be positively correlated, indicating a correlation of +.56 and a p value of .000. Likewise, the level of counselor role ambiguity related to job satisfaction is significantly positively correlated, at +.31 with p = .013. The null hypothesis was rejected.

TABLE 9    CORRELATIONS FOR COUNSELOR ROLE CONGRUENCE, ROLE CONFLICT AND ROLE AMBIGUITY WITH JOB SATISFACTION

| Correlations | p <.05 | Correlation Coefficient |
|---|---|---|
| Role congruence—job satisfaction | .003 | +.54 |
| (Low) Role conflict—job satisfaction | .000 | +.56 |
| (Low) Role ambiguity—job satisfaction | .013 | +.31 |

Null Hypothesis 2

HO$_2$--There is no significant relationship between counselor role conflict and counselor role ambiguity.

As depicted in Table 10, the results of a Pearson's R correlation indicated a significant relationship when levels of counselor role conflict and role ambiguity were

correlated. Role conflict and role ambiguity were significantly related to each other with a positive correlation of +.36 and a p value of .003. The null hypothesis was rejected.

TABLE 10    CORRELATION OF COUNSELOR ROLE CONFLICT WITH ROLE AMBIGUITY

| Correlations | p <.05 | Correlation Coefficient |
|---|---|---|
| Role congruence--role ambiguity | .003 | +.36 |

## Null Hypothesis 3

$HO_3$--There are no significant differences in counselor role congruence mean scores among counselors, leaders, trainers, and co-workers.

This hypothesis was tested by using the one-way analysis of variance to compare the groups and setting the confidence level at .05 as shown in Table 11. The F ratio was shown as significant and the null hypothesis was rejected. The Newman-Keuls multiple comparison test was utilized to compare the means by group. Trainers were found to be significantly different from co-workers, counselors and leaders. Trainers viewed counselors as being more role incongruent than did the other groups.

Co-workers were significantly different from counselors
and leaders as they also saw more counselor role
incongruence than did counselors and leaders.  There was
no significant difference between counselors and leaders.

TABLE 11   ANOVA RESULTS AMONG GROUPS FOR COUNSELOR ROLE
CONGRUENCE

Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 3 | 316.3831 | 105.4610 | 30.3150 | .0000 |
| Within Groups | 143 | 497.4737 | 3.4788 | | |
| Total | 146 | 813.8569 | | | |

$HO_{3A}$--There are no significant differences in
counselor mean subscores and item mean scores
for role conflict among counselors,
co-workers, trainers, and leaders.

Results showed significant differences in  counselor mean
subscores (Role Questionnaire Items a through h) (see
Table 12).  A Newman-Keuls multiple comparison test
indicated trainers were significantly different as they
perceived much more role conflict than did co-workers,
counselors, and leaders.  Co-workers were also

significantly different from counselors in that they had a higher perception of counselor role conflict.

TABLE 12   ANOVA RESULTS AMONG GROUPS FOR COUNSELOR ROLE CONFLICT

Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|--------|------|----------------|--------------|---------|---------|
| Between Groups | 3 | 63.4616 | 21.1539 | 14.6578 | .0000 |
| Within Groups | 143 | 206.3744 | 1.4432 | | |
| Total | 146 | 269.8360 | | | |

One-way analyses of variance were also used to examine differences in role conflict item mean scores (see Table 13). Significant differences in role conflict item mean scores were found and the null hypothesis was rejected. In multiple comparison testing, trainers were significantly higher in estimating role conflict than the other groups on all items. Co-workers were significantly higher in judging counselor role conflict than counselors and leaders concerning lack of resources (Item d) and incompatible requests (Item g).

TABLE 13   ROLE CONFLICT ITEM ANOVA RESULTS

|  |  | F Ratio | F Prob. |
|---|---|---|---|
| RQ a. | I have to do things that should be done differently | 13.2506 | .0000 |
| RQ b. | I have to work on unnecessary things | 14.9140 | .0000 |
| RQ c. | I receive an assignment without adequate resources and materials to execute it | 8.1438 | .0000 |
| RQ d. | I receive an assignment without the proper manpower to complete it | 6.7978 | .0003 |
| RQ e. | I work with two or more groups who operate quite differently | 3.2323 | .0241 |
| RQ f. | I have to buck a rule or policy in order to carry out an assignment | 9.4100 | .0000 |
| RQ g. | I receive incompatible requests from two or more people | 10.0035 | .0000 |
| RQ h. | I do things that are apt to be accepted by one person and not accepted by others | 3.4469 | .0183 |

D.F. 3,149

$HO_{3B}$--There are no significant differences in counselor mean subscores and item mean scores for role ambiguity among counselors, co-workers, trainers, and leaders.

A significant F ratio was found for all item mean scores for role ambiguity.  The null hypothesis was rejected (Role questionnaire Items i through n) (see Table 14). Using the Newman-Keuls, trainers saw significantly more role ambiguity for counselors than did the other groups

according to multiple comparison testing. Likewise, co-workers perceived significantly more counselor role ambiguity than did counselors and leaders.

TABLE 14   ANOVA RESULTS AMONG GROUPS FOR COUNSELOR ROLE AMBIGUITY

### Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|--------|------|----------------|--------------|---------|---------|
| Between Groups | 3 | 96.5343 | 32.1781 | 28.6887 | .0000 |
| Within Groups | 143 | 160.3928 | 1.1216 | | |
| Total | 146 | 256.9271 | | | |

A one-way analysis of variance for each role ambiguity item (Table 15) revealed significant F ratios among groups for each item and the null hypothesis was rejected. In multiple comparison testing, trainers were significantly higher in estimating role ambiguity than the other groups on all items. Trainers and co-workers viewed significantly more counselor role ambiguity concerning expectations (Item i), clarity of authority (Item j), counselor time management (Item l), and clarity of responsibilities (Item m) than did counselors and leaders.

TABLE 15   <u>ROLE AMBIGUITY ITEM ANOVA RESULTS</u>

|  |  | F<br>Ratio | F<br>Prob. |
|---|---|---|---|
| RQ i. | I know exactly what is expected of me | 13.7655 | .0000 |
| RQ j. | I feel certain about how much authority<br>I have | 17.0037 | .0000 |
| RQ k. | Clear, planned goals exist for my job | 9.5731 | .0000 |
| RQ l. | I know that I have divided my time<br>properly | 15.5633 | .0000 |
| RQ m. | I know what my responsibilities are | 23.0857 | .0000 |
| RQ n. | Explanation is clear of what has to<br>be done | 14.0760 | .0000 |

D.F. 3,149


<u>Null Hypothesis 4</u>


$HO_4$--There are no significant differences among

counselors, leaders, trainers, and co-workers

in their perceptions of actual counselor time

spent performing duties.

One-way analyses of variance were performed
comparing the groups for perceptions of time spent on
each duty indicated in the questionnaire (see Appendix).
The F ratio was found significant (<.05) and the null
hypothesis was rejected for academic and educational
advising in group settings, career counseling in group

settings, and personal counseling in group settings. When utilizing the Newman-Keuls multiple comparison test, trainers estimated all of these duties as taking significantly more counselor time per week than did the other groups (see Table 16).

TABLE 16    ANOVA RESULTS AMONG GROUPS FOR COUNSELOR DUTIES

Academic and educational advising in group settings.

Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 3 | 106.7313 | 35.5771 | 8.1365 | .0000 |
| Within Groups | 140 | 612.1576 | 4.3726 | | |
| Total | 143 | 718.8889 | | | |

Career counseling in group settings.

Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 3 | 80.0850 | 26.6950 | 6.9692 | .0002 |
| Within Groups | 139 | 532.4325 | 3.8304 | | |
| Total | 142 | 612.5175 | | | |

Personal counseling in group settings.

### Analysis of Variance

| Source | D.F. | Sum of Squares | Mean Squares | F Ratio | F Prob. |
|--------|------|----------------|--------------|---------|---------|
| Between Groups | 3 | 50.5694 | 16.8565 | 4.2957 | .0062 |
| Within Groups | 140 | 549.3681 | 3.9241 | | |
| Total | 143 | 599.9375 | | | |

$HO_{4A}$--There are no significant differences among counselors, leaders, trainers and co-workers in their perceptions of preferred counselor time performing duties.

Because these data were nominal, the chi square method was utilized to test significant differences among the groups. Significant differences were found concerning career counseling in group settings, personal counseling in group settings, researching, and administrative tasks (see Table 17). Sixty-seven percent of the leaders and 53 percent of the trainers want counselors to do more career counseling in group settings. Fifty-two percent of the trainers and 30 percent of the counselors preferred counselors spend more time on personal counseling in individual settings, while 30 percent of the leaders preferred counselors spend less time on this duty. Seventy-two percent of trainers and 41 percent of

co-workers preferred counselors spend more time in group setting personal counseling while most counselors and leaders preferred no change. Seventy percent of the trainers and 50 percent of the co-workers want counselors to do more research; whereas, counselors and leaders prefer no change. Significant differences in preference for administrative tasks were also present. Forty-eight percent of the trainers, 30 percent of the co-workers, and 26 percent of the counselors preferred less counselor time for administrative tasks while nearly 94 percent of the leaders preferred no change for the duty. The null hypothesis was rejected.

TABLE 17   CHI SQUARE ANALYSIS FOR PREFERRED COUNSELOR
DUTIES BY GROUPS

Career counseling in group settings (significance = .0362)

|           |   | Leaders | Co-workers | Trainers | Counselors |
|-----------|---|---------|------------|----------|------------|
| more      | = | 67%     | 36%        | 53%      | 26%        |
| less      | = | 0%      | 0%         | 3%       | 0%         |
| no change | = | 33%     | 64%        | 44%      | 74%        |

Personal counseling in individual settings (significance = .0002)

|           |   | Leaders | Co-workers | Trainers | Counselors |
|-----------|---|---------|------------|----------|------------|
| more      | = | 6%      | 22%        | 52%      | 30%        |
| less      | = | 30%     | 4%         | 12%      | 2%         |
| no change | = | 64%     | 74%        | 36%      | 68%        |

Personal counseling in group settings (significance = .0013)

|           |   | Leaders | Co-workers | Trainers | Counselors |
|-----------|---|---------|------------|----------|------------|
| more      | = | 30%     | 41%        | 72%      | 34%        |
| less      | = | 0%      | 0%         | 3%       | 0%         |
| no change | = | 70%     | 59%        | 24%      | 66%        |

Researching (significance = .0171)

|           |   | Leaders | Co-workers | Trainers | Counselors |
|-----------|---|---------|------------|----------|------------|
| more      | = | 19%     | 50%        | 70%      | 38%        |
| less      | = | 0%      | 5%         | 4%       | 62%        |
| no change | = | 81%     | 45%        | 26%      | 62%        |

Administrative tasks (significance = .0045)

|           |   | Leaders | Co-workers | Trainers | Counselors |
|-----------|---|---------|------------|----------|------------|
| more      | = | 0%      | 22%        | 0%       | 2%         |
| less      | = | 6%      | 30%        | 48%      | 26%        |
| no change | = | 94%     | 48%        | 52%      | 72%        |

## Null Hypothesis 5

HO$_5$--There are no significant differences among counselors, leaders, trainers, and co-workers in their perceptions of how counselor time spent agrees or disagrees with institutional mission.

The chi square method was also used to test this hypothesis. Significant differences were found among groups concerning personal counseling, teaching, testing supervising and administrative tasks (see Table 18). Only 56 percent of the co-workers and 59 percent of the trainers thought counselor time spent on personal counseling agreed with the institutional mission, as compared to 80 percent of the leaders and 84 percent of the counselors. Just 41 percent of the trainers and 66 percent of the co-workers saw counselor teaching load as in agreement with institutional mission. Yet, 75 percent of the leaders and 89 percent of the counselors saw the counselor teaching function as in agreement with the mission. Similarly, only 41 percent of the trainers and 66 percent of the co-workers thought counselor's time performing testing agreed with mission.

