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Faculty Satisfaction with their Position Functions of Teaching, Research, and Service Across Venezuelan Teacher Colleges

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FACULTY SATISFACTION WITH THEIR POSITION FUNCTIONS OF TEACHING, RESEARCH, AND SERVICE ACROSS VENEZUELAN TEACHER COLLEGES

by

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Ana Gil-Garcia Serafin, Ed.D.

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The purpose of this study was (a) to investigate the interrelations of faculty satisfaction with the functions of teaching with research and service, and research with service across Venezuelan teacher colleges, and (b) to determine if there were significant differences between faculty satisfaction with their position functions relative to teaching, research, and service across teacher college campuses of Venezuela. Randomly selected full-time faculty members from the Universidad Pedagogica Experimental Libertador, composed of seven branches, were the sample (N = 234). The satisfaction of faculty regarding teaching, research, and service were compared across different capital city, state capital city, and rural city campuses. Sixty-nine members of each category completed the Faculty Satisfaction Questionnaire (FSQ) developed by the researcher as well as a demographic identification form. Items of the FSQ gathered from the literature were subjected to a panel of experts review and field testing. The FSQ items provided evidence of the validity and reliability of the measures (teaching r = .76, research r = .86, and service r = .83).

There is a positive correlation between satisfaction with teaching and satisfaction with research, and satisfaction with teaching and satisfaction with service. Also, a positive correlation was found between satisfaction with research and satisfaction with service. The ex post facto design for the research Question 2 using the analysis of variance, at .05 level of significance, revealed that (a) no evidence was found to support a difference among capital city, state city, and rural city faculty in their satisfaction with the position function of teaching; (b) rural city faculty members were the most satisfied group with the position function of research; and (c) state city faculty members were the least satisfied group with the position function of service.

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DEDICATION

To my son, Julian Ernesto, my home-substitute, who took better care of his sister for three years without complaining. He had to accept responsibility and the loss of his childhood while I have been away working on my degree. He has my deepest respect and all my love.

To my daughter, "la gorda," to whom I owe three years of attention. I am sorry; I love you.

To my grandma, Chepita, who, while attending God's call, could not wait for me. Chepita, I was only asking for "entico, Chepita, entico." God bless her for her valuable teachings.

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Julian, my husband and team-member, has made our years together in graduate school a very fun time. His excellent and valuable help in home-related activities made it easier for us to grow together intellectually and professionally. I thank him for his faith in me.

My mother, who is my leading inspiration, has guided my life with her exemplary sacrifices and great efforts. She taught her children that education is the only valuable life inheritance.

My sisters and brothers, and other members of my family; my friends Anna Clemente and Onelia Sanchez, have continually advocated and encouraged my decisions.

I owe special appreciation to Drs. Martha and Charles Warfield. Their high and unique sensitivity made it possible to deal with my latest loneliness.

I am thankful to Eliseo Silva Bello, my dearest friend. He has been an inspiring example of positive affirmation of my abilities and my model of professional energy and involvement as a faculty professor and administrator.

Numerous others aided in this accomplishment. My thanks go to each of them.

Ana Gil-Garcia Serafin

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CHAPTER I

INTRODUCTION

Background and Statement of the Problem

The universal missions of the university are those of teaching, research, and service. Faculty are the human factors in charge of carrying out such academic functions. Faculty are aware of the concerns regarding curriculum, discrepancies between theory and practice, student needs, multicultural diversity, budget restrictions, and so on. These current pressures "are causing faculty and administrators to draw in and tighten down at a time when they need to expand their vision and extend their reach" (Martin, 1977b, p. 95).

The faculty as a key defender of the tradition of the university (Altbach, 1987) has been studied widely. Their perceptions, attitudes, personal and professional views, and satisfactions are some of the areas most commonly researched. Faculty and their satisfactions are the main targets of this study. They, as individuals, seek satisfaction primarily in order to welcome opportunities to concentrate their efforts within a certain role that contributes simultaneously to their growth and institutional attainment.

The traditional missions of the university, teaching, research, and service, may impact faculty satisfaction. Either positive or negative sides of individual satisfaction would be experienced due

to the tripartite concept implied directly in the description of the faculty role in the academic setting. Studies in faculty satisfaction mention that teaching itself is a source of satisfaction (Cooper, 1973; DeFrain, 1979; Ibrahim, 1985/1986; McNair, 1973/1980; Mellinger, 1982; Miller, 1986; Riday, 1981; "Teachers Are Proud," 1980; Weissman, 1981/1982). Also, teaching as a profession is another element that may produce satisfaction (Diener, 1985; Eckert & Stecklein, 1961; Nussel, Wiersma, & Rusche, 1988; "Teachers Are Proud," 1980).

Data on faculty activities, concerns, and commitments have shown that as a group faculty spend much more time on teaching (Ladd, 1979). Improving teaching in the classroom remains the faculty's number one desire (Blackburn, Boberg, O'Connell, & Pellino, 1980). But, they consider that teaching loads make it difficult for them to remain current in their fields (Carnegie Foundation for the Advancement of Teaching [CFAT], 1986; Chan, 1986; Diener, 1985; Parelius, 1982). Teaching today is defined as many things. It is the transmission of knowledge and information, a job, a way of living, and an interactive process between teacher and student. In any educational level, the definitions of teaching agree that it has meaning for students, it has appeal for the society, and it has benefit for the academic profession (Martin, 1977c). Some factors related to teaching in higher education have become reference points of satisfaction among faculty. For example, academic freedom (Carleo, 1989; CFAT, 1986; Ibrahim, 1985/1986), teaching workload (Carleo, 1989; Hudson, 1981), and class size (Holdway, 1978) have

been investigated as topics of faculty satisfaction.

Investigations in faculty satisfaction also mention research as a part of their satisfactions. Research is a major function of an institution that calls itself a university (Woodrow, 1978). In the academic life, research is more highly valued than teaching (Blackburn et al., 1980; Parelius, 1982). The findings of the studies on faculty satisfaction regarding research are consistent. Chan (1986), Miller (1986), and Weissman (1981/1982) reported faculty satisfaction with research activities as part of their duties. In addition, more time for research seems to be the general need of university faculty (Carleo, 1989; Ladd, 1979; Lonsdale & Williamson, 1982; Parelius, 1982; Woodrow, 1978).

Schools whose emphasis is on research provide financial as well as infrastructure support to develop this function. Ladd (1979) stated that "the faculty model remains one of research, positing what faculty should be doing, which is seriously out of touch with what faculty actually do and want to do" (p. 15).

Faculty members have great individual latitude in expressing their satisfaction with service activities as additional university functions. The area of service is almost considered "the broken leg of the stool." Teaching and research are the focus of faculty attention. Service, as described by Martin (1977c), "is short, poorly conceptualized and erratically expressed" (p. vii). A little research on faculty satisfaction with service is reported in the literature. However, much has been written about fostering academic excellence through the development of the professorate using

important aspects of service such as professional and growth activities.

The growth of opportunities provides satisfaction to university faculty (Diener, 1985; Harrington, 1980; Haun, 1975; Moxley, 1977; Neely, 1981/1982). Service, in this sense, surges as a creative response to careerism (Duley, 1977). Higher education institutions are accomplishing their service function mostly through faculty development programs.

The total integration of the faculty with teaching, research, and service as functions of their daily activities may lead to faculty satisfaction. Faculty satisfaction is defined, for the purpose of this study, as the affective congruence toward one's work when the elements of the position such as teaching, research, and service fulfill desirable expectations.

The complexity of the interrelation of the previously mentioned elements as well as certain others may lead toward faculty satisfaction. This research is directed to identifying the level of satisfaction faculty have with the position functions of teaching, research, and service across different university campuses.

Setting of the Problem

In any geographic region, in any society, there are similar and different patterns of behaviors that make the way of living unique in the culture. In specific organizations, colleges and universities, for example, faculty as a group develop their own unique culture from every other culture, even those who share similar reasons

for existence. Venezuelan colleges and universities are good examples. Venezuela, as any other Latin American society, posits in the public and private organizations specific behaviors and patterns which are reinforced from generation to generation. In this country, a centralized system of education, controlled by the Ministry of Education, rules the levels of education from preschool to higher education.

The higher education institutions have been historically considered as generators and providers of political and socioeconomic indicators that have led to changes and innovations in the country.

In Latin America the growth in university attendance has, over the last three decades, been more rapid than of any other level of education (Graciarena, 1971; Tedesco, 1983). This marked expansion of higher education in quantitative terms has contributed to disruption of the traditional balance and has led both the university and education, in general, into a national crisis. Venezuela is facing multiple problems derived from the expansion of higher education. Social pressures, extrinsic and intrinsic, are influencing the normal functioning of the colleges and universities. As an example of the mentioned crisis, in 1985 the government appointed notable educators to evaluate the educational system. The national report of education (Comision Presidencial para el Estudio de la Educacion en Venezuela, 1987) determined, for instance, that 1,200,000 people older than 15 years of age were illiterate, many teachers and professors had no adequate credentials, and the decision-making process was excessively centralized. In addition, there was a lack of

qualified workers, politics influenced the school decisions, and there was a lack of a merit system for promotion among others (Comision Presidencial para el Estudio de la Educacion en Venezuela, 1987).

In 1980 a new and operative educational law was implemented adjusted to the needs of the society and, specifically, to the progress and challenges of education. The content of the new educational law demanded that the teacher colleges must have identical curriculum designs since the other educational levels were also being required to implement identical curricula from preschool to high school levels. Attending to this legal request, the Universidad Pedagogica Experimental Libertador (UPEL, Pedagogical University of Venezuela) was created. This university grouped together seven teacher colleges located in five different states of the country. Each college has its own characteristics and these include its attention to specific needs of the region where each is located. The main goal of the Universidad Pedagogica Experimental Libertador is to prepare individuals to become teachers who will be responsible for educating people in preschool, basic, secondary, and higher education levels. Within this framework, the Universidad Pedagogica Experimental Libertador gathers almost 3,000 faculty members, who along with 65,000 undergraduate and graduate students, comprise this organization. In their interactions, individuals of this institution share goals, objectives, beliefs, perceptions, symbols, and environmental conditions. All together, faculty, students, and administrators contribute to the Universidad Pedagogica Experimental

Libertador's goal of reaching and accomplishing its philosophical and practical mission of teaching, research, and service.

Purpose and Significance

The purpose of this study was (a) to investigate the interrelations of faculty satisfaction with the functions of teaching with research and service, and research with service across Venezuelan teacher colleges, and (b) to determine if there were significant differences between faculty satisfaction with their position functions relative to teaching, research, and service across teacher college campuses of Venezuela.

The significance of the study lies in its potential to determine individuals' satisfaction with their position functions in terms of teaching, research, and service aspects. Its particular focus was the teacher colleges of Venezuela. This study represents a challenge in the university context. For the first time, an investigation of faculty satisfaction regarding specifically teaching, research, and service aspects was developed.

Since the Universidad Pedagogica Experimental Libertador has been recently created and organized, the results may contribute to the development of administrative changes actually being implemented. In this sense, for instance, the conclusions and recommendations would be considered in the review of policies and regulations of faculty job.

Given the factors of professional status and recurring criticism involving faculty, student, and university performance, the

research may identify elements in the level of faculty satisfaction with their position functions of teaching, research, and service that would provide responses to questions from the public domain.

The position function of a faculty has always been a key point in the educational life of Venezuelan higher education institutions. Very much is said about it, in an informal way, but little has been written or researched. In this sense, the multiple contributions of this study offered a variety of evidence that brought educational benefits to the system.

CHAPTER II

REVIEW OF THE LITERATURE

The satisfaction of faculty with their position functions, as discussed in Chapter I, provides the background for the review of the literature. This review is divided into six sections.

Section 1 refers to the theoretical framework of job satisfaction and the broad context from which it proceeds. Section 2 examines the definition of the faculty jobs in higher educational institutions. Section 3 deals with descriptions of research studies in the area of satisfaction with teaching, Section 4 deals with descriptions of research studies in the area of satisfaction with research, and Section 5 handles descriptions of research studies in the area of satisfaction with service.

Section 6 presents a review of the interrelations between teaching, research, and service. This section is followed by a summary which provides a rationale for the first purpose of the study.

Job Satisfaction: Theoretical Framework

No single definition of job satisfaction has been produced by researchers and theorists. Satisfaction, relating to the job, is a difficult concept to define (Carroll, 1973). The common practice is to define job satisfaction operationally, that is, "job satisfaction

is whatever my measure of it measures" (Locke, 1976, p. 1300). The literature reflects a variety of definitions mentioning some specific aspects of job satisfaction. Carroll (1973) said that researchers tend to define their variables depending upon the aspect of satisfaction they want to work with. The idea of defining job satisfaction according to the researcher's interests is becoming more prevalent in the literature.

The definition of job satisfaction is also dependent upon the critical moment in which the satisfaction occurs. Job satisfaction that can be defined today may not be the job satisfaction one will define tomorrow. The socioeconomic conditions, the latest technological developments, the dynamic discoveries of science, the systematic implications of business practices, and the curricular changes in the school are some of the aspects that may influence the definition of job satisfaction.

Job satisfaction can also be conceptualized in terms of feelings as the overall degree and direction of affect or emotional tone toward one's job and the job situation (Korman, Greenhaus, & Badin, 1977). In the same vein, Kumar (1986) referred to job satisfaction as an individual's subjective experience in his work situation and his feelings toward different roles of his work. Vroom (1964) found that job satisfaction and job attitudes are used interchangeably.

Hoppock (1935) summarized in his definition that any combination of psychological, physiological, and environmental circumstances influences an individual's expressed satisfaction with his job. With a sample of 500 schoolteachers and employed adults of a

small town, Hoppock published the first study of job satisfaction and introduced several factors including fatigue, working conditions, boredom, supervision, and achievement.