Only 50 percent of the co-workers saw mission agreement with counselor time spent on supervisory and

administrative tasks, while just 39 percent of the
trainers perceived mission agreement with counselor time
on supervision, and 44 percent of the trainers saw
agreement with counselor time performing administrative
tasks.  A high percentage of counselors and leaders
viewed counselor time spent on each of these duties as in
agreement with institutional mission.  The null
hypothesis was rejected.

TABLE 18   CHI SQUARE ANALYSIS FOR COUNSELOR DUTIES AND
MISSION AGREEMENT

Mission and personal counseling (significance = .0016)

|  |  | Leaders | Co-workers | Trainers | Counselors |
|---|---|---|---|---|---|
| agreement | = | 80% | 56% | 59% | 84% |
| disagreement | = | 10% | 17% | 32% | 14% |
| not sure | = | 10% | 27% | 8% | 2% |

Mission and teaching (significance = .0001)

|  |  | Leaders | Co-workers | Trainers | Counselors |
|---|---|---|---|---|---|
| agreement | = | 75% | 66% | 41% | 89% |
| disagreement | = | 0% | 10% | 30% | 5% |
| not sure | = | 25% | 24% | 29% | 6% |

Mission and testing (significance = .0001)

|  |  | Leaders | Co-workers | Trainers | Counselors |
|---|---|---|---|---|---|
| agreement | = | 75% | 66% | 41% | 89% |
| disagreement | = | 0% | 10% | 30% | 6% |
| not sure | = | 25% | 24% | 29% | 5% |

Mission and supervising (significance = .0016)

|  |  | Leaders | Co-workers | Trainers | Counselors |
|---|---|---|---|---|---|
| agreement | = | 79% | 50% | 39% | 88% |
| disagreement | = | 11% | 21% | 31% | 4% |
| not sure | = | 11% | 29% | 30% | 8% |

Mission and administrative tasks (significance = .0016)

|  |  | Leaders | Co-workers | Trainers | Counselors |
|---|---|---|---|---|---|
| agreement | = | 75% | 50% | 44% | 82% |
| disagreement | = | 15% | 32% | 32% | 6% |
| not sure | = | 10% | 18% | 24% | 13% |

## Null Hypothesis 6

$HO_6$--There are no relationships between
counselor role congruence, role conflict, and
role ambiguity mean scores and <u>personal
factors</u>.

Simple and multiple stepwise regression were utilized to
test for relationships at $p < .05$.  Using simple
regression, the following personal factors showed
significance:  social status, moral values, and length of
time in the counseling profession (see Table 19).  In
stepwise regression, the personal factors of self title
and length of time in the counseling profession proved
significantly related to counselor role congruence.

TABLE 19   REGRESSION ANALYSIS OF PERSONAL FACTORS
           AFFECTING COUNSELOR ROLE CONGRUENCE

| Personal Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| Length of time in the counseling profession | .003 | .135 | .116 |
| social status | .050 | .059 | .487 |
| moral values | .019 | .084 | .500 |
| Personal factors with the interpersonal factor of leader decision making held constant | | | |
| Self title | .034 | .420 | |
| educator | | | .476 |
| counselor | | | .497 |
| student advocate | | | -1.974 |
| other | | | .999 |
| Length of time in the counseling profession | .012 | .395 | .083 |

Personal factors that had significant affects on

counselor role conflict using simple regression were

social status and length of time in the counseling

profession (see Table 20).

TABLE 20   REGRESSION ANALYSIS OF PERSONAL FACTORS
           AFFECTING COUNSELOR ROLE CONFLICT

| Personal Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| social status | .036 | .068 | .336 |
| length of time in the counseling profession | .035 | .069 | -.054 |

The personal factors of moral values, self title, and involvement in professional organizations (belonging to the Oregon Counseling Association (OCA)) were significantly related to counselor role ambiguity.

When stepwise regression was utilized, the personal factors of self title and length of time in the counseling profession proved correlated to role ambiguity for counselors. At the next step, belonging to OCA emerged as a predictor for ambiguity (see Table 21).

TABLE 21   REGRESSION ANALYSIS OF PERSONAL FACTORS
           AFFECTING COUNSELOR ROLE AMBIGUITY

| Personal Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| moral values | .043 | .063 | .243 |
| length of time in the counseling profession | .0045 | .123 | -.063 |
| professional membership (OCA) | .033 | .072 | .667 |
| self-title | .045 | .124 | |
| educator | | | -.434 |
| counselor | | | -.273 |
| student advocate | | | 1.310 |
| other | | | -.602 |

Personal factors with the
interpersonal factor of leader
decision making held constant.

| | | | |
|---|---|---|---|
| self-title | .0025 | .335 | |
| educator | | | -.587 |
| counselor | | | -.387 |
| student advocate | | | 1.605 |
| other | | | .631 |
| length of time in the counseling profession | .0166 | .231 | -.050 |

Personal factors with leader
decision making and self-title
held constant.

| | | | |
|---|---|---|---|
| professional membership (OCA) | .049 | .379 | .539 |

The personal factors of educational degree and major,

age, socioeconomic history, gender, formal job title and

ethnic group were not significantly related to counselor

role congruence, role conflict, or role ambiguity. The null hypothesis was rejected.

## Null Hypothesis 7

$HO_7$--There are no relationships between counselor role congruence, role conflict, and role ambiguity mean scores and organizational factors.

The organizational factors of a campus faculty/staff development specialist and perceived organizational policies and practices were significantly related to counselor role congruence (see Table 22).

TABLE 22   REGRESSION ANALYSIS OF ORGANIZATIONAL FACTORS AFFECTING COUNSELOR ROLE CONGRUENCE

| Organizational Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| perception of organizational practices and policies | .0013 | .151 | .772 |
| having a campus faculty/staff development specialist | .049 | .150 | |
| full-time | | | .565 |
| part-time | | | .710 |
| no one | | | -1.275 |

For counselor role conflict, the organizational factors
of perceived overall organizational management style, and
perceived organizational policies and practices showed
significant affects.  The organizational factor of having
a campus faculty/staff development specialist showed
predictive value for role conflict when stepwise
regression was used (see Table 23).

TABLE 23   REGRESSION ANALYSIS OF ORGANIZATIONAL FACTORS
           AFFECTING COUNSELOR ROLE CONFLICT

| Organizational Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| perception of organizational practices and policies | .0029 | .1322 | .466 |
| perceived organizational management style | .0114 | .1364 | |
|     participatory | | | -.352 |
|     autocratic | | | .702 |
|     other | | | -.350 |
| Organizational factors with the interpersonal factor of leader decision making held constant | | | |
| having a campus faculty/staff development specialist | .0236 | .4021 | |
|     full-time | | | -.617 |
|     part-time | | | -.229 |
|     no one designated | | | .846 |

The organizational factors related to role ambiguity
included having a peer counseling program, and perceived
organizational policies and practices.  When utilizing

stepwise regression, having a peer counseling program had significant predictive value for counselor role ambiguity (see Table 24).

TABLE 24   REGRESSION ANALYSIS OF ORGANIZATIONAL FACTORS AFFECTING COUNSELOR ROLE AMBIGUITY

| Organizational Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| having a peer counseling program | .026 | .0769 | -.655 |
| perception of organizational practices and policies | .028 | .0741 | .304 |
| Organizational factors with the interpersonal factor of leader decision making held constant | | | |
| having a peer counseling program | .009 | .245 | -.713 |
| Organizational factors with the interpersonal factor of leader decision making and the personal factors of self-title and membership to OCA held constant | | | |
| having a peer counseling program | .043 | .430 | -.535 |

The organizational factors that were not related to counselor role congruence, role conflict, and role ambiguity were computer-assisted counseling, recent participation in mission revision and institutional affect.  The null hypothesis was rejected.

## Null Hypothesis 8

$HO_8$--There are no relationships between
counselor role congruence, role conflict, and
role ambiguity mean scores and interpersonal
factors.

Counselor role congruence was correlated with the
interpersonal factors of perceived leader human
relations, leader decision making, and praise for a good
job. When utilizing stepwise regression, the
interpersonal factor of leader decision making was a
significant predictor for counselor role congruence (see
Table 25).

TABLE 25   REGRESSION ANALYSIS OF INTERPERSONAL FACTORS
           AFFECTING COUNSELOR ROLE CONGRUENCE

| Interpersonal Factors | $P < .05$ | R squared | Coeff. |
|---|---|---|---|
| perceived leader human relations | .001 | .0846 | .634 |
| perceived leader decision making | .000 | .314 | .890 |
| perceived praise for a good job | .010 | .1010 | .532 |

All four interpersonal factors also showed
significant relationships to counselor role conflict.
Leader decision making demonstrated predictive value to
role conflict (see Table 26).

TABLE 26   REGRESSION ANALYSIS OF INTERPERSONAL FACTORS
           AFFECTING COUNSELOR ROLE CONFLICT

| Interpersonal Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| perceived leader human relations | .001 | .163 | .403 |
| perceived leader decision making | .000 | .280 | .543 |
| perceived co-worker cooperation | .009 | .104 | .304 |
| perceived praise for a good job | .004 | .122 | .350 |

The interpersonal factors correlated to counselor role
ambiguity were leader decision making and leader human
relations.  Leader decision making was a significant
predictor for role ambiguity (see Table 27).

TABLE 27   REGRESSION ANALYSIS OF INTERPERSONAL FACTORS
           AFFECTING COUNSELOR ROLE AMBIGUITY

| Interpersonal Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| perceived leader human relations | .032 | .071 | .231 |
| perceived leader decision making | .002 | .148 | .343 |

All interpersonal factors showed significant
relationships to counselor role congruence, role
conflict, and role ambiguity.  The null hypothesis was
rejected.


## Null Hypothesis 9

$HO_9$--There are no relationships between
counselor job satisfaction mean scores and
personal, organizational, and interpersonal
factors.

Factors that significantly correlated with counselor job
satisfaction were counselor teaching load, formal job
title, incompatible demands, clarity of explanations, and
conflict of resources.  When utilizing stepwise
regression, formal job title, teaching load, educational
degree, and incompatible demands were of predictive value
for counselor job satisfaction (see Table 28).

TABLE 28    REGRESSION ANALYSIS OF FACTORS AFFECTING
            COUNSELOR JOB SATISFACTION

| Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| counselor teaching load | .004 | .225 | |
|     no teaching | | | .189 |
|     1-3 credit hours | | | .328 |
|     4-6 credit hours | | | .051 |
|     7-9 credit hours | | | -.336 |
|     over 9 credit hours | | | -.232 |

| Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| formal job title | .022 | .147 | |
|     counselor | | | .030 |
|     counselor/instructor | | | .090 |
|     director of counseling | | | -.579 |
|     other | | | .459 |
| perception of incompatible demands | .000 | .302 | .141 |
| perceptions of clear explanations | .047 | .062 | .076 |
| perceptions of conflict of resources | .001 | .181 | .108 |

Factors with the factor
incompatible demands held
constant

| Factors | P <.05 | R squared | Coeff. |
|---|---|---|---|
| formal job title | .026 | .403 | |
|     counselor | | | .020 |
|     counselor/instructor | | | .097 |
|     director of counseling | | | -.481 |
|     other | | | -.364 |
| counselor teaching load | .010 | .442 | |
|     no teaching | | | .229 |
|     1-3 credit hours | | | .197 |
|     4-6 credit hours | | | .002 |
|     7-9 credit hours | | | -.180 |
|     over 9 credit hours | | | -.248 |

| | P <.05 | R squared | Coeff. |
|---|---|---|---|
| Factors with incompatible demands and counselor teaching load held constant | | | |
| educational degree | .040 | .510 | |
|   Bachelors | | | -.419 |
|   Masters | | | .236 |
|   Doctorate | | | .183 |

The following factors were not related to counselor job satisfaction:  length of time at the institution, length of time in the counseling profession, age, socioeconomic history, gender, self job title, ethnic group, organizational management style, institution, having a formalized faculty/staff development program, involvement in professional organizations, having a campus faculty/staff development specialist, recent participation in mission revision, having a peer counseling program, having computer-assisted counseling, organizational policies and practices, counselor role overload, and counselor time management.  The null hypothesis was rejected.

Figures 2, 3, 4, and 5 illustrate the personal, organizational and interpersonal factors that significantly predict counselor role congruence, role conflict, role ambiguity, and job satisfaction per the role episode model.

FIGURE 2  STEPWISE REGRESSION PREDICTIVE ROLE EPISODE
MODEL FOR COUNSELOR ROLE CONGRUENCE

$p < .05$



| Role Senders | | Incumbent | |
|---|---|---|---|
| Role Expecta-tions | Sent Roles | Experi-ences | Response |

Interpersonal
Process

ORGANIZATIONAL
FACTORS

PERSONAL
FACTORS

INTERPERSONAL
FACTORS
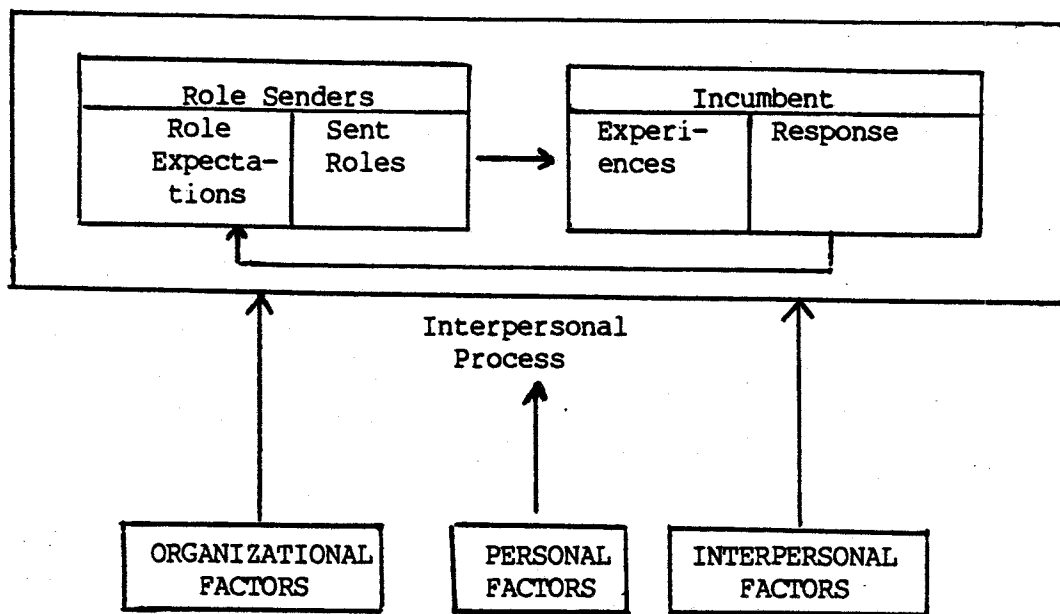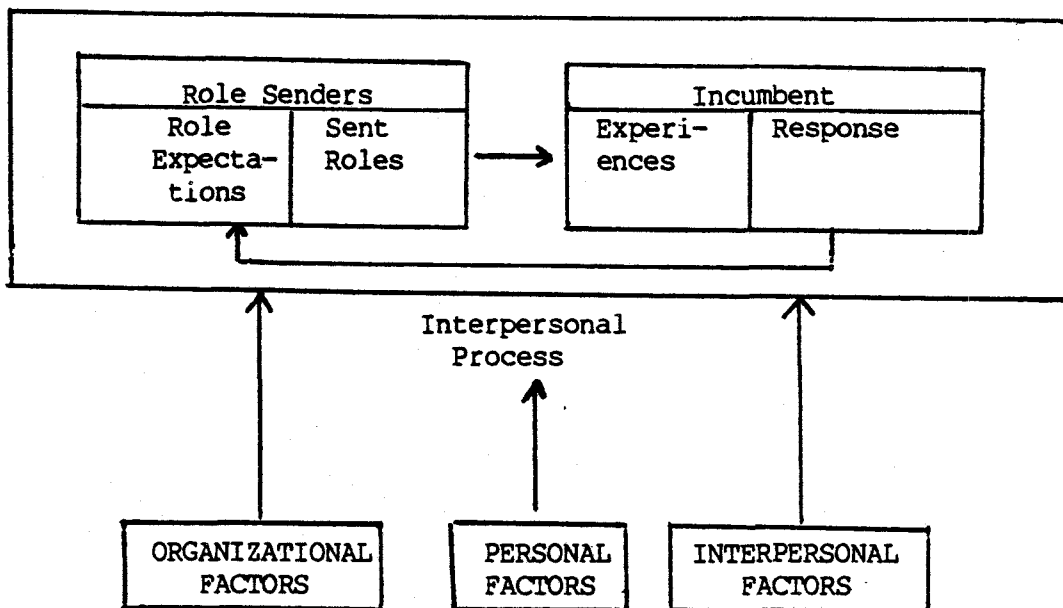
FOR ROLE
CONGRUENCE

2) length of time
   in profession
   (coeff. = +.083)
   p = .012
   R sq = .395

1) leadership
   decision making
   (coeff. = .830)
   p = .000
   R sq = .314

FIGURE 3   STEPWISE REGRESSION PREDICTIVE ROLE EPISODE
MODEL FOR REDUCED COUNSELOR ROLE CONFLICT



FOR ROLE     2) having a campus              1) leadership
CONFLICT        faculty/staff                   decision making
                development                     (coeff. = .503)
                specialist                      p = .000
                a) full time                    R sq = .314
                   (coeff. = -.617)
                b) part time
                   (coeff. = -.230)
                c) no designated
                   person
                   (coeff. = .847)
                    p = .024
                    R sq = .40

FIGURE 4   STEPWISE REGRESSION PREDICTIVE ROLE EPISODE
          MODEL FOR REDUCED COUNSELOR ROLE AMBIGUITY



| FOR ROLE<br>AMBIGUITY | 4) having a peer<br>counseling<br>program<br>(coeff. = -.535)<br>p = .043<br>R sq = .430 | 2) self title<br>  a) education<br>    (coeff. = -.562)<br>  b) counselor<br>    (coeff. = -.309)<br>  c) student advocate<br>    (coeff. = 1.41)<br>  d) other<br>    (coeff. = -.539)<br>    R sq = .335 | 1) leadership<br>decision<br>making<br>(coeff. = .404)<br>p =.000<br>R sq = .314 |

3) professional member-
   ship in OCA
   (coeff. = .563)
   p = .049
   R sq = .379

FIGURE 5   STEPWISE REGRESSION PREDICTIVE ROLE EPISODE
MODEL FOR COUNSELOR JOB SATISFACTION

$p < .05$



2) counselor teaching
   load
   a) no teaching
      (coeff. = .249)
   b) 1-3 credit hours
      (coeff. = .199)
   c) 4-6 credit hours
      (coeff. = .069)
   d) 7-9 credit hours
      (coeff. = -.170)
   e) over 9 hours
      (coeff. = -.347)
      p = .010
      R sq = .442

3) educational degree
   a) Bachelors
      (coeff. = -.419)
   b) Masters
      (coeff. = .236)
   c) Doctorate
      (coeff. = .183)
      p = .040
      R sq = .510

1) incompatible
   demands
   (coeff. = .150)
   p = .000
   R sq = .302

FIGURE 6   PREDICTIVE ROLE EPISODE MODEL FOR INCREASED
           COUNSELOR ROLE CONGRUENCE AND JOB SATISFACTION,
           AND REDUCED COUNSELOR ROLE CONFLICT AND ROLE
           AMBIGUITY

| Role Senders | | Incumbent | |
|---|---|---|---|
| Role Expecta-tions | Sent Roles | Experi-ences | Response |

Interpersonal
Process

| ORGANIZATIONAL FACTORS | PERSONAL FACTORS | INTERPERSONAL FACTORS |
|---|---|---|
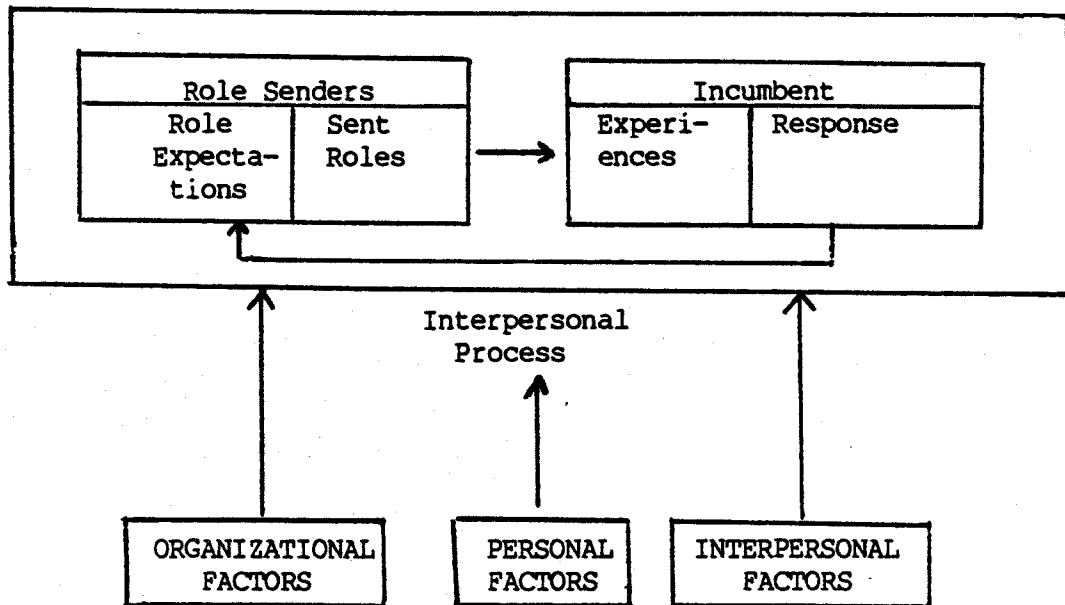
*organization has a
 full-time faculty/
 staff development
 specialist on campus

*organization has a
 peer counseling
 program

*counselor's teaching
 load does not exceed
 4 to 6 credit hours
 per academic year

*counselor has experi-
 ence in the counsel-
 ing profession

*counselor sees self
 as a counselor and
 an educator

*counselor has a
 masters or doctorate
 degree

*counselor sees
 leader decision
 making as effective

*counselor does not
 see many incompat-
 ible demands placed
 upon him/her

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Research of role congruence and job satisfaction among community college counselors is virtually nonexistent. This study was an investigation of role congruence and job satisfaction, their interrelationship and the contributing factors which may influence congruence and satisfaction in community college counselors. The role episode model was used as the principle framework for the investigation. The purpose of this chapter is to present summary of findings, conclusions, recommendations for action, and recommendations for further study.