Job satisfaction, then, may be defined as an accommodative process in which the worker claims satisfaction and avoids dissatisfaction until he finds accommodation in some fashion (Seashore, 1972). Thus, in recent years, the definition of job satisfaction accommodates many dynamics, both organic and inorganic. As mentioned by Chadwick (1969), the basis for the definition is presumably the source of satisfaction obtained. In addition, the literature seems to agree with the fact that defining job satisfaction is mostly dependent on (a) the satisfaction to be measured, (b) the researcher's interests, (c) the variable to be worked with, and (d) the existing social momentum.

The study of individual satisfaction is a hot topic. For many years, researchers have investigated the degree of satisfaction as an important variable that involves people at work. Herzberg is one of the most researched theorists on job satisfaction. His Two-Dual factor theory is found in almost all investigations related to the topic of satisfaction. Intrinsic and extrinsic factors are identified under this theory associated with the actual content of the work and as they are related to the environment, respectively. According to Herzberg (1966), intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement, and possibility of growth are six strong determiners of job satisfaction. A satisfier is effective in motivating individual performance and

effort (Herzberg, Mausner, & Snyderman, 1959). It is also called a "motivator." On the other hand, extrinsic factors such as company policy and administration, supervision, interpersonal relations, working conditions, status, job security, salary, and personal life are the eight factors influencing job dissatisfaction. The dissatisfier factor describes man's relationship with the context or the environment in which he does his job. In the Two-Dual factor theory, a dissatisfier serves primarily to prevent job dissatisfaction, "while having little effect on positive job attitudes" (Herzberg, 1966, p. 74). Hygiene or maintenance factors are also called "dissatisfiers."

Herzberg's (1966) Two-Dual factor theory has involved workers from production activities in manufacturing to more recently, the service professions, that is, faculty. Such studies have directly implied that any human being, sooner or later, needs to satisfy some psychological needs (Locke, 1976; Owens, 1987). Morris (1972/1973), using a two-phase sampling of nine American colleges, reported intrinsic factors were statistically significant as opposed to extrinsic factors. Leon (1973), in his study of two samples of 250 higher education professors, concluded that motivators contributed significantly more to the satisfaction than to the dissatisfaction of college professors and that hygiene contributed much more to the dissatisfaction of college professors. Sampling studies of full-time faculty and administrators by Openshaw (1980), Harshberger (1975/1976), and Abreu (1980) supported the basic assumptions of Herzberg's Two-Dual factor theory.

Studies abroad on faculty satisfaction, using Herzberg's (1966) Two-Dual factor theory as a theoretical framework, have reported similar findings. Prachadetsuwat (1985/1986) and Karoonlanjakorn (1986), studying similar samples of Thai faculty members and administrators, concluded that Herzberg's Two-Dual factor theory can predict job factors leading to satisfaction, but the model of job dissatisfaction did not predict job factors leading to dissatisfaction. Earlier, in combined samples which included more than 500 Thai faculty, Sudsawash (1980) and Vatthaisong (1982) identified major factors corresponding to job satisfaction in the Herzberg Two-Dual factor theory. In addition, a sampling of over 100 Nigerian faculty and administrators gave strong support to Herzberg's findings (Olasiji, 1983/1984). The Saudi Arabian study of Ageel (1982/1983) was the only international study found by this search of literature whose results were contrary to Herzberg's.

Other disagreements with Herzberg's (1966) theory were found in research studies of other United States higher learning institutions. Haun (1975) examined the sources of satisfaction and dissatisfaction among 31 women holding administrative positions. She found that the Two-Dual factor theory did not apply to any type of sample studied. Similarities and significant correlations between motivator and hygiene factors with job satisfaction were found in 200 full-time faculty members of 12 community colleges (Moorehead, 1979). Lacewell (1983) determined, studying 204 community college faculty, that some of Herzberg's "hygienes" acted more like satisfiers (motivators) than as dissatisfiers (hygienes). In 1974, Morgan

surveyed 272 physical education faculty in selected small, liberal arts colleges, finding that, contrary to Herzberg's theory, feelings of job satisfaction-dissatisfaction were multidimensional.

In summary, Herzberg's findings are important determiners in the studies of faculty satisfaction. His Two-Dual factor theory definitely opened a new chapter in the literature of job satisfaction.

Definition of the Faculty Job

The traditional mission of the university provides the definition of a faculty job. There have always been three primary university functions: teaching, in which the faculty determines the nature and degree of integration and the scope and sequence of study (Jacobs, 1989); research, seen as the quantitative and qualitative results of systematic and controlled inquiry for the purpose of producing and applying knowledge (Creswell, 1986); and service, representing those activities providing direct benefits to people or organizations outside and inside the academic community (Cooper, 1977).

A faculty member's job is concerned with the activities, aspects, and functions of teaching, research preparation, and in- and out-service programs. The nature of the academic work implies faculty playing multiple roles at the university level (Hoyt & Spangler, 1976). However, basically the roles of teaching and research are considered the most central part of their jobs (Faia, 1976; Friedrich & Michalak, 1983; Hoyt & Spangler, 1976; Jauch,

1976).

Realistically the faculty role is comprised of large numbers of many academic situations which spin-off from teaching, research, and service activities. The faculty role is, then, multifunctional (Bess, 1982).

Because of the nature of teaching and research the university faculty are engaged continuously in service activities. However, due to the lack of clarification of limits involving teaching and research, the role-function of service is difficult to delineate. In this sense, Bess (1982) pointed out: "It is plausible to believe that the academic role remains a composite of teaching, research, and service because each of the subroles makes up for the inadequacy of the other roles to satisfy certain basic needs" (p. 35).

Teaching provides the kind of involvement a faculty seeks in the academic environment. Research, in a similar way, opens new horizons in the academic life and establishes a functional relationship between university research and the society as a whole.

The role of teaching is unlimited and implies a variety of meanings (Passmore, 1980). It is the transmission of knowledge and information, an academic job, a way of living, and even an interactive process between teacher and student all at the same time. Teaching has meaning for students, appeal for the society, and benefit for the academic profession (Martin, 1977c). Eble (1988) said that faculty's opinion of teaching is as an act affecting others. Good teaching requires "knowing one's subject matter, knowing and liking students, and understanding one's culture" (Greive, 1990,

p. 12). All definitions of teaching require the participation and involvement of a tripartite relationship: one who teaches, something to teach, and somebody to be taught (Passmore, 1980).

Data on faculty activities, concerns, and commitments have shown that, as a group, faculty spend much more time on teaching and activities related to teaching such as planning syllabi, organizing and selecting instructional materials, grading exams and papers, advising students, and so on, than in research (Ladd, 1979; Willie & Stecklein, 1982). Teaching can also be examined in terms of its components. Bunda (1990) gave the latest description of these components: (a) subject matter expertise, (b) subject matter organization, (c) relevant and coherent curriculum, (d) communication of curricular changes, (e) curricular support materials, (f) professional and personal development programs, and (g) faculty relations. Boyer, in his 1987 Carnegie study sample, found that faculty had a strong preference for teaching. Research studies by Brakeman and Loring (1988), Cross (1977), Bowen and Schuster (1986), Boyer (1987), and Ladd (1979) supported this conclusion.

Research is also one of the role-functions in which a faculty member engages. Scholarly-research related activities facilitate learning (Caplow & McGee, 1958). Research as disciplined inquiry varies its approach depending upon the nature and conditions of the problem detected. Research guides problem solving. Research oriented faculty tend to experience a better sense of the university life than those who ignore the value of participating in research. In California, for instance, full-time faculty men were more

interested in research than women and seemed to be happier with their professional accomplishments and activities (Cliff, 1975).

The university may provide the climate for research (Woodrow, 1978). Faculty may provide the energy and creativity to achieve scholarly production. Both of these elements need to be present for the university to acquire prestige and status (Blackburn et al., 1980; Parelius, 1982).

Research seems to be a very selective task among skillful faculty. Martin (1977b) determined that less than 20% of college faculty engage in substantive research. The unpredictable activity of research demands the energy and passion that few faculty want to spend in their academic profession. Yet, research is essential to a faculty position.

Service, the last but not the least role of an academician, is mostly represented by a large quantity of activities that directly benefit persons either inside or outside the academic organizations (Cooper, 1977). Martin (1977b) said that "the need for service brought colleges and universities into existence, and it will be through their services that they will survive" (p. 98). The service mentality is actually very essential to the life of the university. Teaching and research are understood as part of service. Service is seen as (a) a motor for learning, (b) a creative response to careerism, and (c) the premium of teaching faculty (Duley, 1977).

Faculty Satisfaction With Teaching

The preponderance of faculty opinions have remained strong and positive toward teaching as a profession. Teaching is seen as an intrinsic reward (Clark, 1985; Lacey, 1988; McKeachie, 1982). Bess (1977), Bowen and Schuster (1986), Diener (1985), Eckert and Stecklein (1961), and Wittenauer (1980) reported that college faculty enjoyed their teaching work, derived a good deal of satisfaction from it, and would select the teaching career again. Cliff (1975), Kurth and Mills (1968), Ladd and Lipset (1975), and Willie and Stecklein (1982) also reported that faculty expressed being happy and satisfied with teaching as a career and would select the same career if beginning again. Nussel, Wiersma, and Rusche (1988), studying randomly selected faculty in institutions of higher education, determined that faculty were satisfied and challenged by being a teacher educator.

When faculty satisfaction is limited to teaching, there are indicators that faculty are generally content with the occupational situation (Bowen & Schuter, 1986; Boyer, 1987; Caplan, Cobb, French, Harrison, & Pinneau, 1975; Clark, 1985). "Faculty like their career choice" (Boberg & Blackburn, 1983, p. 11). In other words, teaching constitutes the work or occupation of university faculty.

A majority of faculty assess teaching as a satisfying activity (Cross, 1977; DeFrain, 1979; Ibrahim, 1985/1986; Mellinger, 1982; Riday, 1981). This satisfaction was also confirmed by Boberg and Blackburn (1983), in their findings from a national study on faculty

concern for quality within their role activities of teaching and research.

The relationship between satisfaction teaching effectiveness has also been explored. Cooper (1973), with a sample of 129 college faculty, found a significant positive correlation, at the .01 alpha level, between satisfaction with teaching and teaching effectiveness as defined by student evaluations. Also, McNair (1973/1980) developed a typology to describe the characteristics of 36 faculty, finding that job satisfaction seemed to be related to teaching effectiveness as measured by seven traits believed to be related to a freshman program.

There seems to be little doubt that teaching is perceived as an important and satisfying part of the job of a university academician. This importance and satisfaction generated from teaching was explored by Miller (1986) in a study of 300 randomly selected full-time faculty affiliated with the Great Lakes Colleges Association.

The idea of academic freedom stimulates all professors. However, academic freedom does not have a universal meaning for faculty. The freedom of teaching has a different perspective in every country of the world. Social pressures and economic depressions are some of the elements that might contribute to the constraints on teaching freedom. The experience reported by Habiby (1988) in Saudi Arabia is a good example. He noted teaching of a political science course at the university level is limited by the nation's ideological and political framework as well as orientation regarding the idea of separation of church and state. In the United States, the

Carnegie Foundation for Advancement of Teaching (1986) detected that university support for academic freedom was the most important factor for faculty satisfaction in research universities. This finding was supported by Ibrahim (1985/1986) and Carleo (1989).

In summary, faculty across the United States and from other countries have reported being satisfied. In the main, the college faculty is a satisfied faculty (Benoit, 1978/1979). Faculty teaching is more than one's job; it is part of one's life.

Faculty Satisfaction With Research

Research is a major function of an institution that calls itself a university (Woodrow, 1978). Research in the university context is seen as supportive and complementary to teaching (Braxton, 1983; Bunda, 1990; Faia, 1976; Friedrich & Michalak, 1983; Hoyt & Spangler, 1976). In the academic life, research is more valued than teaching (Blackburn et al., 1980; Parelius, 1982).

The findings of the studies on faculty satisfaction regarding research are consistent. Research is often discussed in terms of number of publications, number of presentations at professional meetings, number of professional activities, research in progress, quality of publications, colleague ratings of creativeness, membership in university research societies, authorship of books and papers, time devoted to research, research awards, career and individual publication rate, time commitment, and so on. Commonly, these measures of research are used in conjunction with the assessment of faculty performance level.

The academic profession promotes more rewards for research than to any other university faculty function (Brookes & German, 1984). In Australia, 104 faculty members perceived their institutions as enhancing research through incentives and rewards (Moses, 1986). Ladd (1979), using survey data collected from American college professors, concluded that the reward system for research is vigorous.

Usually, the value of research is standardized with some academic indicators such as money, grants, or other indicators. Surprisingly, there have been few research studies in which the reward structure is explored in terms of satisfaction. What does seem to be clear is that research is valued and encouraged by higher education institutions in order to obtain the public status desired. One example in the academic profession is promotion and acceptance which may induce faculty to be engaged in research.

Because the university standards on research rewards are inconsistent, the researcher is unable to know when research qualifies for appropriate recognition. Blackburn (1974) stated "what should be counted and recognized as creative work and scholarships creates problems" (p. 86). The difficulty in rewarding quality or quantity of research produces this tension. Yet, these factors are used to weigh the productivity life of a faculty.

Concerning the effect of research on faculty satisfaction, Braskamp, Fowler, and Ory (1982), studying 48 faculty at a major research university, found that professors experience the greatest sense of accomplishment from research, publication, and writing as contrasted with teaching. In addition, research requirements and

teaching dimensions are reported as the most satisfying elements of the academic work (Pearson & Seiler, 1983). In 1976, 86 academicians examined by Jauch indicated that "the individual who spends more time in research receives more feelings of accomplishment from research than from teaching" (p. 8). This sense of accomplishment is more expressed by experienced professors according to Braskamp et al. (1982), Blackburn et al. (1980), and Cliff (1975).

Availability of time for doing research is commonly noted as a constraint in higher learning institutions. Faculty complain about not having enough time to accomplish what they wish (Blackburn, 1974; Carleo, 1989). A general preference for more research time was also reported by Parsons and Platt (1968), in studying a sample of 419 faculty members from eight universities. Jauch (1976), with a sample of 86 professors in 23 departments, detected that a typical professor spent 24 hours weekly out of 54 doing research. This faculty member also receives better scores on measures related to personnel evaluation. However, opposite findings were reported by Ladd (1979) and Willie and Stecklein (1982). They found that the time a faculty devoted to research was very modest.

The academic role of the professor is that of research and scholarship (Boberg & Blackburn, 1983; Ladd, 1979). Research studies offer some support to those faculty highly interested in research regarding their satisfaction level with their academic profession (Cliff, 1975; Hoyt & Spangler, 1976).

Faculty Satisfaction With Service

The faculty profession and work are forms of service (Martin, 1977a). Education as a service to the needs of our times is the main contribution that university professors may provide to the society. The tripartite formulation of the university mission has always been teaching, research, and service (Smith, 1978; Universidad Pedagogica Experimental Libertador [UPEL], 1985b). However, service seems to be the "Cinderella of the story tale." Service is ignored in almost all research. Martin (1977a) said that service is treated poorly and is erratically conceptualized. Teaching and research are dependent upon service. That is to say, teaching, research, and service cannot be separated. These academic functions are interrelated (UPEL, 1985b).

Service is a faculty function (Duley, 1977; UPEL, 1985b). The positive behavior of faculty toward service as a function may strengthen the vitality of faculty as well as the institution (Baldwin, 1985).

Service is usually referred to as in-service training, staff development programs and professional growth programs, to mention some. The Policy of Service of UPEL (1985b) indicates that service has an extensive and confused framework. It can even be treated as "public relations programs and social benefit programs" (UPEL, 1985b, p. 7).

The growth of service opportunities provides satisfaction to university faculty (Diener, 1985; Harrington, 1980; Haun, 1975;

Moxley, 1977; Neely, 1981/1982). Staff development programs, academic training, and professional growth projects are only some examples of the extensive plans involved in the opportunities offered through service. Cohen (1973) talked about service to the college (i.e., sitting on committees, participating in institutional activities), and service to the community.

Very little research has explored faculty working on committees and attending meetings as related to satisfaction. The study of Weissman (1981/1982) with 80 faculty members in five different institutions of higher education showed that committees and faculty meetings are not contributors to faculty satisfaction.

Service activities may not act as a satisfier to faculty unless the accomplishments of the programs are recognized for promotions and advancements (Woodrow, 1978). Attending conferences, seminars, consulting, training opportunities, and financial provisions are part of the service activities that may encourage faculty to be more creative, participative, and be even more productive in terms of publications, presentations, etc. In 1977, Hoyt and Howard, studying a sample of faculty at Kansas State University and Wichita State University, found faculty constantly expressing satisfaction with development services. Another study, in the same vein, dealt with 2,048 academic and nonacademic employees at the University of Illinois (1977). It reported the opportunity for training, skill improvement, and availability of support services were among other sources of satisfaction.

The service programs in higher education institutions are growing. Service is moving to the level in which faculty members believe that their professional needs are matching their personal needs. If this is the case, then it is possible that one can start talking about a satisfied faculty.

Teaching and Research: Is There a Relationship?

There is an interaction between teaching and research. Both functions are not divorced. For years, data regarding this relationship have been incongruent, confusing, conflicting, independent, contradictory, and even supportive. Certainly, if one considers that teaching and research are mutually supportive, then one supports the fact that a good researcher is a good teacher (Faia, 1976; Jauch, 1976). But, if the contrary view is held, one supports that teaching and research are incompatible, then one thinks a good researcher is not necessarily a good teacher (Black, 1972). The research studies in the relationship existent between teaching and research are not conclusive. A deep literature review done by Feldman (1987) showed a clear tendency for a low and positive relationship between teaching and research. Studies supporting no relationships between both have occurred as often as those that show a positive relationship.

Teaching is commonly measured by student evaluation of teachers. To measure research, publications seem to be the parameter most often used. These operationalizations for the most part are of the "quality of the role functions" rather than satisfaction with

the role function.

A cross-analysis of the studies concerning the teaching-research relationship is presented in Table 1. Studies reported low and positive correlations (68.57%) and negative correlations (11.42%). Twenty percent of the studies showed no correlations. Looking at these research studies, it could be hypothesized that if teaching and research are correlated, then probably satisfaction with teaching and satisfaction with research will be correlated.

Summary

The satisfaction of university academicians is defined as depending upon the aspects of the researcher's interest. The aspects of a faculty job, however, universally involve teaching, research, and service. For the purpose of this study, a combination of research studies served as a basis for investigating satisfaction of faculty members with their position functions relative to teaching, research, and service. The literature is led by two clear directions: First, a research body indicates that teaching is the most satisfying activity a faculty experiences. Faculty agree in their views of teaching preference as contrasted with research. Teaching and activities related to teaching, that is, grading papers, class load, class size, academic freedom, methods and techniques for teaching, organizing a class, advising students, etc., are some illustrations.

A second course of research studies manifested faculty who participate in research, publication, and writing experience a great

Table 1

Summary of Empirical Data on the Relationship Between Teaching and Research

Sample size	Teaching measure	Research measure	Results	Researcher
86	Student evaluation	Colleague ratings of creativeness	Positive correlation	Maslow & Zimmerman, 1956
305	Student evaluation	Research society membership, publications	No correlation	Voeks, 1962
26	Overall student evaluation of teacher	Dean's rating of faculty research and publications	Low positive correlation	Usher, 1966
106 + 4	Student evaluation	Publications, receipt of research support	Positive correlation	Bresler, 1968
76	Student instructor evaluation	Publications, authorship of books/papers	Low negative correlation	McDaniel & Feldhusen, 1970
128 (U. of Ill). 121 (Ind. U.)	Student evaluation	Publications	Low positive correlation (University of Illinois) Low positive correlation (Indiana University)	Stallings & Singhal, 1970
355	Student and administrators evaluations	Publications, colleague ratings of research ability	Positive correlation (Administrators) No correlation (Students)	Hayes, 1971
105	Student overall instructor evaluation	First written articles, number grants	Low positive correlation	Bausell & Magoon, 1972
211	Student overall teacher evaluation	Published materials	Low positive correlation	Harry & Goldner, 1972

Table 1--Continued

Sample size	Teaching measure	Research measure	Results	Researcher
32	Student evaluation	Publications	Low Positive correlation	Stavridis, 1972
360 + 28	Student Advising questionnaire and Student Illinois Course questionnaire	Publications	No correlation	Aleamoni & Yimer, 1973
349	Student evaluation of teaching effectiveness	Research performance	No correlation	Braunstein & Benston, 1973
45	Student evaluation of teaching effectiveness	Publications previous 5-year period	Positive correlation	Clark, 1973
45	Overall evaluation of teacher	Total number of monographs, total number of articles in journals, articles in specialty journals, other publications	No correlation	Siegfried & White, 1973
101	Student evaluation	Lecturer engages on research	Low positive correlation	Cornwell, 1974
459	Student evaluation	Publications	Low positive correlation	Hicks, 1974
173	Students' perceived progress on eight instructional objectives	Publications	No correlation	Hoyt, 1974
222	Student academic progress	Publications	No correlation	Hoyt, 1974
All faculty Guilford College	Student course rating	Scholarly productivity	No correlation	Aiken, 1975

Table 1--Continued

Sample size	Teaching measure	Research measure	Results	Researcher
1,422	Student evaluation	Publications, 20 years period	No correlation	Linsky & Strauss, 1975
91	Student evaluation	Publications	Low positive correlation	Marquardt, McGann, & Jakubauskas, 1975
90	Student evaluation of the teaching skill of the instructor	Publications	Low positive correlation	Dent & Lewis, 1976
		Citations in the SSCI	No correlation	
		Citations by scholars outside the instructor's discipline	No correlation	
53,034	Teaching award	Publications prior 2 years	Low positive correlation	Faia, 1976
183	Student evaluation of instruction program	Time commitment and progress in research	Low positive correlation	Hoyt & Spangler, 1976
86	Faculty perception of teaching	Performance as researchers (time spent, workloads, etc.)	Positive relationship	Jauch, 1976
69	Student evaluation of instructor effectiveness	Publications during 1971-1973 period	Positive correlation	Wood & DeLorme, 1976
42	Student evaluation of teaching on skill factor	Number of citations	Low positive correlation	Frey, 1978
	Student evaluation of teacher on rapport factor scale	Number of citations	Low negative correlation	

Table 1--Continued

Sample size	Teaching measure	Research measure	Results	Researcher
23	Student description form	Books, articles, papers, research reports, book reviews, and grants	Low negative correlation	Wood, 1978
129	Student ratings of instructor	Publications over 3-year period	Low positive correlation	Freedman, Stump, & Aguanno, 1979
183	Student evaluation	Scholarly production in other discipline	Low positive correlation	Marsh & Overall, 1979
2,968	Student evaluation of teacher effectiveness	Publications previous 5-year period	Low positive correlation	Centra, 1983,
1,623	Student evaluation of teaching effectiveness	Publications previous 5-year period	No correlation	Centra, 1983,
74	Student evaluation of teaching effectiveness	Number of publications, research in progress, programs of study, involvement in professional activities	Low positive correlation	Friedrich & Michalak, 1983
52	Students' ratings of overall effectiveness	Publications over 4-year period	Low positive correlation	Rushton, Murray, & Paunonen, 1983,
65	Student evaluation	Publications grants, professional meetings, prizes, special works	Low negative correlation	Hoffman, 1984

sense of accomplishment. Also, research is highly valued in the institutions of higher education to attain prestige and status.

In addition, other findings demonstrated that university faculty in general appear to fit a priori in the category of individuals with a great sense of satisfaction with their academic work. However, very few investigations have been reported regarding the service function. Studies focused on opportunities to be creative, development programs, and academic training as primary sources of faculty satisfaction.

The correlation between teaching and research is low and positive. Therefore, in this study, a correlation between satisfaction with teaching and satisfaction with research is expected. Three decades were examined and findings were consistent. Two sides were clearly identified: those who support that teaching and research are complementary and supportive, and those who allege that teaching and research are incompatible.

Chapter III will present a general overview of the Venezuelan educational system with the purpose of explaining the setting in which this study will be developed.

CHAPTER III

EDUCATION IN THE THIRD WORLD: VENEZUELAN CASE

Chapter III presents a general overview of Venezuela, a South American country, where the research was conducted. The primary aspects to be considered are: (a) a general description of the country; (b) the 20th century Venezuelan education; (c) the Universidad Pedagogica Experimental Libertador, research setting; and (d) a summary follows which provides a rationale for the second purpose of the study.

General Description of Venezuela

Venezuela is a developing country located in northern South America. It is limited on the west by Colombia, on the south by Brazil, on the east by Guyana, and on the north by the Caribbean Sea. This country has a geographical area of 352,144 square miles (912,050 km), a population of 18,757,000 inhabitants distributed in urban (83.2%) and rural (16.8%) locations (Oficina Central de Estadistica e Informatica [OCEI], 1987). This country is geographically somewhat larger than the state of Texas, which is 266,807 square miles (691,017 km). In regard to its population, Venezuela has approximately one million more inhabitants than the state of New York (17,900,000).

Twenty states and four federal entities form the country. The federal entities are part of the geopolitical division of Venezuela. They are formed by the Distrito Federal (comparable to the District of Columbia and Washington, D.C.) whose capital city is Caracas, which is also the nation's capital. There are also two extensive federal territories scarcely inhabited (Delta Amacuro and Amazonas) and the federal dependencies constituted by 72 islands, declared national parks, located in the Caribbean Sea.

Caracas, capital city of Venezuela, is a primary focus of national and international attention in many aspects: political, monetary, artistic, and commercial. The capital city itself has more than 2,000,000 inhabitants and its metropolitan area adds somewhat two more million people to the entire population. The income injected from the oil industry has contributed and promoted new transformation and innovations in the recent decades. Big, tall buildings, modern highways, shopping centers, a fast and modern subway, and museums are signals of the city dynamic movement. Most of the country's socioeconomic life is concentrated in the capital city. The national government and its dependencies, financial institutions, diplomatic embassies from almost every country of the world, and the administrative headquarters of national and international enterprises are part of the cosmopolitan city (Petroleos de Venezuela, 1990).

Most educational policies are made in Caracas. The personal and professional development activities, stimulated and organized by either private or public institutions, are daily routine in the

capital life. Educators living here enjoy some of these advantages. The Ministry of Education, for instance, as well as all official dependencies, is located in Caracas. Also, the provision of new technological advances, equipped libraries, scientific and art institutes, national centers for teaching, etc. are available for the use of any individual.

The states and their state capital cities differ among them. There are some states whose population reaches more than a million inhabitants. Their capital cities are identifiable with some of the characteristics of the capital city life. However, all of them are similar in their dependency on the centralized institutions located in Caracas. Usually, the state capital cities are a mixture of antique and modern infrastructures with internal highways, historic places, museums, and limited business and commercial life. It is important to mention that the states are the food supplier for Caracas. The natural resources produced here are processed and finally distributed in the capital city. Agriculture, mining, cattling, and fishing, are mainly the activities developed in these geographical regions (Alvarez del Real, 1987).

Regarding education, there is at least one higher education institution in each state. The educational policies have facilitated the creation of professional careers and specific majors attending to the regional needs (Perez-Olivares, 1974). The higher learning institutions, then, provide the human resources for the socioeconomic development of these states.

The socioeconomic and educational professional activities are usually planned in the headquarters of institutions in Caracas and then implemented in the state capital cities. Despite this fact, the main concerns and issues generally require solution in the capital city.

The small rural areas are still lacking of strong government support to be developed. The inhabitants of these regions are mostly farmers. Education is available usually in the first three levels of education. Some experimental universities are attempting to create branches in some of these regions to avoid losing the human resources of these towns. There is a very limited and restricted access to the activities offered by other cities. However, the cultural and artistic activities developed by these towns enrich their folklore and customs and overall they are part of the incentives used to attract visitors.