The purpose of this study was 1) to describe current counselor characteristics, duties and functions, 2) to determine the levels of counselor role congruence and job satisfaction, 3) to determine the relationships between counselor role congruence and counselor job satisfaction; and 4) to consider the factors that contribute to or depreciate counselor role congruence and job satisfaction.

The population consisted of Oregon community college counselors, Oregon community college presidents and supervisory deans (leaders), Oregon and Western United States community college counselor trainers/educators (trainers), and Oregon community college financial aid directors, student activities directors, registrars and/or admissions directors, and career placement directors (co-workers). Questionnaires were sent to 278 individuals. The 190 respondents completed the research instruments which were designed to gather demographic and job duties information, measure perceptions of counselor role congruence, and access counselor job satisfaction.

The data obtained were analyzed to provide descriptive information pertaining to community college counselors and to provide evidence for the support or rejection of the hypotheses.

## SUMMARY OF THE FINDINGS

### Community College Counselor Descriptive Information

In this study, the average number of full time community college counselors employed was 5.3 per institution, and peer counselors were found in 57% of the colleges. Seventy-one percent of the counselors reported

to a director of counseling. Male counselors and female counselors were relatively evenly distributed. However, few minority counselors were employed by the colleges (95% of the respondents indicated Caucasian as their ethnic background). The average age of the counselors in this study was 47.58 years old and their average number of years on the job was 11.41.

This study revealed that 68.2 percent of the counselors had earned masters degrees and 22.7 percent of the counselors had earned doctorates (nine percent held bachelor or other degrees). Most community college counselors majored in counseling or counseling psychology (70 percent). The remaining 30 percent had a variety of other majors. The American Association for Counseling and Development (AACD) was the most popular national association for community college counselors in this study with 32.8 percent belonging.

Community college counselors in the present study spent about 13 hours of their time per week on academic advising, seven hours per week on career counseling, six hours per week on personal counseling, four hours on administrative tasks, and the remaining 10-12 hours per week on duties such as testing, teaching, and meetings. Some counselors preferred to spend more time on the duties of research, and personal counseling. A number of counselors preferred to spend less time in individual

academic advising and administrative tasks. Community
college counselors in this study were only spending on
the average of one hour per week performing academic
advising, career counseling and personal counseling in
group settings. Although many did indicate that they
would like more time in these activities.

The counselors in the present study generally saw
their duties as in agreement with the institutional
mission, yet some viewed personal counseling, research,
and administrative tasks as questionable in terms of
their agreement with the institutional mission. In this
study, 55 percent of the counselors either did not teach
or taught one to three credit hours per academic year.
Seventy percent of the counselors also noted that there
has been an institutional mission revision within the
last two years. Eighty-five percent indicated that their
input for this revision was requested. Almost 89 per
cent of counselors acknowledged that they utilized
computer-aided counseling tools.

In comparing average number of counselors per
institution to Keim's (1988) national study of community
college counselors, this study's finding of (5.3) is very
similar to full-time counselors found in her research
(4.8) per institution. However, Keim reported a much
lower use of paraprofessional and peer counselors (37%)
than did the current study (57%). Similar to Keim's

(1988) study, this research also reinforces the trend away from counselors reporting to a chief supervisory officer as indicated by Hinko (1971). Concerning ethnic background, this study's finding is not consistent with the national trend for two-year colleges to employ minority counselors (Keim, 1988). The study's findings for average age and experience are comparable to Keim's (1988) national data on community college counselors where she found that the average age was 45 and the years on the job was 11. Clearly, Keim's study and the present study indicate that community college counselors stay on the job a long time. This seems contrary to Earl Seidman's (1985) contention that counselors use their positions as stepping stones to other jobs.

Consistent with Keim's findings, counselors in this study are better educated now than previously reported. Litwack's (1978) national profile of two-year college counselors revealed eight percent with doctorates. Keim recently reported this figure at 15 percent of the counselors with doctorates, compared to 23 percent of the counselors in the current study with doctorates. The most common majors for community college counselors have changed very little over the years. Hinko (1971) observed that full-time two-year college counselors most often held masters degrees in counseling, student personnel work, and psychology. A similar generalization

can be made for Keim's (1988) study and the current study. Although student personnel work was not a common major among the counselors in the present study or in Keim's (1988) data.

Higgins (1981) and Keim (1988) both reported that the American Association for Counseling and Development (AACD) was the most popular national association for community college counselors. This also holds true in the current study as well. Higgins (1981) finding of about 40 percent of the counselors belonging is more similar to the current study (33 percent) than Keim's (1988) finding of 56 percent of the counselors belonging to AACD. The variation in Keim's finding may be due to the characteristics of the counselors in her study, given the fact that only designated outstanding counselors were included in her sample.

Counselor time spent on academic advising and personal counseling is consistent with Keim's (1988) study. Hinko (1971) reported that, on the average, two-year college counselors spent 17.5 percent of their time on academic advising. Higgins (1981) noted that counselors in his research spent 21 percent of their time in individual/personal counseling. By comparison, the counselors in the current research spent 32 percent of their time in academic/educational advising, and only 14 percent is spent in individual/personal counseling. In

Keim's study, counselors spent 29 percent of their time on academic advising and 11 percent on personal counseling.

Keim's (1988) national research revealed similar findings to the present study in terms of preferred time spent. She also found that counselors want more time for personal counseling and researching, and less time in academic advising. However, Robbins' (1983) contention that there has been a recent movement toward structured group student contacts and away from individual student meetings is not evident in this study.

## Levels of Counselor Role Congruence and Job Satisfaction and Their Relationship

Counselors generally experienced above average levels of role congruence and well above average levels of job satisfaction in the present study. In relation to role congruence, counselors experienced the most role conflict concerning working with two or more different groups and in doing tasks that are acceptable to one group and not by other groups. Most counselors in the current study reported low levels of role ambiguity. Specifically, they seemed to have clear ideas concerning job related goals, expectations, and responsibilities.

Although generally job satisfied, the counselors in this study were dissatisfied with supervisory decision making and supervisory human relations, and with the way organizational policies are put into practice. Counselors were most satisfied with job security and opportunities to help others.

Consistent with the findings of Van Sell, et al. (1981), a positive correlation was found between role congruence and job satisfaction for community college counselors. These findings relate to Van Sell, et al.'s (1981) research correlating role congruence and job satisfaction across several other occupational groups. Levels of community college counselor role conflict and role ambiguity were also positively correlated. This finding is also consistent with Rizzo, et al.'s (1981) research with several different occupational groups.

## Factors Associated With Counselor Role Congruence and Job Satisfaction

This study explored the role expectations factor. This factor concerns expectations from role senders for community college counselors. Clearly, trainers and co-workers indicated much greater counselor role conflict and role ambiguity, therefore much more role incongruence for the counselors than did the counselors and the

leaders. Specifically, trainers reported the most conflict for counselors concerning doing tasks that should be done differently. Co-workers believed counselors experience the greatest conflicts over receiving assignments without proper resources and materials to execute them. Counselors and leaders generally saw no problem in these areas.

Trainers presumed that counselors experience the most role ambiguity concerning proper division of their time. Co-workers also viewed time management as causing much role ambiguity for counselors. Again, counselors and leaders indicated this item to be of no concern. Concerning counselor time spent, trainers estimated counselor time on group work in academic/educational advising, career counseling, and personal counseling as much greater than the estimations of counselors, co-workers, and leaders.

The four groups studied were asked how they preferred counselors to spend their time. Leaders and trainers indicated that they want counselors to spend more time doing career counseling in group settings. Counselors indicated that they want no change in that duty. Trainers and co-workers also would like counselors to perform more research.

Trainers and co-workers also saw counselor time spent on supervision and administrative tasks as being

questionable in terms of agreement with institutional mission. Whereas, counselors and leaders saw these functions as in agreement with the mission.

This study explored personal, organizational and interpersonal factors for community college counselors that were related to their role congruence. The personal factor that was most associated with role congruence was self-definition. Community college counselors who described themselves as student advocates rather than as counselors or educators reported more role incongruence.

The organizational factor correlated with more role conflict for community college counselors was the absence of a faculty/staff development specialist on campus. Another organizational factor related low counselor role ambiguity with the existence of a peer counseling program at their institution.

The interpersonal factor that was associated with the most role conflict, ambiguity, and incongruence for community college counselors was a negative perception of leadership decision making.

Factors which were most affiliated with job dissatisfaction for community college counselors were teaching more than six credit hours per academic year, holding a bachelors degree, and perceiving a great many incompatible demands placed on them.

## Summary of the Findings of the Hypotheses

Nine major hypotheses were developed and tested. The Pearson's R correlation was used to examine $HO_1$ and $HO_2$. The one way analysis of variance and chi square method were used to examine $HO_3$, $HO_4$, and $HO_5$. Simple regression and stepwise multiple regression were used to examine $HO_6$, $HO_7$, $HO_8$, and $HO_9$.

$HO_1$--There were significant relationships between
    counselor role congruence, role conflict and role
    ambiguity mean scores and counselor job satisfaction
    mean scores.

$HO_2$--There was a significant relationship between
    counselor role conflict and counselor role
    ambiguity.

$HO_3$--There were significant differences in counselor
    role congruence mean scores among counselors,
    leaders, trainers, and co-workers.

    $HO_{3A}$--There were significant differences in
        counselor mean subscores and item mean scores
        for role conflict among counselors,
        co-workers, trainers and leaders.

$HO_{3B}$--There were significant differences in
counselor mean subscores and item mean scores
for role ambiguity among counselors,
co-workers, trainers, and leaders.

$HO_4$--There were significant differences among
counselors, leaders, trainers, and co-workers in
their perceptions of actual counselor time spend
performing duties.

$HO_{4A}$--There were significant differences among
counselors, leaders, trainers, and co-workers
in their perceptions of preferred counselor
time performing duties.

$HO_5$--There were significant differences among
counselors, leaders, trainers and co-workers in
their perceptions of how counselor time spent agrees
or disagrees with institutional mission.

$HO_6$--There were relationships between counselor role
congruence, role conflict, and role ambiguity mean
scores and the following personal factors:
1. length of time in counseling profession
2. social status
3. moral values
4. self title
5. involvement in professional organizations

$HO_7$--There were relationships between counselor role
congruence, role ambiguity mean scores and the
following organizational factors:

1. perceived organizational policies and practices

2. having a campus faculty/staff development
   specialist

3. perceived organizational management style

4. having a peer counseling program

$HO_8$--There were relationships between counselor role
congruence, role conflict and role ambiguity mean
scores and the following interpersonal factors:

1. perceived leader human relations

2. perceived leader decision making

3. perceived co-worker cooperation

4. perceived praise for a good job

$HO_9$--There were relationships between counselor job
satisfaction mean scores and the following personal,
organizational, and interpersonal factors:

1. counselor teaching load

2. formal job title

3. perceived incompatible demands

4. perceived clarity explanations

5. perceived conflict of resources

6. educational degree

CONCLUSIONS

1. The community college counselors described in this
   study are generally demographically similar to those
   described by Marybell Keim (1988) in her national
   survey.

   The demographic similarities were with
   characteristics, duties and functions and included
   average number of counselors at each institution,
   age, years of experience on the job, educational
   degree and major, actual and preferred time spent on
   duties and association with the American Association
   for Counseling and Development (AACD). Differences
   between the two studies included percentage of
   minority counselors employed, proportion of male and
   female counselors, and utilization of peer
   counselors.