Table 2 describes the states and their capital cities as well as their geographical areas and populations.

Table 2

Twenty-Three Federal Entities by Area and Population

State	Capital city	Area (sq. miles)	Population
Anzoategui	Barcelona	16,700	838,714
Apure	San Fernando	29,500	243,570
Aragua	Maracay	2,700	1,241,982
Barinas	Barinas	13,600	441,437

Table 2--Continued

State	Capital city	Area (sq. miles)	Population
Bolivar	Ciudad Bolivar	91,900	932,476
Carabobo	Valencia	1,795	1,496,710
Cojedes	San Carlos	5,700	184,586
Falcon	Coro	9,600	610,749
Guarico	San Juan	25,091	465,550
Lara	Barquisimeto	7,600	1,185,014
Merida	Merida	4,400	594,354
Miranda	Los Teques	3,070	1,901,893
Monagas	Maturin	11,200	487,264
Nueva Esparta	La Asuncion	440	264,172
Portuguesa	Acarigua	5,900	571,593
Sucre	Cumana	4,600	720,293
Tachira	San Cristobal	4,300	819,079
Trujillo	Trujillo	2,900	534,996
Yaracuy	San Felipe	2,700	364,431
Zulia	Maracaibo	24,400	2,115,517
Other federal entities			
Amazonas	Pto Ayacucho	67,900	80,011
Delta Amacuro	Tucupita	40,200	92,610
Distrito Federal	Caracas	745	2,570,390
Dependencies Federales		50	---

Note. From 1990 Britannica Book of the Year by Encyclopedia Britannica, 1990, Chicago: Author.

Spanish is the official language of Venezuela and the main religious affiliation is Roman Catholic (90.7%). The ethnic composition is mestizo (69%), white (20%), black (9%), and Indian (2%) (Encyclopedia Britannica, 1990). In 1986, the Central Bank reported that Venezuela had an economically active population of 6,107,115 whose ages ranged from 15 to 64. Females represent 27.4% of this population group.

Venezuela is a land of contradictions and unresolved conflicts. This country bases its economy fundamentally on petroleum and minerals (37% of the revenue), which are exported to the United States (35%), Japan (14.6%), Colombia (7.9%), the Netherlands (3.4%), Puerto Rico (2.6%), and West Germany (2.0%) (Oficina Central de Estadistica e Informatica [OCEI], 1987). The majority of the people, however, have benefited very little from the enormous income produced through these natural resources.

Although the country has produced literary figures of worldwide reputation, it is still fighting against a 12.8% illiteracy rate.

Since 1958, democracy is the political system which governs the country. This federal multiparty republic has two legislative houses in its Congress: a Senate and a Chamber of Deputies. The president, the head of state and government, is elected by popular vote every 5 years. But, it is important to mention that the military has dominated the civic and political life of the nation during most of the country's independent life.

Twentieth Century Venezuelan Education

In Venezuela, as in many other Latin American countries, education is a primary concern of the people. Under the belief that an educated population generates economic, social, political, humanistic, and scientific progress, Venezuela has moved at an accelerated pace in the field of education.

Education and the Dictatorship Periods

In the first half of the 20th century five dictators dominated the country. The first was General Cipriano Castro and the second Juan Vicente Gomez, who ruled until 1935. Gomez' successor, General Eleazar Lopez Contreras began the task of democratizing the country, and he was followed by General Isaias Medina Angarita, who continued the process. Colonel Marcos Perez Jimenex, the last dictator, held power for 10 years until 1958 (Moron, 1958). In those years, only a few aspects of Venezuelan educational system experienced change. Education was one of the least important issues to be attended.

Between 1900 and 1935, public education changed slightly. A new Code of Public Education separated public and private education. Four Normal Schools were opened, three for men and one for women. The Normal Schools trained individuals to teach at the primary level. In 1905, a significant reform was introduced in the Code of Public Education which required that men and women should be taught together in the same classrooms. In 1910, corporal punishment and verbal humiliation were prohibited in the classroom

(Marquez-Rodriguez, 1970).

A standard school year, starting on January 7 and ending December 15 was imposed in 1914. The following year, special education and kindergarten were introduced. Teaching in these two levels was performed only by women. In the same year, 1915, secondary education was divided into two general cycles: 4-year and 2-year periods. The 2-year cycle was also divided into two curriculum choices: science and humanities. In the 1920s, memorization as a teaching method was replaced by the principles of the scientific method and Bacon's inductive method (Thomas, Mauch, & Leroy, 1976). At the higher education level, the 1920s was considered the decade of darkness. Central University, the oldest university of Venezuela, was closed by the government for lengthy periods. The same action was later repeated by the last dictator and determined meaningful changes in the nature of the policies ruling university life (Burroughs, 1974). At the end of this decade, students began to clamor for democracy.

From 1935 to 1958, education was of little importance. The Ministry of Education released national statistics indicating that by December 1935, there were 689,288 school-age children. Only 137,126 (19.89%) were registered in the elementary schools, and the absenteeism rate reached 30%. It was also reported that 1,304 certified teachers taught in 2,161 schools (Nemeth, 1975).

The Ministry of Education attempted to reorganize primary education in 1936. A group of highly qualified Chilean educators came to identify needed reforms (Blutstein, 1977). The reforms were:

(a) establishment of the National Pedagogic Institute for the training of intermediate teachers, (b) establishment of two experimental schools in which the curriculum was child-centered, (c) development of a national program for the training of principals and teachers in all levels of education, (d) the design of continuing education programs for school supervisors, (e) a redesign of curriculum and plans of study, (f) the organization of teacher professional associations, and (g) the formation of teachers' unions. The year 1936 is called the Reformist Year of Venezuelan Education (Burroughs, 1974; Marquez-Rodriguez, 1970; Moron, 1958).

The decade of the 1940s opened with the new Education Act (cited in Thomas et al., 1976) requiring private tax support to public education and with its official primary school curriculum. In 1955, several changes were proposed. These included publication of the secondary school curriculum, military education requirements, the development of a new classification of educational levels, and the creation of a social-medical institution for teachers called IPASME (Thomas et al., 1976).

Education and the Democratic Period

January 23, 1958, ended the dictatorship period and Venezuela initiated its crusade toward democracy. Democracy finally came in 1960. A new hope was born in the people's hearts and minds. Democracy was and is still seen as the sole solution to the establishment of education. The National Constitution of 1961 mentions in Article 78 that "Everybody has the right to be educated" (Constitucion de la

Republica de Venezuela, 1961, p. 12). So, the theme "equal opportunity and education for everybody," seemed to flourish as a national responsibility for the democratic era. Many improvements were needed. For instance, the budget allocated for education was increased. The educational system was concentrated under the Ministry of Education's governing system. New normal schools opened. In-service training programs surged due to the growing need for certified teachers in the rural areas. Some progress was evident in the secondary, adult, vocational, and higher education at the beginning of the democratic period. In 1964, a strong campaign against illiteracy recruited hundreds of citizens to teach reading and writing (Alexander, 1965).

Between 1969 and 1970, the Ministry of Education dictated four successive age-stages for each level of education: (1) preschool (4-, 5-, and 6-year-olds), (2) elementary education (7- to 13-year-olds), (3) secondary education (13 to 18 year-olds), and (4) higher education (18 years upwards) (Burroughs, 1974).

In September of 1970 the Ministry of Education was decentralized. Eight regional offices were formed in order to implement and execute the educational policies dictated by the Ministry of Education. Between 1970 and 1974, 24 colleges and technological institutes, as well as experimental universities, were founded. The increased price of oil made more money available for educational needs (Perez-Olivares, 1974). A national scholarship program, created in 1974, offered opportunities to more than 50,000 individuals to receive undergraduate and graduate degrees in national and

international higher education institutions (Mauch, 1982).

In the last 20 years, the state decided to give priority attention to the preschool level. The experience in this level has been fruitful and positive (National Report of Education, 1987). In 1980 the Law of Education declared the preschool level as mandatory. Preschool is the first step of the 11 years of schooling required of any Venezuelan. The Ministry of Education has established mechanisms to create more preschools. In fact, the Ministry of Education, along with the Ministry of Labor, has obliged private companies and enterprises to include preschool as part of their worker benefits. The agreement establishes that the Ministry of Education provides the specialized personnel and staff and the private sector supplies the infrastructure and facilities.

In 1979, the ministers of education from Latin American countries gathered in Mexico and signed an agreement which proposed that the elementary level of education must be extended to 9 years of schooling (Ministerio de Educacion, 1980). Venezuela accepted the challenge. As a consequence, a new educational law mandating 9 years of schooling was passed and approved by the Congress in July 1980. A new curriculum design replaced the old one. Subject matters were added, adapted, reviewed, and eliminated, if needed. The innovations prescribed in the curriculum paid attention to the school year schedule, teaching load, course content, instructional materials and techniques, methods of teaching, and the like. Several curriculum evaluations have slightly modified the design, structure, and organization.

In the democratic period, high school education, which is also called secondary, diversified, or professional education, has changed slightly. High school is defined as the 2 last years of schooling (10th and 11th). More than 20 different curriculum choices are available to high school students (Almea, 1972).

Higher education is a highly important activity in Venezuela (Albornoz, 1976). The budget distribution is the most evident indicator. Despite the decrease in enrollment, the higher education budget is consistently the highest among all levels (Diario de Caracas, 1988). In fact, the national education budget has multiplied 18 times, from 1958 to the present time, in order to support the necessities of this sector alone.

Higher education is still defined as university education (Perez, 1986). The traditional tendency in the Venezuelan society is to perceive the university as being superior to any other higher education institution, such as the 2- or 3-year colleges, technological, or polytechnical institutes. Graduates of these institutions may not transfer their courses (credit hours) toward a degree from a 5-year university. Recently, the National Council of Universities has considered and solved this problem by acknowledging and accrediting the colleges and technological schools as higher education institutions.

Universities and colleges have their own classification systems. Universities can be public and private, experimental and nonexperimental, autonomous and government controlled. Colleges, polytechnical, and technological institutes are strictly dependent

upon the Ministry of Education. The military and police institutes depend on both Ministry of Education and Ministry of National Defense. The Ministry of Education determines their policies, curricula, planning, administration, organization, and career programs to be offered.

Table 3 shows the number of higher education institutions classified by public and private.

Table 3

Public and Private Higher Education Institutions

Institution	Public	Private	Schooling Years
Autonomous Univ.	5	12	5
Experimental Univ.	12	0	5
Technological Inst.	17	0	2-3
Polytechnical Inst.	4	0	3-5
Colleges	3	42	2-3
Military Inst.	4	0	3-5
Police Inst.	2	0	3-5
Ecclesiastic Inst.	2	0	3-5

During the democratic period, higher education enrollment has multiplied 14 times, and the number of institutions has increased 10 times. The number of professional degrees offered has been augmented four times. The number of colleges and polytechnical institutes increased 10 times since 1960 (National Report of Education, 1987).

It is important to mention that each state has at least one higher education institution.

Education and the 1980 Decade

The decade of the 1980s has been characterized by tremendous changes and innovations in curricula. Increased areas of study leading to degrees have emerged at the university level. The educational allocation has become the second largest item in the national budget. Student enrollment has increased. Teachers' contractual negotiations have generated optimum benefits.

Many of the social advances that occurred in the Venezuelan society between 1960 and 1980 (democratic period) are important in education overall, and particularly in comparison to the years of dictatorships. In this country, the democratic principles which inspire the educational system are those of ideological plurality (Albornoz, 1989). Actually, a variety of thoughts are common practice in the schools. From social democratic ideas to Marxist thoughts, democracy is reinforced as a political system.

Venezuela is not an exception in the Latin American countries. It suffers from the consequences of an enormous external debt acquired over many years. Its debt is the fourth largest in Latin America, behind Argentina, Brazil, and Mexico, respectively. According to the Central Bank (Banco Central de Venezuela, 1987), the economic crisis started in 1978 and was transformed into fiscal and monetary crises in 1982 when the official money was devalued. The crisis has produced important effects in the educative world, and

consequently in the culture. In the school system, some of the main consequences are already appearing. Some benefits have been restricted in the new collective bargaining agreements for teachers with little possibility of further intellectual development due to the limitations of importing written information. These high incremental costs have limited the purchases of books, specialized journals, and some other international publications (Albornoz, 1989).

Recently, the social crisis has generated severe anxiety due to high inflation rates, increases in unemployment levels, inadequate public services, social disorganization, and "frozen" salaries. The social needs and popular demands have caused the citizens to clamor for a new social order.

Unfortunately, a new trend in the Venezuelan educational system which has been initiated in the decade of the 1990s is a clear tendency to privatize higher education institutions (Albornoz, 1989). The social gain of providing equal opportunity for everyone to access education is now at risk.

The Venezuelan educational process still bears many marks of the French educational philosophy: the degree of centralization, the structure of high schools, the concern with matters of verbal and argumentative form rather than in empirical pragmatic form, and the existence of teachers' timetables and separate periods. Responsibilities for discipline and a heavy emphasis on examinations are all French (Burroughs, 1974; Marquez-Rodriguez, 1970). It is interesting to note that of the number of foreign individuals who have advised Venezuelan education, few, if any, have been French. But

many have been Chilean, and they have been extensively influenced and advised by French nationals.

During the last 30 years, three assumptions have emerged in Venezuelan education: (1) all teachers have equal capacity and skills to teach, (2) all schools are equal, and (3) all students have the same cognitive potential to learn. The excessive uniformity and homogeneity have contributed to the inequalities and disparities in the school population.

Ministry of Education: Functions and Structure

Venezuela has a centralized system of education which is directed by a Minister of Education who has the principal responsibility for the educational process. This agency makes decisions on the general planning for preschool, elementary (called basic), and secondary education. Hanson (1986) described the responsibilities of the Ministry of Education: (a) selecting textbooks, (b) planning and research, (c) determining curriculum content, (d) establishing the examination and evaluation process, (e) training teachers (including in-service training programs), (f) drawing up the educational budget, (g) supervising the use of budgetary funds, and (h) storing records.

Figure 1 shows the organizational chart of the Ministry of Education. The organizational structure of the Ministry of Education is hierarchical (American University, 1971). Directions, decisions, and communication flow from the top to the bottom. The extreme centralization of power and authority at the upper levels of

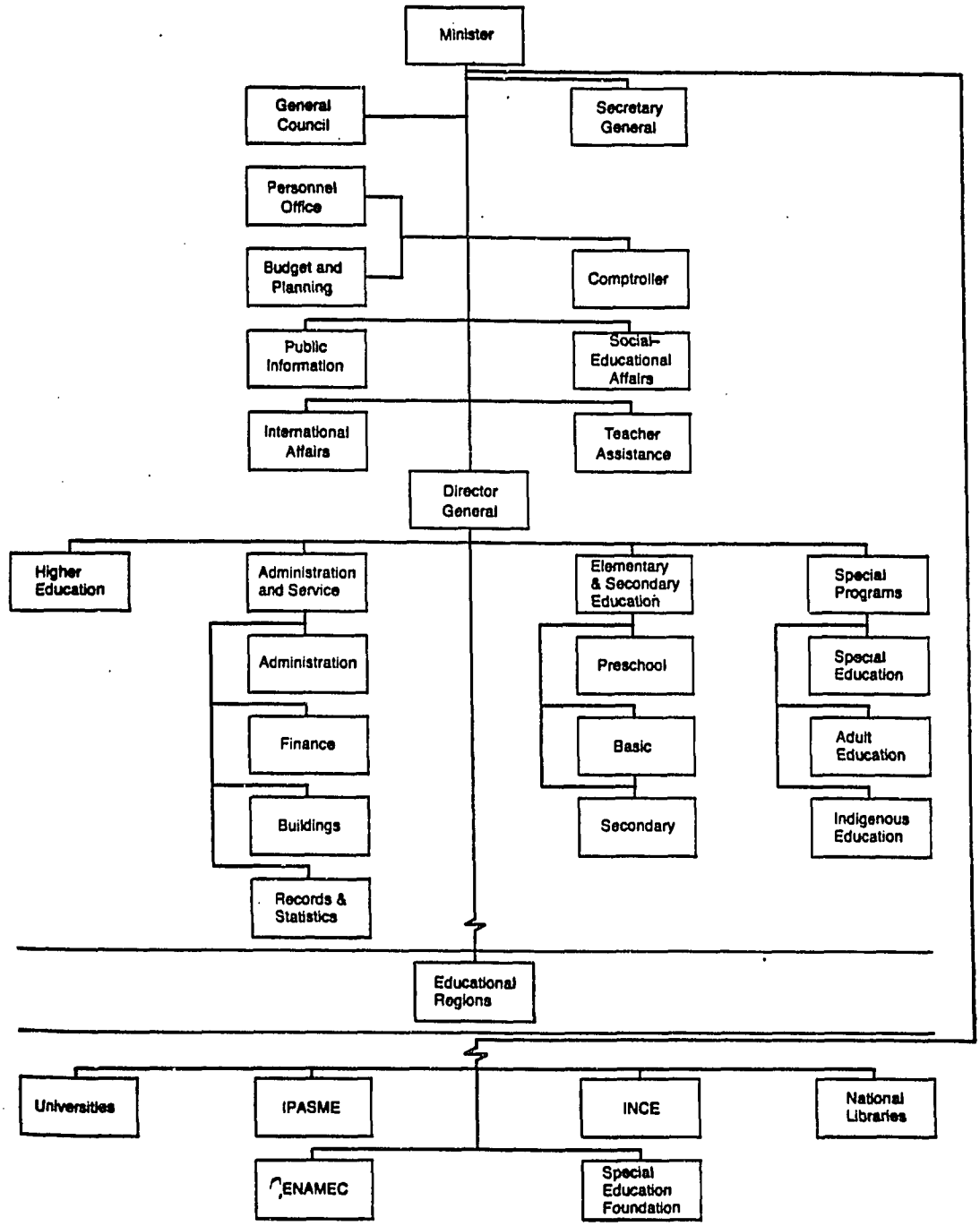

Figure 1. Ministry of Education Organizational Chart.

the Ministry of Education is a significant negative factor. It has produced severe consequences at both local and national levels. The administrative procedures are designed to be used in ideal conditions "where everything is predictable and controllable" (Hanson, 1986, p. 173).

Schools play a marginal role in the local communities (Albornoz, 1989). Due to the fact that all decisions are made at the top level of the Ministry hierarchy, local officials are usually ignored. As a consequence, the needs of the region and school communities are solved on a long-range basis. The failure to delegate has increased people's dependency on the state. The expectations of people are posited in the government solutions.

The Universidad Pedagogica Experimental Libertador

Institutional Overview

The dynamic, modern, innovative, and practical 1980 Law of Education also provided some attention to the teaching profession. For example, under this law, all teachers are required to obtain a higher education degree. The 5-year bachelor program in education, required by all teacher colleges and the law, was grouped into the Universidad Pedagogica Experimental Libertador (UPEL, Pedagogical University of Venezuela) (Ley Organica de Educacion, 1980; Universidad Pedagogica Experimental Libertador [UPEL], 1987). Consequently, the normal schools were eliminated. This system is integrated by the pedagogical institutes of Caracas, Barquisimeto, Maturin,

Maracay, Jose Manuel Siso Martinez, and the Mejoramiento profesional del Magisterio (the Teacher Professional Development Institute).

The Universidad Pedagogica Experimental Libertador (UPEL) initially was opened in 1983 as a national public institution located in the city of Caracas, capital city of Venezuela. According to the Act of Consolidation signed on June 27, 1988, this university is conceived as the conjunction of educational institutions of higher education. It has a unique, coherent system coordinated by interdependent elements sustained by homogeneous national ideals and interests (UPEL, 1989a).

The mission and goal of this university, as a whole, are oriented toward the development and professionalism of a highly qualified individual who supports the actual and future demands of the Venezuelan educational system (UPEL, 1987b).

This modern and new university has three essential functions: teaching, research, and service. In Venezuela, and also in many Latin American countries, the university is almost exclusively dedicated to teaching as a function. Research has played a secondary and limited role ignoring the country's needs (UPEL, 1983). In regard to service, this function has not existed. Service has been limited to the planning of cultural exchange programs. The UPEL considers the functions of teaching, research, and service as processes which are overlapping, interrelating, and mutually supporting (UPEL, 1983).

The university functions of teaching, research, and service are fairly represented in the organizational structure of this institution. Three vice-presidencies have been organized to oversee those functions. These include a vice-presidency of academic affairs, a vice-presidency of research and graduate studies, and a vice-presidency of service. This structural design integrates the functions of teaching, research, and service. It attempts to facilitate the direction, coordination, and implementation of academic principles, policies, and norms.

Each function has been defined by the University as follows:

Teaching is conceived as the design, implementation, and evaluation of the learning situations which are described in the curricular plans. Teaching activities must be congruent with the university's nature, goals, and objectives. Teaching is based on advanced technological, humanistic, and scientific knowledge (Projecto de Reglamento de UPEL, 1983).

Research is defined as the creative and systematic work developed with the purpose of producing and improving theoretical and practical scientific knowledge. Research activities are designed to help accomplish and solve the issues generated by the Venezuelan educational system. This function is expected to improve the teaching profession. Through research activities, new technology, machinery, instruments, and operative systems may be produced in order to increase the possibility of strengthening the educational system (Projecto de Reglamento de UPEL, 1983).

Service is understood as the usefulness of the pedagogic, scientific, technical, humanistic, and artistic potential resources of the university in favor of internal and external communities. It is designed to benefit community members who cannot be assisted by the university's formal curriculum plans. The service function gives social projection to the academic life. It may facilitate the diagnosis of educational problems that require immediate solutions. Through service as a function, the university may identify the scientific and educational resources located in local, regional, national, and international communities that would be used by the internal and external communities (Projecto de Reglamento de UPEL, 1983).

There are several types of programs according to the university functions of teaching, research, and service. The vice-presidency of academic affairs develops the largest number of programs. They are integrated into three areas: (1) undergraduate curriculum, (2) rural education, and (3) multicultural bilingual education.

The vice-presidency of research and graduate studies supports two programs: (1) research and (2) graduate studies. In the vice-presidency of service, two programs are also developed: (1) socio-cultural service and (2) academic service.

Institutional Governance

The university is structurally organized on three levels: (1) institutional policy, (2) coordination and direction, and (3) implementation. The first level, institutional policy, is

formed by the superior council which determines the general policies of the university. It is responsible for developing plans, approving the budget, and evaluating the institutional goals. The superior council has 12 members.

Level 2, coordination and direction, is addressed by the university council which is the authority for coordinating and directing the academic-administrative aspects of the university. This body consists of the president, three vice-presidents, and the national directors of planning and budgeting, basic education, secondary education, and higher education. The other members are the directors of the seven teacher colleges, a graduate representative, three faculty members, and three student representatives.

The third level, implementation, is represented by the institutions (teacher colleges) which are the operational bodies of the university and whose activities are teaching, research, graduate studies, and service.

Campus Description

A teacher college campus is a 5-year institution of higher education in which individuals obtain undergraduate and graduate degrees in the field of education. They are located in different regions of Venezuela: four in the central region, two in the western region, and one in the eastern region of the country. The teacher colleges are built and controlled by the government through the Ministry of Education as branches of the Universidad Pedagogica Experimental Libertador. They are governed academically and

administratively by university policies and norms.

The campuses have similar school year schedules, personnel policies, and even the same organizational and functional structure: a director, three vice-directors (academic affairs, research and graduate studies, and service), academic departments, coordination of programs, and units of support. The department constitutes the academic-administrative cell of the teacher college and, therefore, of the university system. This operative structure is responsible for monitoring the three essential functions of the university: teaching, research, and service (UPEL, 1989a). The department (administrative structure) and the programs (academic structure) interact together to carry out the university action plans (UPEL, 1989a). The teacher colleges are described in Table 4.

Table 4

Teacher College Locations and City Populations

Teacher college	Location	City Population
IP Caracas	Caracas	2,570,390
IP Barquisimeto	Barquisimeto	1,185,014
IP Maracay	Maracay	2,241,982
IP Maturin	Maturin	487,264
IP Siso Martinez	La Urbina	507,260
IMPM	El Macaro	
	Rubio	

The first four pedagogical institutes (IP) of the table are located in capital cities. The IP Siso Martinez is located in La Urbina, a residential suburban area of the Miranda state, but limited within by the metropolitan area of Caracas. The Instituto de Mejoramiento Professional del Magisterio (IMPM) has two main permanent centers: El Macaro and Rubio. Both are located in small towns with populations no greater than 30,000 inhabitants.

Table 5 indicates that total undergraduate enrollment of 55,954 students represents 94.76% of the total number of students enrolled in the teacher colleges. The 3,102 graduate students represent 5.25% of the total enrollment.

Table 5

Student Enrollments of the UPEL Disaggregated by Teacher College

Institution	Undergraduate	Graduate	Total
IP Caracas	6,117	789	6,906
IP Barquisimeto	5,969	389	6,350
IP Maracay	5,466	419	5,885
IP Maturin	4,635	430	5,065
IP Siso Martinez	3,725	75	3,800
IMPM	26,867	1,000	27,867
El Macaro	2,002	--	2,002
Rubio	1,173	--	1,173

The Instituto de Mejoramiento Profesional del Magisterio (Teacher Professional Development Institute, IMPM) has 28 local branches located throughout the country. It has two permanent centers located in El Macaro (Aragua state) and in Rubio (Tachira state). This atypical teacher college administers continuing education programs for the entire university. In Table 5 is indicated the enrollment of this college but excluding El Macaro and Rubio, which are described separately for the purpose of this research. The IMPM branches of El Macaro and Rubio administer the regular curriculum of UPEL and their enrollment is mostly constituted by nontraditional students.

The Curriculum of UPEL

The UPEL has a unique eclectic curriculum design which is implemented on all seven teacher college campuses. Its main characteristic is the homogeneity regarding the teacher profile that is to be established. An individual graduated from a teacher college is expected to be honest, responsible, creative, reflective, critical, communicative, participative, and ethical, thus meeting the personal characteristic requirements expressed in the curriculum design (UPEL, 1987a).

The curriculum design also provides the academic role definitions and competencies that a teacher must demonstrate as a member of the teaching profession. These relate to the functions of teaching, research, and service. In this direction a teacher must be (a) a learning facilitator, (b) a researcher, (c) a counselor, (d) a

social promoter, and (e) an administrator.

The design is primarily based upon: (a) four curricular components, (b) a system of credit hours, and (c) a regimen of prerequisite courses. The four curricular components are general education, pedagogic core, a specialization area, and a field experience.

Table 6 shows the distribution of the number of required courses by curricular component and by number of credit hours.

Table 6

Number of Courses by Curricular Component and Credit Hours

Curricular component	No. of courses	Credit hours
General education	8-9	26
Pedagogic core	14-15	48
Specialization area	19-20	66
Field experience	4-5	25

Degrees

There are from 155 to 168 credit hours as the requisite to earning the undergraduate degree of professor of education majoring in natural sciences, social sciences, mathematics, foreign languages, Spanish language, preschool, special education, physical education, art, earth science, home economics, agriculture education, business education, pedagogy, or general education (UPEL, 1987a; UPEL, 1989a). Persons awarded these degrees hold jobs in

the preschool, elementary, and secondary schools of the country.

Graduate studies offer the degrees of master and specialist. There are 23 different majors in the master of education and three majors in the specialist of education degree (UPEL, 1989a).