2. Counselors are generally satisfied with their jobs,
   but are dissatisfied with their leaders.

   The finding of overall job satisfaction for
   counselors is similar to Riday, et al. (1985)
   conclusions about community college instructors.
   However, counselors in this study were consistently
   dissatisfied with the way their bosses dealt with

them interpersonally, and the competence of their
supervisors in making decisions. Also counselors
generally were not satisfied with the way the
organization puts policies into practice. Though
this finding does not necessarily support Seidman
(1985), it may relate to his conclusion that
counselors viewed themselves as vulnerable within
the organization and were dissatisfied because of
this.

3. Role congruence and job satisfaction for community
college counselors are related.

A positive correlation between role congruence
and job satisfaction was found for community college
counselors. Therefore, one can theorize that
community college counselors who experience role
incongruence experience job dissatisfaction to some
degree. This conclusion is similar to Gonzales'
(1975) finding for community college division chairs
and Monnett's (1980) finding for community college
student services area coordinators. Clearly, a
major premise of studies concerning roles is that
role congruence and job satisfaction are related.
Community college counselors do not appear to be
uniquely different than other occupational groups
previously studied.

4. <u>Trainers have very different expectations of the
   role of community college counselors than do the
   community college counselors themselves</u>.

   With 70 percent of the community college
counselors in this study holding degrees in
counseling, counselor educators clearly provide the
major training for community college counselors.
Yet, these trainers generally had perceptions which
were distinctly different from counselors concerning
the community college counselor role.  Indeed, 20%
of the trainers who responded to this study
indicated that they did not have enough knowledge of
community college counselors to complete the
questionnaires.  Research about expectations of role
incumbents before they enter an organization may
relate to this finding.  A recent study found that
the role expectations developed during training of
nurses which went unmet by their actual roles were
associated with both role conflict and role
ambiguity (Brief, et al., 1976).  Further, it was
discovered that length of time on the job did not
change the relationship between training and role
conflict and ambiguity.  Trainers may be
communicating role expectations for community
college counselor trainees to do more personal

counseling, group work, and research than counselors in the field are currently performing.

5. <u>Co-workers perceptions of the role of community college counselors are different from how counselors view themselves.</u>

In general, co-workers believed counselors received many incompatible requests, had a lack of resources available to them, had unclear expectations, lacked knowledge of how much authority they had, did not know if they had divided their time properly, and did not have a good idea of their responsibilities.

Co-workers also expected counselors to perform more research than they currently do, and were unsure whether the counseling duties of administrative tasks, supervision and personal counseling were in agreement with the institutional mission. Conversely, counselors generally were sure there was mission agreement with these activities.

Research suggests that this situation is unhealthy for an organization. Van Sell, et al. (1981) indicate that the relationships between role senders and incumbents have reciprocal causality. That is, differing perceptions between these two groups may contribute to co-worker role conflict and

ambiguity as well as counselor role conflict and
ambiguity.

Also of note is the idea that co-workers may be
looking to counselors to perform more research
because they may see counselors as the experts on
students. Yet, co-workers cannot adequately tap
into this expertise.

6.  The role episode model is appropriate for examining
    and integrating the data from this study.

This study investigated the data within the
framework of the role episode model (Kahn, et al.,
1964). Specifically, the research was identified in
terms of role expectations, and the relationships of
personal factors, organizational factors, and
interpersonal factors to role congruence and job
satisfaction. Kahn, et al.'s (1964) model has been
widely used to illustrate correlations between role
congruence and job satisfaction, and role conflict
and role ambiguity within organizations. It also
has been utilized extensively to identify role
expectation differences and to illustrate the
personal, organizational and interpersonal factors
correlated with these variables across several
different occupational groups. This model has been

useful in providing such a framework for the current study.

7. <u>The longer community college counselors have been in the counseling profession the more role congruence they experience</u>.

Stepwise regression indicated that the length of time in the counseling profession is a predictor for greater counselor role congruence. One can theorize that previous counseling experience is very beneficial for providing the ability to reduce role incongruence in the present job.

8. <u>A faculty/staff development specialist on campus helps reduce role conflict for community college counselors</u>.

Stepwise regression shows that role conflict for counselors was lower with a faculty/staff development specialist on campus. Indeed, professional development opportunities through such an advocate seem to offer ways for counselors to solve conflicts related to role overload, expectations, requests, and evaluation. In addition, it is possible that the function of this specialist contributes to more positive perceptions of organizational practices and policies and a more participatory organizational climate.

Also, one might postulate that an organization
which employs a specialist of this kind has
humanistic and caring attitudes about its people.
This attitude, manifested in a faculty/staff
development specialist, may help contribute to less
role conflict for community college counselors.

9. <u>Positive perceptions of supervisory decision making
lead to more role congruence and less role conflict
and ambiguity for community college counselors.</u>

In this study, these positive perceptions of
leadership decision making were the most powerful
predictors for higher role congruence and lower role
conflict and ambiguity for community college
counselors.

10. <u>Counselors in systems where peer or paraprofessional
counseling assistance programs are utilized
experience lower role ambiguity.</u>

It is possible that such programs help increase
clarity for counselors in terms of their duties,
authority, evaluation, and relationships with
others. Another possibility is that counselors with
lower role ambiguity understand the importance of
peer counselors for meeting the role expectations of
the job.

11. <u>Counselors who see themselves as primarily educators/counselors experience less role ambiguity than those who view themselves primarily as student advocates</u>.

    Those community college counselors who saw themselves as educators/counselors seemed to understand their purpose more effectively in relation to duties, goals, expectations, and authority.

12. <u>Professional membership in the Oregon Counseling Association (OCA) is related to more role ambiguity for community college counselors</u>.

    Members of OCA in community college settings may be more oriented toward exploring progressive state and regional counseling issues such as AIDS, and alcohol and drug abuse. They may be experiencing role ambiguity in relation to how this orientation can apply to the community college setting. It is also possible that counselors who feel more role ambiguity reach out through the Oregon Counseling Association to other professionals for support.

13. <u>Counselors who teach few credit hours per academic year experience more job satisfaction than those who teach more than six credit hours per academic year</u>.

Evidence suggested that counselors who did some teaching were satisfied with their jobs. Counselors who teach may be more apt to view themselves as educators/counselors. They may also have greater opportunities to experience more variety on the job, to utilize their abilities in different ways, and to increase possibilities for praise and feelings of accomplishment. However, if counselors teach a great deal, there may be a sense of doing too much that could impede job satisfaction. Given the fact that there are many demands on counselors, too much time spent teaching could reduce the chances to adequately meet these demands.

14. Counselors holding the masters or doctorate degree as their highest degree are more satisfied with their work than those who hold a bachelors as the highest degree.

It is possible that persons holding bachelors degrees do not have the understanding or skills to meet the demands of the counselor role.

15. Counselors with many incompatible demands placed upon them feel less job satisfied than those who have fewer incompatible demands placed upon them.

The present study supported the opinion of Thurston (1983a) who maintains that counselors who

perceive many different demands experience job
dissatisfaction.

## RECOMMENDATIONS FOR ACTION

1. <u>Counselors and their co-workers should be encouraged
   to resolve their differences in expectations about
   the role of community college counselors.</u>

   Because co-workers arguably work more closely
   with counselors than other constituencies,
   differences in their perceptions of counselors can
   contribute to less effectiveness for both groups.
   The areas that should be reevaluated are in relation
   to how counselors divide their time, counselors
   knowledge of their responsibilities, and how the
   counseling duties of personal counseling,
   supervising, and administrative tasks relate to the
   institution's mission.

   Co-workers also want counselors to do more
   research, and possibly more personal and career
   counseling in group settings.  Indeed, such dialogue
   between counselors and their co-workers in these
   areas could prove mutually beneficial and create
   more cooperation and support.

2.  Community college counselor trainers should be
    encouraged to learn more about counselors in the
    community college setting.

    It would be helpful for trainers to be able to
    discuss issues and demands that face community
    college counselors on the job.  In this way, the
    community college counselor trainee would be better
    prepared to meet the demands and challenges facing
    community colleges and their students.

3.  Counselors should do more career counseling and
    personal counseling in group settings.

    A significant proportion of all four groups in
    this study would like to see counselors perform more
    of these activities.  Only a combined three percent
    indicate counselors should do less of these duties.
    Counselors only average two hours per week in these
    activities.  Given the demands placed on counselors'
    time, it could be much more efficient to serve more
    students in this manner.  This suggestion is also
    appropriate for meeting the demands of new student
    needs described by Astin (1989) and Magner (1989),
    and for meeting the needs of returning women as
    discussed by Dziech (1983).  Such group activity
    could also enhance the "fit" between student and
    institution as described by Tinto (1987).

4. <u>Counselors should perform more research</u>.

A majority of co-workers and trainers, and 38 percent of counselors want counselors to have more opportunities for research. Less than a combined 10 percent from all four groups want less research from counselors. Counselors devote only one hour per week to this activity. One could theorize that there are campus needs related to research that counselors can appropriately provide, such as student characteristics, student psychological needs, needs of special student populations, and retention. Such research could greatly help other community college professionals in their interactions and relations with students. Also, filling this role could very well bring the respect and value that Thurston (1983a) and Seidman (1985) indicate counselors desire.

5. <u>Community colleges should hire more counselors of minority racial and ethnic backgrounds</u>.

Ninety-five (95) percent of the counselors in the present study are Caucasian; 85 percent of the counselors in Keim's (1988) national study were also Caucasian. These figures do not reflect the fact that nationally community colleges enroll 56% of all minority students in college (Deegan, et al., 1985).

The present study's student enrollment from
institutions surveyed indicated that ten percent of
the student population was minority in academic year
1987-1988. This situation, very possibly, creates
more feelings of alienation by minority students
toward counselors and the institutions.

6. <u>Community colleges should hire a campus
faculty/staff development specialist.</u>

The present study clearly indicates that role
conflict for counselors is less with this individual
on campus. This finding is, however, difficult to
interpret. The idea makes sense given the fact that
counselors, not unlike other community college
professionals, are older and have over ten years
experience in their present job. One could surmise
that stagnation can be averted and role congruence
can be enhanced if there is an identified individual
that can help community college personnel better
prepare themselves to deal with the changing student
population and mission of community colleges. But
further study seems warranted here.

7. <u>Community college counseling functions should
include a peer or paraprofessional counseling
assistance program.</u>

Such a program contributes significantly not only to role clarity for counselors but has obvious benefits to students. As O'Banion (1974) noted, with such programs the counseling function "is realistically and practically extended to serve the needs of new students" (p. 27). Thurston (1983a) also hypothesized that these programs are beneficial for students.

Role clarity for community college counselors seems to be connected with such programs. Though it is not warranted to conclude that having these programs leads to community college counselor role clarity, those counselors who work where such programs exist clearly reported less role ambiguity.

8. Counselors should be encouraged to not teach any more than six credit hours per academic year.

Teaching more credit hours per academic year increases job dissatisfaction according to this study.

9. Counselors should be hired with some previous counseling experience, with at least a masters degree, and with an identity as an educator/counselor.

These factors significantly contribute to greater role congruence and job satisfaction for

community college counselors.  Thus, hiring
individuals who possess these qualities will
generate more effectiveness in that job.

10. <u>Supervisors of community college counselors should
open communication with counselors for the purpose
of resolving concerns over supervisory decision
making and incompatible demands placed upon
counselors.</u>

Clearly, a more participatory climate and more
open communication between supervisors and
counselors could help resolve concerns, facilitate
understanding, and most importantly, increase
counselor role congruence and job satisfaction.  It
seems clear that the effectiveness of the counseling
function would be enhanced if counselors generally
feel confident about supervisory decision making,
and see few incompatible requests placed upon them.


RESEARCH QUESTIONS FOR FURTHER STUDY


1. Is there a reciprocal relationship between counselors
and co-workers?  That is, if co-workers see
counselors' role significantly different than
counselors see this role, is the same true in
reverse?