Faculty Characteristics

The mission of the faculty personnel of the Universidad Pedagogica Experimental Libertador is to create, to assimilate, and to promote knowledge by accepting all current universal thoughts as the main source of democracy (UPEL, 1989b). Faculty members are expected to (a) educate individuals through exercising the teaching and learning process; (b) generate research which may contribute to the development of the educational system; and (c) create pedagogic, scientific, and technical knowledge. They are also expected to strengthen the national identity and to promote recognition of the values and dignity of other cultures (UPEL, 1989b).

Article 2 of the Personnel Policies (UPEL, 1989b) mentions that a faculty member of the UPEL is one who performs the functions of teaching, research, service, advising, planning, evaluating, directing, and supervising in the educational and scientific field. A professor has academic freedom, but is obviously restricted by the UPEL General Policy and different laws and statutes which regulate academic life.

The academic rank of a faculty can be: (a) professor, (b) associate, (c) aggregate, (d) assistant, and (e) instructor. The members of the professorate can be full-time (40 hours or 36

hours), part-time (18 hours), and conventional time (12 hours).

A faculty member holding a specific academic rank has mandatory number of teaching hours, according to Article 25 of the Personnel Policies (UPEL, 1989b). Table 7 summarizes the relationship between academic rank and number of hours of teaching that correspond to the specific rank.

Table 7

Academic Rank by Teaching Hours of UPEL Faculty

Academic rank	Full-time (40 hours)	Full-time (36 hours)	Half-time (18 hours)
Professor	12	10	8
Associate	14	14	12
Aggregate	16	16	12
Assistant	16	16	12
Instructor	16	--	--

Rigorous procedures have been established for the selection of UPEL faculty members. The selection criteria include: (a) post-graduate studies, (b) 8 years of experience working in higher education institutions, (c) 10 years teaching experience in the subject field, (d) publication of one monograph or book, (e) successful completion of the respective oral and written examinations (academic credentials, pedagogic aptitude test, and a cognitive test), and other selection procedures required by the nature of the academic position offered. It is important to note that aggregate is the

highest academic rank that can be given by using the selection criteria. The promotional system is based on a series of requirements to change academic ranks. It implies salary increases, higher academic status, and administrative positions. Faculty are promoted from one academic rank to a higher one according to their credentials, scientific and academic merit, and years of experience. The requirements for promotion are:

1. Four years in a specific academic rank.

2. A favorable annual personal and professional evaluation.

3. Academic credentials examined under a point classification system, for example, conference and or seminar presentation weighs 0.5 points, doctorate degree has 4 points, etc., certify the number of points needed to be promoted: (a) 6 points from instructor to assistant, (b) 14 points for aggregate, (c) 22 points for associate, and (d) 30 points for professor.

4. An original and unique research paper written under the specifications of the Personnel Policy (UPEL, 1989b) and approved by a special committee designed by the university authorities.

Administrative positions may be held only by those faculty who are full time (40 hours per week), possess an academic rank of aggregate or higher, and have been elected to the position by the university community.

Summary

The government of developing countries, Venezuela in this case, must recognize the necessity of assuring broader participation by

their people in the process of development (McNamara, 1977). If it is agreed that, in any social system, education is a tool that moves and encourages actions and relations in favor or against development, then the Venezuelan example should be carefully observed.

The general overview of the Venezuelan educational system from preschool to higher education, the historical development outline, and the detailed description of the Universidad Pedagogica Experimental Libertador may help to understand the environment in which this study was developed. Research Question 2, referring to the differences among teacher college campuses, has been widely explained in this chapter.

Chapter IV will describe the methods and procedures that will examine the faculty satisfaction with their position function relative to teaching, research, and service across campuses of Venezuelan teacher colleges.

CHAPTER IV

METHODS AND PROCEDURES

The purpose of this study was (a) to investigate the interrelations of the components of faculty satisfaction as defined by the functions of teaching, research, and service, and (b) to determine if there were differences between faculty satisfaction with their position functions relative to teaching, research, and service across teacher college campuses of Venezuela.

This chapter presents a detailed description of the study that was developed and the discussion of methods and procedures used to test the hypotheses. The primary aspects of this chapter are: (a) overview of the study, (b) the independent variable, (c) the dependent variables, (d) data collection procedures, and (e) data analysis.

Overview of the Study

The extent of the relationships among the aspects of the faculty position function previously investigated in the chapter of the review of the literature and their satisfaction, topic of the study, are discussed in this section. Two major components are described: the problem and the research design of the study.

The Problem

Research studies on faculty satisfaction have indicated that the university's universal mission of teaching, research, and service may impact their level of satisfaction. Several studies of teaching and satisfaction mention that teaching itself (Bowen & Schuster, 1986; Boyer, 1987; Clark, 1985; Cross, 1977; DeFrain, 1979; Eble, 1988; Ibrahim, 1985/1986; Ladd, 1979; McKeachie, 1982; Mellinger, 1982; Miller, 1986; Riday, 1981; Trinca, 1980), as well as teaching as a profession (Bowen & Schuster, 1986; Boyer, 1987; Caplan et al., 1975; Clark, 1985; Eckert & William, 1972; Gaff & Wilson, 1971; Nussel et al., 1988), are sources of satisfaction. Some other factors of teaching have also been related to faculty satisfaction. These are academic freedom (Ambrose, 1988; Brookhart & Loadman, 1989; Carleo, 1989; Carnegie Foundation for the Advancement of Teaching [CFAT], 1986; Eckert & Stecklein, 1961; Ibrahim, 1985/1986; McKeachie, 1982), class size (McKeachie, 1963; Nicholson & Miljus, 1972), and teaching load (Carleo, 1989; CFAT, 1986; Hudson, 1981). The function of research has also been explored. Findings are consistent regarding satisfaction with research activities (Bowen & Schuster, 1986; Braskamp et al., 1982; Carleo, 1989; Eble, 1988). However, service as a function has been scarcely studied as a whole. Considering the aspects determined in the literature, a research design has been designed. In this direction, the research questions that guide this research are:

1. What is the extent of the interrelations of faculty satisfaction with the position functions of teaching, research, and service across Venezuelan teacher college campuses?

2. Is there a difference in faculty satisfaction with their position functions of teaching, research, and service in the capital city, state capital, and rural locations of the Venezuelan teacher colleges?

Research Design

Data collected across the three categories were used to test the correlational hypotheses developed from the first research question. A correlational study was concerned with determining the extent of the relationship existing between variables based on correlation coefficients (Ary, Cheser, & Razavieh, 1985; Borg & Gall, 1983; Isaac & Michael, 1981). In this research, it concerned the extent to which the variations in the variable teaching satisfaction were associated with the variations in the variables research satisfaction and service satisfaction. In addition, the variations in the variable research satisfaction were associated with the variations in the variable service satisfaction.

In this study, the location of the teacher college campuses which has three categories: capital city, state capital, and rural city, is the independent variable. As a consequence, an ex post facto research was conducted to test the hypotheses developed for the second research question of this study. This design involves no manipulation of the independent variable (Ary et al., 1985;

Kerlinger, 1986). But, this research design does provide stronger evidences than correlational studies. Ex post facto research design is used to obtain information about characteristics of defined groups. The characteristics of the independent variables prohibit introducing controlled variations. In this case, it is clear that the location of a college could not be manipulated. But, each location presented several aspects that make them different.

The Independent Variable

The location of the teacher college campus, the independent variable of this study, is defined in terms of the city characteristics because of the particular aspects of the Venezuelan educational system. Three categories are described in the variable: capital city, state capital city, and rural city. The teacher college campuses are located in different geographical regions of Venezuela: four in the central region, two in the western region, and one in the eastern region of the country.

A capital city college is defined as that located in Caracas and or the metropolitan area of Caracas, capital city of Venezuela. Caracas is the center of power in terms of the development of educational policy. Two teacher colleges, grouped into the Universidad Pedagogica Experimental Libertador (UPEL), IP-Caracas and IP-Siso Martinez, follow the description of the category. Their campuses serve the population of the metropolitan area of Caracas. This capital city, as any capital of a country of the world, has the characteristics of a cosmopolitan city. The campuses located here

are centers of higher education which produce research, adopt potential innovations in teaching, with well trained staff, and which posses the infrastructure for intellectual life (Altbach, 1987). The capital city provides greater opportunities for staff development programs offered in either private or public settings. They have more available resources either human or material.

A state capital teacher college is a campus branch of the Universidad Pedagogica Experimental Libertador located in a state capital city whose population ranges from 400,000 to 1,500,000 inhabitants. The campuses of Maracay, Barquisimeto, and Maturin agree with the specifications cited. The state capital city campus is dependent upon all activities planned by the university's headquarters located in Caracas. A state capital campus is a center of higher education with less adequate infrastructure, less prestige, and less trained staff. This description agrees with the peripheral institution defined by Altbach (1987). The campuses located in the state capital are more dependent on the metropolitan institutions, although there are regional offices of the Ministry of Education.

The rural teacher college is a branch of the UPEL located in a small town whose population ranges from 50,000 to 200,000 inhabitants. The rural campus is defined as a public institution which serves small communities with regular curriculum and continuing education programs. It is dependent upon all decisions made by the university's headquarters in Caracas. The facilities, infrastructure, resources, professional programs, and research development are more restricted than those of the other settings. Also, the contact

with national policy makers is extremely limited.

In Table 8, the teacher college campus is described in terms of its location, the city population, and the Category I (capital city), II (state capital city), and III (rural city) of the independent variable.

Table 8

Campus Location, City Population, and Category

Category	Campus name	City name	Population
I	IP Caracas	Caracas	2,570,390
I	IP Siso Martinez	La Urbina	507,260
II	IP Maracay	Maracay	1,241,982
II	IP Barquisimeto	Barquisimeto	1,185,014
II	IP Maturin	Maturin	487,264
	IMPM		
III		Rubio	50,000
III		El Macaro	100,000

Characteristics of the Sample

The target population of this study was all full-time members of the seven teacher colleges that form the Universidad Pedagogica Experimental Libertador (UPEL), which are located in five different cities of Venezuela. The faculty members of the sample were selected under the following criteria: (a) are full-time in the selected institutions, (b) work 40 hours per week, (c) teach a specific

subject area, and (d) are assigned to academic departments. The criteria statement for the sample clearly limit the population to which the results of both research questions may be generalized. However, it is critically important that those faculty who respond to questions regarding their satisfaction with position functions of a university professor be fully functioning members of the professorate. Consequently, part-time professors, members of the administration, and other individuals who have unique appointments were eliminated.

The number of faculty indicated in Table 9 involves the total population of faculty members working in the seven teacher colleges analyzed in this study. The total population of the study is 1,933 faculty members.

Sample Selection Procedures

Formal and standardized procedures were used to select a random sample of 234 full-time faculty members of Venezuelan teacher colleges. The subjects of the sample were selected according to the three categories of the independent variable. Each category had 78 subjects. The Category I (capital city) had 20% of the total sample. In regard to Category II, state capital city, 9.75% of the total number of full-time professors in this group was needed. Approximately 97.5% of the total number of full-time faculty were selected for Category III (rural city). The differences in the proportion was allowed to maintain similarity of size across the three groups. This procedure permits generalization of the findings

Table 9

Full-Time Faculty Members Disaggregated by Category

Category	Faculty (total)	Full-time faculty
Capital city	793	389
IP Caracas	665	333
IP Siso Martinez	128	56
State capital city	986	798
IP Maracay	356	231
IP Barquisimeto	347	292
IP Maturin	283	275
Rural city	92	81
IP El Macaro	46	44
IP Rubio	47	37

across the groups rather than within each group.

As mentioned before, for the purpose of this research, the location of teacher college campuses is the independent variable which is categorized in capital city, state capital, and rural city locations. By using this procedure several steps are followed:

1. An alphabetized list of full-time faculty of each teacher college was obtained from the Department of Records and Information System of the Universidad Pedagogica Experimental Libertador.

2. A unique alphabetized list of full-time faculty members was constructed by category. For instance, full-time faculty members of

the teacher colleges located in the capital city were grouped. The same procedures were followed in the other two categories.

3. A sample of 78 full-time faculty members was drawn from each category using the table of random numbers. The sample size of 78 in the three groups ensured equal sizes. As a consequence, the variations of the sample of 78 in the three categories were assumed to be from normally distributed population, and to be mutually independent. In addition, the variances of the sample of 78 in the three categories are assumed to be approximately equal.

Dependent Variables

For the purpose of this study, faculty satisfaction with their position functions relative to (a) teaching, (b) research, and (c) service, are the dependent variables. Faculty satisfaction is defined as the affective congruence toward one's work when the elements of the position (teaching, research, and service) fulfill desirable expectations. The level of faculty satisfaction was measured by the Faculty Satisfaction Questionnaire using a Likert-type scale (1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied).

The position function is understood as a set of aspects inherent to the functions of a faculty member which are related to the teaching, research, and service activities performed.

Teaching has many facets (Perry, 1985). As an activity in which one uses himself and his knowledge to induce learning of others, teaching can be described as an activity involving four phases:

(1) a curriculum-planning phase, (2) an instructional phase, (3) a measuring phase, and (4) an evaluating phase. In this direction, this research approaches its operational definition of teaching. The teaching activities, then, are those internal and external aspects of the curriculum process that involve the course design, the selection of course content, the development of teaching methods, the strategies of evaluation, the freedom and autonomy of planning curriculum, the opportunities to teaching innovations, and the rewards derived from the teaching process.

Included in the teaching activities are some facilitating activities commonly associated with the design and guidance of a learning experience (Collier, 1978). In this study, other teaching activities are the departmental teaching methods, teaching workload, class size, and teaching rewards.

The research activities require faculty participation and involvement in investigations and publications intended to improve school practices and procedures (Good, 1973). Research implies systematic investigation to increase knowledge and or understanding of facts (Page & Thomas, 1977). In this particular study, research activities are designed, organized, and conducted on and off the university campus in order to improve understanding of the institution and the educational communities.