2. What significantly different perceptions of counselor role congruence would be discovered if role senders were broken down by job title, age, gender, experience, etc....?

3. Specifically, what role expectations do counselors get from their training? How long do they hold on to these expectations, and what is the relationship between these expectations and counselor role congruence?

4. Are role congruence and job satisfaction for other community college groups, such as faculty, administration, and support staff, affected by the factors which affect counselors? If not, what factors affect role congruence and job satisfaction for these groups?

5. How similar would the results be for public 4-year college/university counselors?

6. How similar would the results be for a national sample and/or different regional sample of community college counselors?

7. What other variables could contribute to counselor role congruence and job satisfaction? For example, what would be the affect of factors such as size of

the college, age of the college, number of years the president has been at the institution, average class size, number of majors offered, percentage of students seeking to transfer, etc....?

8. How do community college students and faculty view the role of community college counselors?  How similar are their role expectations to the four groups studied?

9. Specifically, how does a campus faculty/staff development specialist contribute to role congruence for counselors and/or to other campus employees?

REFERENCES

Anandam, K., & DeGregorio, E. (1981). Promises to keep--academic alert and advisement (and) statistics for winter term, 1981-82. Miami, Fla.: Miami-Dade Community College. (ED 215 726).

Astin, A. (1989). Survey of freshman finds a growing level of stress caused by anxieties about money and status. Chronicle of Higher Education, 1/11/89, A32-A34.

Baird, L. L. (1969). A study of the role relations of graduate students. Journal of Educational Psychology, 60, 15-21.

Baker, S. B. (1981). School counselor's handbook: Guide for professional growth and development. Boston, MA: Allyn & Bacon.

Barrow, J., Cox, P., Sepich, R. & Spivak, R. (1989). Student needs assessment surveys: Do they predict student use of services. Journal of College Student Development, 1/89, 30, 77-81.

Beehr, T. A., Walsh, J. T., & Taber, T. D. (1976). Relationship of stress to individually and organizationally valued states: Higher order needs as moderator. Journal of Applied Psychology, 61, 41-47.

Bers, T. H., & Smith. K. (1987). College choice and the nontraditional student. Community College Review, 15, 39-46.

Biddle, B. J. (1986). Recent development in role theory. Annual Review of Sociology, 12, 67-92.

Borg, W. R., & Gall, M. D. (1983). Educational research: An introduction. N.Y.: Longman.

Breneman, D. W., & Nelson, S. C. (1981). Financing community colleges: An economic perspective. Washington, D. C.: The Brookings Institute.

Brief, A. P., & Aldag, R. J. (1976). Correlates of role indices. Journal of Applied Psychology, 61, 41-47.

Brown, R. D. (1972). Student development in tomorrow's higher education: A return to the academy. Washington, D.C.: American College Personnel Association.

Clark, B. R. (1960). The cooling out function in higher education. American Journal of Sociology, 65(6), 569-576.

Cohen, A. M., & Brawer, F. B. (1982) The American community college. San Francisco: Jossey-Bass.

Cohen, A. M., & Friedlander, J. (1980). What do instructors want? Community College Review, 7(3) 66-72.

Crane, S. J., & Iwanicki, E. F. (1986). Perceived role conflict, role ambiguity, and burnout among special education teachers. Remedial and Special Education, 7(2), 24-31.

Creamer, D. G. (1983). Preparing and nurturing professional counselors. In A. Thurston and W. Robbins (Eds.), Counseling: A crucial function for the 1980's. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Cross, K. P. (1983). The impact of changing student populations on community colleges. Community College Review, 10(4), 31-34.

Deegan, W. L., Tillery, D., & Associates. (1985). Renewing the American community college. San Francisco: Jossey-Bass.

Dillman, D. A. (1978). Mail and telephone surveys. New York: John Wiley & Sons.

Dziech, B. W. (1983). Changing status of women. In G. B. Vaughan & Associates (Eds.). Issues for community college leaders in a new era. San Francisco: Jossey-Bass.

Elsner, P. A., & Ames, W. C. (1983). Redirecting student services. In G. B. Vaughan & Associates (Eds.). Issues for community college leaders in a new era. San Francisco: Jossey-Bass.

Farber, B. A. (1983). Stress and burnout in the human service professions. New York: Pergamon Press.

Farland, R., & Cruz, J. (1982). Identifying and assisting potential transfer students: Policies and practices. Sacramento: California Community Colleges, Office of the Chancelor (ED 220 162).

Filan, G. L., Okun, M. A., & Witter, R. A. (1986). Influence of ascribed and achieved social status, values, and rewards on job satisfaction among community college faculty. Community/Junior College Quarterly, 10, 113-122.

Fisher, C. D., & Gitelson, R. (1983). A meta-analysis of the correlates of role conflict and role ambiguity. Journal of Applied Psychology, 68(2), 320-333.

Friedlander, J. (1981). Why don't poorly prepared students seek help? Los Angeles: Center for the Study of Community Colleges. (ED 203 901).

Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H. (1985). Organizations: Behavior, structure, processes. Planto: Business Publications.

Gibson, R. L., & Mitchell, M. H. (1986). Introduction to counseling and guidance. New York: Macmillian.

Glass, G. V., & Hopkins, K. D. (1984). Statistical methods in education and psychology. Englewood Cliffs, NJ: Prentice-Hall.

Gonzales, T. (1975). A study of role conflict and role ambiguity among community college department/division chairmen. Unpublished dissertation. University of Colorado.

Good, T. L. (1981). Teacher expectations and student perceptions, a decade of research. Education Leadership, 38, 415-23.

Goodman, L. H., Beard, R. L., & Martin, C. L. (1975). Counseling services in the two-year college: A Southeastern survey. NASPA Journal, 12, 241-248.

Gordon, C., & Gordon P. (1982). Changing roles, goals, and self-conceptions: Process and results in a program for women's employment. In W. Ickes & E. S. Knowles (Eds.), Personality, Roles and Social Behavior. New York: Springer-Verlag, 243-83.

Greene, C. N. (1972). Relationships among role accuracy, compliance, performance evaluation and satisfaction within managerial dyads. Academy of Management Journal, 15, 25-215.

Gruneberg, M. M. (1979). Understanding job satisfaction. New York: John Wiley & Sons.

Haas, J. E. (1964). Role conception and group consensus. Columbus, Ohio: Bureau of Business Research.

Hall, D. T., & Gordon, F. E. (1973). Career choices of married women: Effects on conflict role behavior, and satisfaction. Journal of Applied Psychology, 58, 42-48.

Herzberg, F. (1968). One more time: How do you motivate employees? Harvard Business Review, 46, 53-62.

Higgins, E. G. (1981). Community college counseling centers: Structure and focus. Community College Review, 9(1), 18-23.

Hinko, P. M. (1971). A national survey of counseling services. Junior College Journal. 42, 20-24.

House, R. J., & Schuler, R. S. (1983). Short notes. Journal of Applied Psychology. 68(2), 334-337.

Ibrahim, F. A., Helms, B. J., & Thompson, D. L. (1983). Counselor role and function: An appraisal by consumers and counselors. Personnel and Guidance Journal, 61, 597-601.

Instructional Development & Evaluation Associates. (1981). Status survey of guidance and counseling services in Michigan community colleges. Berkley, Mich.: Instructional Development and Evaluation Associates. (ED 215 714).

Jackson, S. E., & Schuler, R. S. (1985). A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. Organizational Behavior and Human Decision Processes, 36, 16-78.

Johnson, T. W., & Green, G. (1973). Organizational assimilation and role rejection. Organizational Behavior and Human Performance, 10, 72-87.

Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). Organizational stress: Studies in role conflict and ambiguity. New York: Wiley.

Karabel, J. (1972). Community colleges and social stratification: Submerged class conflict in American higher education. Harvard Educational Review, 42(4), 521-562.

Keim, M. C. (1988). Two-year college counselors: Who are they and what do they do? Community College Review. 16(1), 39-46.

Kelly, G. A. (1955). The psychology of personal constructs. New York: Norton.

Kidd, R. E., & Embry, J. K. (1981). Developing a career planning center. Occupational Educational Research Project final Report. Wilson, N.C.: Wilson County Technical Institution. (ED 205 725).

Knox, B. (1979). Counseling needs of ABE students. Community College Review. 7(1), 56-59.

Koos, L. V. (1929). The junior college. New York:Ginn.

Kottkamp, R. B., & Mansfield, J. R. (1985). Role conflict and role ambiguity, powerlessness and burnout among high school supervisors. Journal of Research and Development in Education, 18(4), 29-38.

Leach, E. R. (1979). Consumer-oriented student development and college services. In R. E. Lahti (Ed.), Managing in a new era. New Directions for Community Colleges, No. 28. San Francisco: Jossey-Bass.

Litwack, L. (1978). Counseling services in community colleges. Journal of College Student Personnel, 19, 359-361.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally, 1297-1349.

London, H. B. (1977). The culture of a community college. San Francisco: Jossey-Bass.

Magner, D. K. (1989). Alcohol-related problems have not decreased on most college campuses, survey indicates. Chronicle of Higher Education, 11/9/88, A35-A36.

Mangoine, T. W., & Quinn, R. P. (1975). Job satisfaction, counter productive behavior, and drug use at work. Journal of Applied Psychology, 60, 114-16.

Matson, J. E. (1972). A perspective on student personnel services. Junior College Journal, 42, 48-52.

Matson, J. E. (1983). Primary roles for community college counselors. In A. Thurston & W. Robbins (Eds.), Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Medsker, L. L. (1960). The junior college. New York: McGraw-Hill.

Miles, R. H., & Perrault, W. D. (1976). Organizational role conflict: Its antecedents and consequences. Organizational Behavior and Human Performance, 17, 19-44.

Monnett, J. H. (1980). A study of perceived role conflict and role ambiguity among community college student personnel service area coordinators. Unpublished dissertation. University of Northern Colorado.

Moore, W. (1983). Special roles with special students. In A. Thurston & W. Robbins (Eds.), Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Nelson, B. A. (1979). The Development of an Experimental Advisement and Registration Process for New Students at Glendale Community College in Summer, Glendale, Ariz.: Glendale Community College, 84 pp. (ED 197 770).

Noel, L., & Levitz, R. S. (1983). National dropout study. Iowa City, IA: ACT National Center for the Advancement of Educational Practices.

Noel, L., & Levitz, R. S.  (1984).  <u>Student developers-partners in student success</u>.  Traverse City, Michigan.  ACT.

O'Banion, T.  (1974).  Counseling and the emerging model of student development.  In C. E. Blocker (Ed.), <u>Humanizing student services</u>.  New Directions for Community Colleges, No. 8.  San Francisco: Jossey-Bass.

Paradise, L. V., & Long, T. J.  (1981).  <u>Counseling in the community college</u>.  New York:  Praeger.

Riday, G. E., Bingham, R. D., & Harvey, T. R.  (1985).  Satisfaction of community college faculty: Exploding a myth.  <u>Community College Review</u>, <u>12</u>(3), 46-50.

Riesman, D.  (1981).  <u>On higher education:  The academic enterprise in an era of rising student consumerism</u>.  San Francisco:  Jossey-Bass, 1981.

Rizzo, J. R., House, R. J., & Lirtzman, S. I.  (1970).  Role conflict and ambiguity in complex organizations.  <u>Administrative Science Quarterly</u>, <u>15</u>, 150-163.

Robbins, W. A.  (1983).  Counseling for today's community college students.  In A. Thurston & W. Robbins (Eds.), <u>Counseling:  A crucial function for the 1980s</u>.  New Directions for Community Colleges, No. 43.  San Francisco:  Jossey-Bass.

Schinoff, R. B.  (1983).  Preparing and nurturing professional counselors.  In A. Thurston and W. Robbins (Eds.), <u>Counseling:  A crucial function for the 1980's</u>.  New Directions for Community Colleges, No. 43.  San Francisco:  Jossey-Bass.

Schinoff, R. B. & Kelly, J. T.  (1982).  Improving academic advisement and transfer articulation through technology.  In F. C. Kintzer (Ed.), <u>Improving articulation and transfer relationships</u>.  New Directions for Community Colleges, No. 39.  San Francisco:  Jossey-Bass.

Schuler, R. S., Aldag, R. J., & Brief, A. P.  (1977).  Role conflict and ambiguity:  A scale analysis.  <u>Organizational Behavior and Human Performance</u>, <u>20</u>, 119-128.

Seidman, E. (1985). In the words of faculty. San Francisco: Jossey-Bass.

Sharkey, S. J., Bischoff, P. M., Echols, C. M., Northman, E. A., Leibman, A., & Steele, B. (1987). Pioneer programs for retaining "at risk" students. In M. Stodt & W. Klepper (Eds.), Increasing retention: Academic and student affairs administrators in partnership. New Directions for Higher Education, 4(60), San Francisco: Jossey-Bass.

Simon, N. P. (1980). The changing economy and its effect on services, professionals and students: A cautionary note. In D. G. Creamer (Ed.), Student Development in Higher Education: Theories, Practices, and Future Directions. Cincinnati, Ohio: American College Personnel Media.

Stensrud, R., & Stensrud, K. (1981). Counseling may be hazardous to your health: How we teach people to feel powerless. Personal and Guidance Journal, 59(5), 300-304.

Tinto, V. (1987). Leaving college. Chicago: University of Chicago Press.

Thurston, A. S. (1983a). Counseling in a multi-college system: The Los Amigos experience. In A. Thurston & W. Robbins (Eds.), Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Thurston, A. S. (1983b) The decade ahead for community college counseling. In A. Thurston & W. Robbins (Eds.), Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Thurston, A., & Robbins, W. (1983). Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Tosi, H., & Tosi, D. (1970). Some correlates of role conflict and ambiguity among public school teachers. Journal of Human Relations, 18, 1068-1075.

Tshudi, F., & Rommetveit, R. (1982). Sociality, intersubjectivity, and social processes. In J. C. Mancuso & J. R. Addams-Webber (Eds.), The Construing Person. New York: Praeger.

Van Sell, M., Brief, A. P., & Schuler, R. S. (1981). Role conflict and role ambiguity, integration of the literature and direction for future research. Human Relations, 34(1), 43-71.

Vaughan, G. B. (Ed.). (1980). Questioning the community college role. New Directions for Community Colleges, No. 32. San Francisco: Jossey-Bass.

Vaughan, G. B., & Associates. (1983). Issues for community college leaders in a new era. San Francisco: Jossey-Bass.

Weiss, P. J., Davis, R. V., England, G. W.., & Lofquist, L. H. (Revised 1977). Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: University of Minnesota.

Wildt, A. R., & Ahtola, O. T. (1978). Analysis of covariance. Sage university Series on Quantitative Applications in Social Sciences. Beverly Hills and London: Sage.

Wood, O. R. (1976). Measuring job satisfaction of the community college staff. Community College Review, 3(3), 57-59.

Workman, J., Thomas, B., Garstka, P., & Hudson, R. (1986). Community college counselors' image. Journal of College Student Personnel, 27(2), 185.

Young, R. B. (1983). Organizational alternatives for the future of student development. In A. Thurston & W. Robbins (Eds.), Counseling: A crucial function for the 1980s. New Directions for Community Colleges, No. 43. San Francisco: Jossey-Bass.

Zwerling, L. S. (1976). Second best: The crisis of the community college. New York: McGraw-Hill.

APPENDICES

# COMMUNITY COLLEGE COUNSELOR QUESTIONNAIRE (Including Role Questionnaire and Minnesota Satisfaction Questionnaire Sent to Counselors)

This survey contains questions about various functions of community college counselors. Your cooperation and insights are greatly appreciated.

1. About how many credit hours do you teach per academic year? (Circle one number.)

       1  NO CREDIT HOURS
       2  1-3 CREDIT HOURS
       3  4-6 CREDIT HOURS
       4  7-9 CREDIT HOURS
       5  MORE THAN 9 CREDIT HOURS

2. Does your counseling department utilize student peer counselors or not? (Circle one number.)

       1  YES, UTILIZE PEERS
       2  NO

3. Which one of the following best describes your perception of the overall management style of your institution? (Circle one number.)

       1  MORE PARTICIPATORY THAN AUTOCRATIC
       2  MORE AUTOCRATIC THAN PARTICIPATORY
       3  OTHER; EXPLAIN _____

4. Does your institution have a formalized faculty/staff development program or not? (Circle one number.)

       1  NO
       2  YES, DOES

          4a.  Is there a designated person full time or part time in these duties? (Circle one number.)

              1  FULL-TIME
              2  PART-TIME
              3  NO DESIGNATED PERSON

(PLEASE TURN THE PAGE)

5. To the best of your knowledge, when was your last institutional mission revision?
   (Circle one number.)

   1 I DON'T KNOW
   2 LESS THAN 2 YEARS AGO
   3 2 TO 4 YEARS AGO
   4 5 TO 6 YEARS AGO
   5 MORE THAN 6 YEARS AGO

   → 5a. Was your input for mission revision requested?
          (Circle one number.)

          1 YES
          2 NO
          3 I WAS NOT EMPLOYED HERE AT THE TIME

6. Do you have computer assisted counseling or not? (Circle one number.)

   1 YES
   2 NO

7. Below is a list of typical duties for community college counselors. Please fill in
   the actual hours you spend on each duty in a typical week and, circle whether you
   would prefer to spend more time, less time, or no time change on that duty.

|  | ESTIMATED HOURS PER WEEK | MORE | LESS | NO CHANGE |
|---|---|---|---|---|
| a. Academic and educational advising in individual settings. . . . . . . . . . . | _____ | 1 | 2 | 3 |
| b. Academic and educational advising in group settings . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| c. Career counseling in individual settings | _____ | 1 | 2 | 3 |
| d. Career counseling in group settings. . . | _____ | 1 | 2 | 3 |
| e. Personal counseling in individual settings . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| f. Personal counseling in group settings. . | _____ | 1 | 2 | 3 |
| g. Teaching . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |

(PLEASE GO ON TO THE NEXT PAGE)

| | | ESTIMATED HOURS PER WEEK | MORE | LESS | NO CHANGE |
|---|---|---|---|---|---|
| h. | Testing. . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| i. | Researching. . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| j. | Supervising. . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| k. | Administrative tasks . . . . . . . . . . | _____ | 1 | 2 | 3 |
| l. | Staff meetings . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| m. | Other duties (describe_____ _____) . . | _____ | 1 | 2 | 3 |

8. Is it your opinion that the time you spend on each of the duties listed below is in agreement or disagreement with the institutional mission? (Circle one number for each.)

| | | AGREE-MENT | DISAGREE-MENT | NOT SURE |
|---|---|---|---|---|
| a. | Academic and educational advising. . . . | 1 | 2 | 3 |
| b. | Career counseling. . . . . . . . . . . . | 1 | 2 | 3 |
| c. | Personal counseling. . . . . . . . . . . | 1 | 2 | 3 |
| d. | Teaching . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| e. | Testing. . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| f. | Researching. . . . . . . . . . . . . . . | 1 | 2 | 3 |
| g. | Supervising. . . . . . . . . . . . . . . | 1 | 2 | 3 |
| h. | Administrative tasks . . . . . . . . . . | 1 | 2 | 3 |

(PLEASE TURN THE PAGE)

9. Below is a list of statements often made about counseling. Please read each one and indicate how accurate you feel it is on a scale from 1 to 7, where 1 is very true about your job and 7 is very untrue about your job. (Circle one number for each.)

|  |  | VERY TRUE | | | | | VERY UNTRUE | |
|---|---|---|---|---|---|---|---|---|
| a. | I have to do things that should be done differently . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | I have to work on unnecessary things. . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | I receive an assignment without adequate resources and materials to execute it . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | I receive an assignment without the proper manpower to complete it . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | I work with two or more groups who operate quite differently . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. | I have to buck a rule or policy in order to carry out an assignment . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. | I receive incompatible requests from two or more people . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. | I do things that are apt to be accepted by one person and not accepted by others . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. | I know exactly what is expected of me . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. | I feel certain about how much authority I have. . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. | Clear, planned goals exist for my job. . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. | I know that I have divided my time properly. . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| m. | I know what my responsibilities are. . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| n. | Explanation is clear of what has to be done. . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

# minnesota satisfaction questionnaire

## (short-form)



**Vocational Psychology Research**

**UNIVERSITY OF MINNESOTA**

Copyright 1977

*Ask yourself:* How **satisfied** am I with this aspect of my job?

**Very Sat.** *means I am very satisfied with this aspect of my job.*

**Sat.** *means I am satisfied with this aspect of my job.*

**N** *means I can't decide whether I am satisfied or not with this aspect of my job.*

**Dissat.** *means I am dissatisfied with this aspect of my job.*

**Very Dissat.** *means I am very dissatisfied with this aspect of my job.*

| On my present job, this is how I feel about . . . | Very Dissat. | Dissat. | N | Sat. | Very Sat. |
|---|---|---|---|---|---|
| 1. Being able to keep busy all the time | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. The chance to work alone on the job | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. The chance to do different things from time to time | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. The chance to be "somebody" in the community | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. The way my boss handles his/her workers | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. The competence of my supervisor in making decisions | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Being able to do things that don't go against my conscience | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. The way my job provides for steady employment | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. The chance to do things for other people | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. The chance to tell people what to do | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. The chance to do something that makes use of my abilities | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. The way company policies are put into practice | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. My pay and the amount of work I do | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. The chances for advancement on this job | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. The freedom to use my own judgment | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. The chance to try my own methods of doing the job | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. The working conditions | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. The way my co-workers get along with each other | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. The praise I get for doing a good job | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. The feeling of accomplishment I get from the job | ☐ | ☐ | ☐ | ☐ | ☐ |
| | Very Dissat. | Dissat. | N | Sat. | Very Sat. |

Finally a few more questions about you.

10. Are you (Circle one number):

      1  MALE
      2  FEMALE

11. What is your age?

_____
            AGE

12. Please indicate your highest degree achieved. (Circle one number.)

      1  ASSOCIATES
      2  BACHELOR
      3  MASTERS
      4  DOCTORATE
      5  OTHER, SPECIFY _____

13. What was your major for the degree?

_____ MAJOR

14. What is your official/formal job title?

_____ JOB TITLE

15. Please indicate below whether or not you now belong to each of the following professional organizations. (Circle one number.)

|  | | YES BELONG | NO DO NOT |
|---|---|---|---|
| A. | American Association for Counseling and Development. . . . | 1 | 2 |
| B. | American Association for Community and Junior Colleges . . | 1 | 2 |
| C. | National Association for Student Personnel Administrators. | 1 | 2 |
| D. | Oregon Counseling Association. . . . . . . . . . . . . . . | 1 | 2 |
| E. | Other, Specify_____ . . | 1 | 2 |

16. Have you attended a national, regional, or state conference in the last two years? (Circle one number.)

      1  YES
      2  NO

(PLEASE TURN THE PAGE)

17. Approximately how many years have you been on your present job?

_____YEARS

18. Which of the following titles best describes you?  (Circle one number.)

      1  EDUCATOR
      2  COUNSELOR
      3  STUDENT ADVOCATE
      4  OTHER, SPECIFY _____

19. How many years altogether have you been in this line of work?

_____YEARS

20. Which of the following best describes your ethnic group?  (Circle one number.)

      1  AMERICAN INDIAN
      2  WHITE
      3  BLACK
      4  HISPANIC
      5  ASIAN
      6  OTHER (please explain)_____

21. What socio-economic group listed below best describes your childhood environment? (Circle one number.)

      1  UPPER CLASS
      2  UPPER MIDDLE CLASS
      3  MIDDLE CLASS
      4  LOWER MIDDLE CLASS
      5  LOWER CLASS

22. Is there anything else you would like to say about community college counseling and its issues?

(THANK YOU FOR YOUR COOPERATION)

## COMMUNITY COLLEGE COUNSELOR QUESTIONNAIRE (Including Role Questionnaire Sent to Role Senders)

This survey contains questions about various functions of community college counselors. Your cooperation and insights are greatly appreciated.