Included are those activities referred to as institutional support for publication, technical assistance for research, data processing, financial support, provision of time for research, leaves, travel, and rewards. The research activities are developed

by faculty members as part of the duties and responsibilities established in the UPEL (1989b) Personnel Policy manual.

The service activities are defined as the performance of a task for the benefit of others whether voluntarily, by request, or to fulfill a social need (Good, 1973). In this study, the service activities are seen as a body of planned activities that are expected to contribute to the professional and personal growth of teachers working at different levels of the Venezuelan educational system.

The service activities may be available to the external public. The provision of institutional resources for a specific purpose of responding to a community need is part of the service activities (Collier, 1978).

Included are institutional facilities, personal growth programs, professional development plans, consulting activities, committee meetings, academic-administrative opportunities, and a reward system appropriate for service.

Possible Contaminating Variables

There could be potential contamination of the study due to the individual and institutional differences in various sites. The literature has shown that some demographics such as sex (Balazadeh, 1981; Carleo, 1989; Fuchs, 1981; Grahn, Khan, & Kroll, 1982; Hill, 1987; Karoonlanjakorn, 1986; Sprague, 1974), age (Carleo, 1989; Hill, 1987; Ibrahim, 1985/1986; Sprague, 1974), administrative position (Klapachan, 1983), academic rank (Grahn et al., 1982; Sprague,

1974), and teaching experiences (Hill, 1987; Karoonlanjakorn, 1986; Mellinger, 1982; Sprague, 1974; Vatthaisong, 1982) are related to sources of satisfaction. In this study, differences in faculty's age, gender, academic rank, teaching experience, and years of experience in higher education may contaminate the results. Contamination would occur given the situation in which data collected may become interrelated to other factors previously established (Borg & Gall, 1983).

Development of the Instrument

Format Criteria

The instrument to measure the dependent variables was designed by the researcher. A series of steps was followed to design the questionnaire and to ensure consistent and accurate results. The first step was an examination of the literature regarding satisfaction with teaching, research, and service in higher education institutions. This stage resulted in a large list of items, in modified form, serving as a pool from which the final set of items was drawn. The items were grouped into three dimensions: teaching activities, research activities, and service activities. The response format was Likert-type, with five choices of very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. Scoring weights for these choices were: 5, 4, 3, 2, and 1, respectively. The satisfaction score of each dimension (teaching, research, and service) was

determined by summing the weights for all items related to the variable.

Overview of the Instrument Development

The Faculty Satisfaction Questionnaire (FSQ) had 51 items in its first version. Forty-two items were related to teaching, research, and service statements and 9 items requested information on personal and professional background. The questionnaire was divided into three sections: teaching, research, and service. Each section had 14 items describing some general aspects of the faculty position functions. The items intended to apply to only university faculty's job.

A page containing demographic items was also constructed requesting: (a) gender, (b) age, (c) earned degrees, (d) years of experience in higher education, (e) academic rank, (f) previous teaching experiences in other educational levels, and (g) rewards obtained due to teaching, research, and/or service activities. The demographic items allowed the description of the population participating in the study.

Expert Review

An examination of all the specifications of role function was reviewed by a panel of experts who submitted their judgments based on a table of specifications provided. It contained the elements of faculty satisfaction found in the literature and that provided the

content and structure of each item in the instrument. A summary of the table of specifications is presented in Table 10.

Table 10

Table of Specifications

Aspect	Elements of satisfaction	Item
Teaching	1. Teaching itself	1
	2. Teaching workload	11
	3. Class size	12
	4. Curriculum preparation	2,3,4,8,9,10
	5. Academic freedom	5
	6. Teaching as a profession	7
	7. Facilities and equipment	13
	8. Advising	6
	9. Teaching awards	14
Research	1. Financial support	1,11
	2. Time release	2
	3. Publications	3,9
	4. Assistance	7,8,9
	5. Institutional research	4,13
	6. Intellectual research	5
	7. Research awards	6,12
	8. Sabbatical leaves	14

Table 10--Continued

Aspect	Elements of satisfaction	Item
Service	1. Personal growth	3,5,10
	2. Professional growth	1,2,4,6
	3. Financial support	12,13
	4. Administrative duties	7,11
	5. Consulting	8,9
	6. Service awards	14

The panel's task was to compare the elements of teaching, research, and service to the items as operationalized aspects of the literature review. In addition, the panel reviewed the items for comprehension, content, and length. The content validity of the English version of the questionnaire was then assessed by three experts consisting of two experienced members holding administrative positions in the College of Education, and a faculty member who had balanced experience in the academic functions of teaching, research, and service. The Spanish version of the questionnaire was reviewed by an expert in Spanish grammar in order to verify the sentence structure, wording, and the accuracy in the translation of the instrument.

An instrument evaluation form (Appendix A) was attached to the instruments to be validated by the specialists. The form was constructed including the item number and the description of the item in terms of importance. The purpose of it was to summarize and

concentrate the results (opinion, judgment, changes, etc.) given by each panel member. Also, it helped to insure that comments were gathered on each item regarding the themes involved. The first draft of the instrument was first reviewed in its English version. It was expected that two out of three panel members made similar suggestions prior to translating it into Spanish language.

Results of Expert Panel

A packet was prepared for each member of the panel of experts. A cover letter was sent to each member acknowledging their willingness to participate in the study. The materials examined were returned during the estimate time.

An item was rated based on the following criteria: (a) essential; (b) important, but not essential; and (c) not important. The rule of two was applied. The items placed as essential by two out of three experts were automatically chosen. Table 11 summarizes the results of the validity process according to the importance of the items expressed by the experts.

The results of the teaching statements, Part I, were as follows: 11 items were selected, and Item 3 regarding "the nature of the material to be taught," Item 4 about "deciding the content of the course," and Item 10 referring to "flexibility of the program to meet the needs of individual undergraduate majors" were dropped because of unclear wording. Regarding Part II, research statements, 9 items remained and 5 (Items 4, 5, 9, 11, and 12) were eliminated. Item 4 referring to "research opportunities to support institutional

Table 11

Summary of the Results of the Validity Process

Aspect	Importance		
	Teaching	Research	Service
Essential	11	9	9
Important, but not essential	10	10	10
Not important	3	3	6

planning and decision making" and Item 5 asking about "research opportunities for the intellectual growth of the faculty and students" were dropped due to their broad and ambiguous content. In respect to "writing research proposal" (Item 9) was eliminated because of its simplicity and lack of importance. Item 11, regarding "support for faculty travel for research," was found to be included into the text of Item 1. It was also rated as not important. The panel members agreed with dropping Item 12, which mentioned administrative recognition for research, due to its content similarity with Item 6.

In Part III, service statements, nine items were kept without being modified, and Items 12 and 13 regarding financial support for attending conferences, seminars, making presentations, and traveling expenses were merged. The experts concurred in eliminating Item 3 referring to "institutional planning to provide personal enrichment," Item 4 about "improving consulting skills," Item 5

regarding "enhancing interpersonal skills," and Item 6 on "exploring career options." There was complete accord in the reasons given such as content ambiguity (Item 3) and complexity (Item 5). Items 4 and 6 were considered as lacking importance. Modification of structure of Item 10 was suggested.

In regard to the Personal and Professional Data instrument attached, the panel members agreed with eliminating Item 8, regarding the assessment of level of effort on specific tasks, due to its complexity and length.

In the review of the instructions of the instrument, it was suggested that the items indicated more than activities. Therefore, the initial instructing paragraph was changed including activities, actions, conditions and/or functions of teaching, research, and service. The subheading phrase, that is, teaching activities, was replaced by teaching statements.

Field Testing

Following the experts' review, the items were ready to be formatted into an instrument for field testing. The field testing would test the reliability of the instrument and the methods and procedures. Thirty faculty members of two Venezuelan teacher colleges were selected for the field testing. These faculty professors were chosen under the criteria used in the research study: (a) being full-time faculty in the selected institutions, (b) working 40 hours per week, (c) teaching a specific subject area, and (d) assigned to determined academic departments.

The field study provides an opportunity in the categories of the independent variable to assess the appropriateness and practicality of the data collection instruments and methods and to check the reliability of the instrument (Ary et al., 1985; Borg & Gall, 1983).

The Human Subjects Institutional Review Board at Western Michigan University, Kalamazoo, gave the approval (Appendix B) and the field testing commenced. The field instrument was mailed to Caracas, Venezuela. A graduate assistant, coordinating the process, was in charge of distributing it to the institutions involved. The instrument contained two cover letters. One was signed by the vice-president of research and graduate studies of UPEL. This letter introduced the research description and the institutional support for the researcher (Appendix C). It can be considered as the authorization of the study and the researcher. A second letter signed by the researcher explained the field test (Appendix D). Respondents were assured of confidentiality.

The items retained were rearranged for the field instrument. Respondents would be rating the 29 items on a 5-point Likert scale. The directions guaranteed confidentiality. Being anonymous was underlined as relevant in the directions. The instructions for filling out the questionnaire were given. The 29 items of teaching, research, and service aspects, and the 8 items of demographic information were formatted into six pages. A copy of the instrument (English version) is included (Appendix E).

The graduate assistant coordinating the field testing received written instructions and directions (Appendix F) regarding faculty selected, details of the test administration, and packing and mailing the instrument back to the researcher.

At the 3-week point, 17 of the 30 participants had responded, for an 56.6% return rate. Four weeks following the field testing there remained 13 nonrespondents. The graduate assistant called to remind them of the instrument. Five new instruments assured response. The data collection was suspended at the fifth week. The final response rate was 22 of the 30 mailed, or 73.3%.

Reliability for each variable was determined by use of the Cronbach alpha coefficient used through the reliability program of the Statistical Package for Social Science (SPSSX, Norusis, 1988) computer program. The variable satisfaction with teaching showed an alpha coefficient of .85. For the variable satisfaction with research an alpha coefficient .80 was obtained. An alpha coefficient .85 was found for the variable satisfaction with service. The evidence of sufficient reliability of the measures was established. No negative item-total correlations among the items were found. Consequently, no changes in the instrument or procedure were made on the basis of the field test.

Data Collection Procedures

Contact With the UPEL

A letter was sent to the president of the university in December 1989 informing her about the characteristics of the research, its purposes, and objectives. The cooperation and contribution of the university was asked for the successful completion of the investigation.

An appointment was set up on January 10, 1990. The vice-president of research and graduate affairs attended the meeting. The following agreements were reached:

1. Total academic, administrative, and financial support for the project.

2. Provision of materials and necessary supplies for the printing of the instrument.

3. A letter of approval and support signed by the vice-president of research and graduate studies to be attached to each instrument to be distributed (Appendix C).

4. A discussion point in the agenda of the university council meeting with the purpose of informing the directors of the branches about the development of the research when required.

5. The director of the research and graduate affairs in each teacher college is responsible for controlling the administration of the survey and the responses on the planned time.

Procedures

The instruments were mailed to Universidad Pedagogica Experimental Libertador, Caracas, on October 22, 1990. The vice-president of research and graduate studies at UPEL distributed them to each director of research and graduate studies in each campus. They were in charge of administering the instruments in order to insure the data collection in their colleges. In Venezuela the personal contact with the subject participating in the sample of any investigation seems to be more effective than using the postmail procedures. In this particular research, this contact insured the rate of responses and, overall, time saving.

The researcher traveled to Venezuela to control and supervise the data collection process. On the time of the arrival, 2 weeks later, the vice-president had already initiated the process following the instructions given by phone and fax. No changes were made. The procedures were standardized by using a protocol included in the package containing the questionnaires. The protocol was submitted (Appendix F) to the directors who were advised in the following aspects: (a) contacting the selected faculty, (b) setting the appointment for the questionnaire, (c) explaining the purpose of the questionnaire, (d) indicating the deadline for getting the instrument back, and (e) packing and mailing the questionnaires back to the UPEL's headquarters. Confidentiality and anonymity of sample were emphasized in the instructions.

Personal contact between researcher and subjects of the sample was avoided in order to prevent possible bias in filling the FSQ. The office of research and graduate studies of each branch was established as center of distribution and reception of the instrument. Meanwhile, in Caracas, once the FSQ was arriving, the researcher was in charge of verifying the numbers of respondents and organizing the follow-up for nonrespondents.

As final procedures, the questionnaires were scored using a code key. The items were entered on op scan. The scoring was done by using a computer program. The data were included in an SPSSX data file for analysis.

Data Analysis

The individual respondent scores obtained on the questionnaire measuring the dependent variables were used as the unit of analysis. For population description purposes, the frequency distribution of the scores and measures of central tendency and variability were computed.

Three research hypotheses were formulated for the first research question of this study regarding the extent of the interrelations of faculty satisfaction with the position functions of teaching, research, and service. They were:

1. The relationship between faculty satisfaction with teaching and faculty satisfaction with research will be positive.

2. There will be a positive relationship between faculty satisfaction with teaching and faculty satisfaction with service.

3. The relationship between faculty satisfaction with research and faculty satisfaction with service will be positive.

The following research hypotheses were formulated for the second research question of differences in faculty satisfaction with their position functions of teaching, research, and service in the locations of Venezuelan teacher college campuses:

4. The difference between faculty satisfaction with teaching in the capital city location will be higher than in the other two campus locations (state capital and rural city) of Venezuelan teacher colleges.

5. The difference between faculty satisfaction with research in the capital city campuses will be higher than in the other campus locations (state capital and rural city) of Venezuelan teacher colleges.

6. The difference between faculty satisfaction with service in the rural city campuses is lower than faculty satisfaction in the other campus locations (capital city and state capital) of Venezuelan teacher colleges.

The hypotheses derived from the first research question were tested using Pearson product-moment correlation at .05 level of confidence. In the second research question, a one-way analysis of variance for independent means was used to test the fourth, fifth, and sixth hypotheses of no differences at the .05 level of significance.

Summary

In Chapter IV, the purpose of the study, overview of the study, instruments used for data analysis, data gathering procedures, and data analysis were discussed in relationship to the problem stated for this study. Chapter V contains the findings of this study.