1. Below is a list of typical duties for community college counselors. Please fill your perception of actual hours spent on each counseling duty in a typical week and, circle whether you would prefer counselors to spend more time, less time, or no time change on that duty.

|  | | ESTIMATED HOURS PER WEEK | MORE | LESS | NO CHANGE |
|---|---|---|---|---|---|
| a. | Academic and educational advising in individual settings. . . . . . . . . . . | _____ | 1 | 2 | 3 |
| b. | Academic and educational advising in group settings . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| c. | Career counseling in individual settings | _____ | 1 | 2 | 3 |
| d. | Career counseling in group settings. . . | _____ | 1 | 2 | 3 |
| e. | Personal counseling in individual settings . . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| f. | Personal counseling in group settings. . | _____ | 1 | 2 | 3 |
| g. | Teaching . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| h. | Testing. . . . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| i. | Researching. . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| j. | Supervising. . . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| k. | Administrative tasks . . . . . . . . . . | _____ | 1 | 2 | 3 |
| l. | Staff meetings . . . . . . . . . . . . . | _____ | 1 | 2 | 3 |
| m. | Other duties (describe) | | | | |
| | _____ . . . | _____ | 1 | 2 | 3 |

_____

(PLEASE TURN THE PAGE)

2.  Is it your perception that the counselors' <u>time spent on each</u> of the duties listed below is in agreement or disagreement with the institutional mission?  (Circle one number for each.)

|  | | AGREE-MENT | DISAGREE-MENT | NOT SURE |
|---|---|---|---|---|
| a. | Academic and educational advising. . . . | 1 | 2 | 3 |
| b. | Career counseling. . . . . . . . . . . . | 1 | 2 | 3 |
| c. | Personal counseling. . . . . . . . . . . | 1 | 2 | 3 |
| d. | Teaching . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| e. | Testing. . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| f. | Researching. . . . . . . . . . . . . . . | 1 | 2 | 3 |
| g. | Supervising. . . . . . . . . . . . . . . | 1 | 2 | 3 |
| h. | Administrative tasks . . . . . . . . . . | 1 | 2 | 3 |

3.  From your perspective, how accurate are these statements about the counselors' work based on a scale from 1 to 7, where 1 is very true and 7 is very untrue.  (Circle one number for each.)

|  | | VERY TRUE | | | | | | VERY UNTRUE |
|---|---|---|---|---|---|---|---|---|
| a. | The counselors have to do things that should be done differently . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. | The counselors have to work on unnecessary things. . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. | The counselors receive an assignment without adequate resources and materials to execute it. . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. | The counselors receive an assignment without the proper manpower to complete it. . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| e. | The counselors work with two or more groups who operate quite differently . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | VERY<br>TRUE | | | | | VERY<br>UNTRUE |
|---|---|---|---|---|---|---|

f.  The counselors have to buck a rule or policy
    in order to carry out an assignment . . . . . . .  1  2  3  4  5  6  7

g.  The counselors receive incompatible requests
    from two or more people . . . . . . . . . . . . .  1  2  3  4  5  6  7

h.  The counselors do things that are apt to be
    accepted by one person but not accepted by others  1  2  3  4  5  6  7

i.  The counselors know exactly what is expected
    of them . . . . . . . . . . . . . . . . . . . . .  1  2  3  4  5  6  7

j.  The counselors feel certain about how much
    authority they have . . . . . . . . . . . . . . .  1  2  3  4  5  6  7

k.  Clear, planned goals exist for the counselors'
    job . . . . . . . . . . . . . . . . . . . . . . .  1  2  3  4  5  6  7

l.  The counselors know that they have divided
    their time properly . . . . . . . . . . . . . . .  1  2  3  4  5  6  7

m.  The counselors know what their responsibilities
    are . . . . . . . . . . . . . . . . . . . . . . .  1  2  3  4  5  6  7

n.  Explanation is clear concerning what
    counselors have to do . . . . . . . . . . . . . .  1  2  3  4  5  6  7

4.  Has your perception of community college counselors changed since you began
    working in community college settings?  (Circle one number.)

>1  YES, I HAVE A MORE <u>POSITIVE</u> PERCEPTION NOW.
>2  YES, I HAVE A MORE <u>NEGATIVE</u> PERCEPTION NOW.
>3. NO CHANGE

Finally a few questions about you.

5.  Are you (Circle one number):

>1  MALE
>2  FEMALE

6. What is your age?

_____
      AGE

7. Please indicate your highest degree achieved. (Circle one number.)

     1  ASSOCIATES
     2  BACHELOR
     3  MASTERS
     4  DOCTORATE
     5  OTHER, SPECIFY _____

8. Approximately how many years have you been on your present job?

_____YEARS

9. Which of the following best describes your ethnic group? (Circle one number.)

     1  AMERICAN INDIAN
     2  WHITE
     3  BLACK
     4  HISPANIC
     5  ASIAN
     6  OTHER (please explain)

_____

10. What socio-economic group listed below best describes your childhood environment? (Circle one number.)

     1  UPPER CLASS
     2  UPPER MIDDLE CLASS
     3  MIDDLE CLASS
     4  LOWER MIDDLE CLASS
     5  LOWER CLASS

11. Is there anything else you would like to say about community college counseling and its issues?

(THANK YOU FOR YOUR COOPERATION)

## INFORMATIONAL LETTER SENT TO DEANS OF STUDENTS

The purpose of this letter is to inform you that I am in the process of investigating factors that contribute to role congruence and job satisfaction for community college counselors.

This research can help answer some important questions raised by national community college writers, such as "What is a realistic student:counselor ratio?", "How much time should counselors spend on various tasks?", "What are appropriate staff development activities for counselors?", "Should counselors be required to teach?", and "What is the appropriate training for community college counselors?" The study can also provide insight to help answer "What makes up an effective community college counseling role?"

All community college counselors in Oregon and those professionals who influence them (supervisory deans, student services personnel, presidents, and counselor educators) are included in this study. A questionnaire will be mailed out next week to each of these individuals asking about their perceptions of various community college counseling functions and duties.

Individual responses will remain strictly confidential, and the research results will be compiled in general terms. There will be absolutely no individual distinctions or comparisons by institution. This research project has been approved by the OSU Department of Postsecondary Education and by the OSU Committee for Human Subjects.

If you have any questions or concerns regarding this study, please call me at:

Dept. of Postsecondary Education       Counseling Center
The Community College Program     OR   Western Oregon State College
Oregon State University                (503) 838-1220 x313
(503) 754-2501

A brief summary of the results, will be made available to those interested participants.

Thank you for your help.

Sincerely,



Kenneth M. Coll, doctoral student

## FIRST LETTER OF MAILING

The purpose of the enclosed questionnaire is to research factors that contribute to role congruence for community college counselors.

This research can help answer some important questions, such as "Should counselors be required to teach?" and, "How much time should counselors spend on various tasks?" The study can also provide insight to help answer "what makes up an effective community college counseling role?"

All community college counselors in Oregon and the professionals who work closely with them are included in this sample. Therefore, in order for the results to be truly representative, it is important that we receive back each completed questionnaire.

I would appreciate it if you would take a few minutes from your busy schedule to respond to the questionnaire. Enclosed is a postage-paid return envelope for your convenience. Please note that the results are being returned to the OSU Department of Postsecondary Education. Individual responses will remain confidential, and the research results will be compiled in general terms. The enclosed questionnaire is numbered only so that we will not bother you again after you have returned it.

If you have any questions regarding this information, please call me at:

Dept. of Postsecondary Educ.    Counseling Center
The Community College Prog.  OR  Western Ore. State Coll.
Oregon State University          (503) 838-1220 x313
(503) 754-2501

If you would like to receive a brief summary of the results, please write your name and mailing address on the back of the return envelope.

Thank you for your help.

Sincerely,


Kenneth M. Coll, doctoral student

## FOLLOW-UP POSTCARD THANK YOU NOTE


Last week a questionnaire concerning community college counselors was mailed to you.  If you have already completed and returned the questionnaire to us, please accept our sincere thanks.  If you have not, please do so today.

The accuracy of this questionnaire depends on a special group of respondents.  Because the results will provide highly pertinent information for community college professionals and community college education, it is extremely important that we get a full and accurate picture of your perceptions.

If by chance you did not receive the questionnaire, or misplaced it, please call me (503-754-2501) and I will mail you another one right away.

Sincerely,

SECOND LETTER FOLLOW-UP

About three weeks ago, I wrote to you seeking information
and opinions about community college counselors.  As of
today, I have not received your completed questionnaire.

I have undertaken this study because of the belief that
it is important, as community college professionals, to
have an understanding of the organizational and personal
factors that contribute to role satisfaction for
community college counselors in order that we may more
effectively evaluate this role.

I am writing to you again because of the significance
each questionnaire has to the usefulness of this study.
In order for the results of the study to be truly
representative, it is essential that you return a
questionnaire.

In the event that your questionnaire has been misplaced,
a replacement is enclosed.

Your time and cooperation is greatly appreciated.

Sincerely,


Kenneth M. Coll, doctoral student

SECOND LETTER TO COUNSELOR TRAINERS

About three weeks ago, I wrote to you seeking information and opinions about community college counselors. As of today, I have not received your completed questionnaire.

Since the vast majority of community college counselors are trained in counseling education programs, I am confident that you have at least a peripheral knowledge of their job responsibilities. It is understood that you may not have an exact account of the functions of community college counselors. However, I would very much appreciate it if you used your knowledge gained from educating community college counselors to estimate your answers.

Because the perspectives of counselors working in the community college field are highly influenced by you, the counselor educator, your opinions are particularly crucial. Thank you for taking time in your busy schedule to return my survey.

Sincerely,


Kenneth M. Coll, doctoral student




If you have any questions or concerns, please contact me personally at (503-838-1200 Ext 313 WOSC) or (503-754-2501 OSU).

THIRD LETTER FOLLOW-UP

I am writing to you about my study of community college
counselors, and information regarding the role of
community college counselors. I have not yet received
your completed questionnaire.

The large number of questionnaires returned is very
encouraging. But, whether I will be able to describe
accurately what factors contribute to community college
counselors' role congruence depends upon you and others
who have not yet responded. My experience suggests that
those of you who have not yet sent in your questionnaires
may have quite different opinions than those who have.

This is the first such study on this seldom researched
subject. Therefore, the results are of particular
importance to community college professionals considering
what counseling role will best meet the needs of
counselors and the institutions.

In case my other correspondence did not reach you, a
replacement questionnaire is enclosed. May I urge you to
complete and return it as quickly as possible.

Your part in the success of this study will be
appreciated greatly.

Sincerely,


Kenneth M. Coll, doctoral student