CHAPTER V

FINDINGS OF THE STUDY

The findings of the research process as described in Chapter IV will be discussed in this chapter. First, the response rate and characteristics will be discussed. Second, the data analysis and hypotheses test results will be examined. The descriptive data will be presented. Lastly, the findings will be summarized.

The purpose of this study was: (a) to investigate the interrelations of faculty satisfaction with the functions of teaching with research and service, and research with service across Venezuelan teacher colleges; and (b) to determine if there are significant differences between faculty satisfaction with their position functions relative to teaching, research, and service across teacher college campuses of Venezuela.

Response Characteristics

The questionnaires were distributed to 234 full-time faculty members actively working in the seven teacher colleges of the Universidad Pedagogica Experimental Libertador (UPEL). The different locations of these branches constitute the independent variable of this study. The instrument was distributed by the vice-presidency of research and graduate studies through directors of research and graduate studies of each campus. The process was closely supervised

by the researcher who eluded personal contact with the participating subjects in order to avoid bias in the responses. Cover letters written by the vice-president and one by the researcher were included. Two weeks following the initial distribution of the instrument each campus's director of research and graduate studies mailed to the vice-president of UPEL the instruments collected. After 2 weeks, 96 instruments were returned. After 3 weeks the total response rate was 185. IP Maracay (n = 19), state capital category, was contacted by phone three times, arriving finally by the end of the 4th week planned as the end of the process. At the middle of the 4th week, three more responses were returned from IP Caracas. At 4 weeks, a total of 207 questionnaires had been received out of 234 distributed. This resulted in an overall return rate of 88.46%.

Table 12 reports the number of respondents for each institution grouped into the categories of the independent variable, campus locations. At the end of the data collection the number of respondents by category was 69 (88.46%) out of 78.

Twelve percent of the sample (n = 27) did not return the Faculty Satisfaction Questionnaire (FSQ). A sample of nonrespondents was contacted to determine a reason for nonresponse. Personal and telephone inquiries were made of 16 individuals. Six nonrespondents of the category capital city, five nonrespondents of the category state capital city, and five nonrespondents of the category rural city were phoned and visited. In this last effort, five were unavailable after two contacts, two nonrespondents were reported dead,

Table 12

Number of Respondents for Category/Institution

Category/ institutions	No. of respondents	No. of FSQ distrib.	Rate in %
Capital city	69	78	88.5
IP Caracas	56	65	86.1
IP Siso Martinez	13	13	100.0
State capital city	69	78	88.5
IP Barquisimeto	27	30	90.0
IP Maracay	19	19	100.0
IP Maturin	23	29	79.6
Rural city	69	78	88.5
IP Macaro	41	41	100.0
IP Rubio	28	37	75.6

six nonrespondents reported not having time available to fill out the FSQ, and three nonrespondents were on leave.

Testing of Hypotheses

Research Question 1 concerned with the interrelations of faculty satisfaction with the position functions of teaching, research, and service across Venezuelan teacher colleges, was tested by using three Pearson product-moment correlations. Null Hypotheses 1, 2, and 3 stated that the Pearson product-moment correlation (PPMC) between teaching satisfaction with research satisfaction and service

satisfaction, and research satisfaction with service satisfaction would be equal to zero.

The measures were identified as reliable for each section of the instrument. The alpha of teaching was .76, research .86, and service .83. As it is observed, the alpha coefficient for teaching decreased as compared to the field test reliability result. However, the retention of respectable alpha coefficient, larger than .50 is further documentation of the reliability of the instrument.

Table 13 indicates that the Pearson product-moment correlation coefficient based on teaching satisfaction with research satisfaction and service satisfaction were significant beyond .05 alpha level ($p < .0001$) with coefficient alpha values in parentheses on the diagonal. The correlation coefficient between teaching satisfaction scores and research satisfaction scores was smaller than teaching satisfaction scores with service satisfaction scores, respectively. However, the three position functions are correlated to each other. The correlation coefficient between teaching satisfaction and research satisfaction indicated a positive relationship ($r = +.47$) for the full-time faculty across campuses. The correlation coefficient between teaching satisfaction with service satisfaction resulted in a positive relationship ($r = +.51$). The correlation coefficient of $r = +.61$ indicates a positive linear relationship between research satisfaction and service satisfaction. These facts provided evidence to reject the null Hypotheses 1, 2, and 3.

Table 13

Interrelations Between Teaching With Research, Teaching With Service, and Research With Service (N = 207)

	Measures		
	Teaching	Research	Service
Teaching	(r = .76)	r = .47	r = .51
		p < .0001	p < .0001
Research		(r = .86)	r = .61
			p < .0001
Service			(r = .83)

Note. Cronbach coefficient values are in parentheses.

The second analysis utilizes the independent variable of location of teacher college campus. Three null hypotheses were derived from research Question 2. The fourth null hypothesis stated that there would be no differences in the mean scores of faculty satisfaction with teaching in the three categories of capital city, state capital city, and rural city college campuses. The data were analyzed using one-way analysis of variance (ANOVA) with alpha at .05 level. The analysis of data for Hypothesis 4 resulted in a probability for F of .09 as noted in Table 14. Since the probability of F is larger than alpha of .05, the null hypothesis must be retained and the research Hypothesis 4 cannot be defended.

Table 14

Summary of ANOVA for Hypothesis 4: Teaching Satisfaction

Source	df	MS	F	F prob.
Between groups	2	79.60	2.43	.09*
Within groups	204	32.66		

*$p > .05$.

The null Hypothesis 5 dealing with no differences in the mean scores of faculty satisfaction with research in capital city, state capital city, and rural city college campuses was tested using one-way ANOVA at .05 alpha level (see Table 15).

Table 15

Summary of ANOVA for Hypothesis 5: Research Satisfaction

Source	df	MS	F	F prob.
Between groups	2	311.10	8.06	.0004*
Within groups	204	38.59		

*$p < .05$.

The F ratio for these data is 8.06. Since the probability of F was smaller than alpha at .05, the null hypothesis must be rejected. The findings indicated significant differences across campus locations with respect to research satisfaction. Further post-hoc analysis (LSD) showed that Group 3 (rural city) was different from Group

1 and 2 locations at .05 level. In this sense, higher means represent more satisfaction with research.

Table 16 presents descriptive data concerning Hypothesis 5.

Table 16

Sample Size, Means, and Standard Deviations of Research Satisfaction Across Campus Locations

Location	Size	Mean	SD
Capital city	69	21.17	6.44
State capital	69	19.10	5.59
Rural city	69	23.34	6.55

The lowest means were found in state capital and capital city campuses regarding satisfaction with research. The post-hoc analysis (LSD) confirmed that Group 3 (rural city), the highest mean, was different from Groups 1 (capital city) and 2 (state capital city).

The null Hypothesis 6 regarding no differences in the mean scores of faculty satisfaction with service in the three categories of the independent variable was tested using one-way ANOVA. The analysis of data for this hypothesis resulted in a probability of F of .01 as noted in Table 17.

As shown in Table 17, the observed difference was statistically significant ($p < .05$). This difference is considered to be greater than one that would have occurred by chance alone. Consequently, the null hypothesis of no differences among the three groups across campus locations was rejected. Further post-hoc analysis (LSD)

Table 17

Summary of ANOVA for Hypothesis 6: Service Satisfaction

Source	df	MS	F	F prob.
Between groups	2	175.40	4.39	.01*
Within groups	204	39.93		

*$p < .05$.

found that Group 2 (state capital city) was different from Groups 1 and 3 locations at .05 level.

Table 18 presents descriptive data concerning Hypothesis 6.

Table 18

Sample Size, Means, and Standard Deviations of Satisfaction With Service Across Campus Locations

Location	Size	Mean	SD
Capital city	69	23.33	6.00
State capital	69	21.18	6.42
Rural city	69	24.30	6.50

The state capital city has the lowest mean of the three groups (21.18). The LSD post-hoc analysis confirmed such differences denoting that the pairs of groups significantly different at the .05 alpha level were Groups 1 (capital city) and 3 (rural city) as compared to the state capital city campus group.

Demographic Analysis

The purpose of the following statistical analysis of the demographic data variables (gender, age, academic rank, earned degree, years of experience, and rewards of teaching, research, and service) is to investigate the possible influences of demographic data on the findings of the study (see Table 19). However, there could be a potential contamination of the study due to the individual and institutional differences in various sites. The analysis of the demographic data will inform the interpretation of the significant differences found in the research variables.

Table 19

Calculation of Chi Square for Gender, Age, Academic Rank, and Higher Degree by Campus Location

Demographic	df	Chi square obs	p
Gender	2	4.91	.0800
Age	6	8.28	.2100
Academic rank	6	24.43	.0004*
Higher degree	8	21.18	.0060*

*Significant at $p < .05$.

From the Personal and Professional Data Questionnaire, the following information was obtained: There were 107 males and 100 females; 56% of the full-time faculty were between 40 and 50 years

of age; the level of formal education for these faculty included 9 doctorates, 128 master's degrees, 28 specialists, 38 bachelor's degrees, and 4 other degrees; the academic ranks reported were 84 professors, 71 associates, 42 aggregates, and 10 assistants.

The chi square obtained for gender and the independent variable campus location was 4.91 with $df = 2$ ($p = .08$). Therefore, the independent variable is not systematically different with respect to gender. As above, the location of campus does not differ in regard to age ($p = .21$) as operationalized as a categorical variable. In both cases, the calculated chi-square values were not significant at .05 alpha level. Regarding academic rank, operationalized as a ordinal variable with categories of professor, associate, aggregate, assistant, and instructor, with 6 degrees of freedom ($p = .0004$) and higher degree, operationalized as a categorical variable with categories of doctorate degree, master's degree, specialist degree, bachelor's degree, and other degree, with $df = 8$ ($p = .006$), statistical significance was found at .05 alpha level. Forty-two percent of faculty hold the academic rank of associate in the capital city, 46% of state capital city faculty, and 38% of rural city faculty hold the academic rank of professor. Therefore, it was found that academic rank was different among campuses, and evidently, state capital and rural campuses had a higher percentage of faculty possessing the academic rank of professor. In respect to earned degree, capital city campuses had the highest number of faculty whose degrees were either master's or doctorate. Obviously, there were differences between earned degree across campuses. It seems

contradictory that capital city campuses with higher number of faculty with either master's or doctorate degrees, and yet have less number of faculty whose academic rank is professor. The differences among faculty responses, particularly in the capital city campuses, might be affected by this fact. The literature have shown that academic rank (Grahn et al., 1982; Sprague, 1974) originates satisfaction. The higher the academic rank, the more likely satisfied a faculty member is. This is also true for earned degree.

The minimum observed frequencies for age, academic rank, and highest degree showed that there were 5, 2, and 5 cells, respectively, which had small frequencies, less than five. Whenever the observed frequencies in a chi-square calculation are small, the probability derived from the chi-square table may be a poor estimate of the actual probability (Ary et al., 1985). In this sense, the inferences based on small frequencies in the chi-square test might result in misleading information on age, academic rank, and highest degree.

The teaching experiences in either primary, secondary, or other higher education institutions was also explored. Table 20 shows the chi-square analysis of previous teaching experiences by campus location.

The chi-square value obtained for previous teaching experience in primary education was 7.027 with $df = 2$ ($p = .03$). A higher proportion of faculty members in the category of rural city with primary experience was found with respect to the others. The calculated chi-square value of 7.027 has a probability of .03 and

Table 20

Calculation of Chi Square for Previous Teaching Experience by Campus Location

Demographic	df	χ^2	p
Primary education	2	7.02	.03*
Secondary education	2	0.06	.96
Higher education	2	0.31	.85

*$p < .05$.

is, therefore, significant. The probability of the chi-square value investigating secondary experience was .96 and, therefore, is not statistically significant. In regard to faculty previous experience in other higher education institutions, the chi-square observed was .316 with $df = 2$ ($p = .85$), not significant. Therefore, in the preceding cases, the campus location is not systematically different with respect to previous teaching experiences in either secondary or higher education institutions, but is with respect to primary experience.

The chi-square values for rewards by campus location are reported in Table 21. At .05 alpha level, teaching rewards association is statistically significant with higher proportion on the capital city campuses as compared to state capital and rural campuses. Also, the proportion of capital city faculty receiving service rewards is significantly greater than that of faculty in other campuses at .05 level of confidence.

Table 21

Chi-Square Values for Rewards by Campus Location

Rewards	df	χ^2	p
Teaching	2	12.39	.002*
Research	2	0.11	.940
Service	2	6.90	.030*

*Significant at $p < .05$.

Summary

This chapter has presented the findings of data collection and analysis. The data collection procedures followed resulted in an acceptable return rate. Teaching satisfaction with research satisfaction showed a positive correlation. Teaching satisfaction with service satisfaction resulted in a positive direct correlation. Research satisfaction with service satisfaction was found to be a positive correlation.

Significant differences between research satisfaction and service satisfaction across campus locations were found, specifically rural faculty are higher in satisfaction with research activities and state faculty are the least satisfied with service activities. An overview of the demographic characteristics of the full-time faculty members across teacher college campuses was presented. Chi squares were calculated to determine significance levels between demographic data across campus locations. Significant differences

at .05 alpha level were found in academic rank, earned degree, previous teaching experiences in primary education, teaching rewards, and service rewards across capital, state capital, and rural city campuses.

Interpretations of the research findings and implications for further research are found in Chapter VI.

CHAPTER VI

DISCUSSIONS AND CONCLUSIONS

This chapter presents a discussion of the research and its findings. The conclusions are based on the analysis of the data collected (a) to investigate the interrelations between teaching with research and service, and research with service across Venezuelan teacher colleges; and (b) to determine the differences regarding satisfaction with teaching, research, and service among capital city, state capital city, and rural city campus locations. The discussion is organized into the following topical areas: (a) interpretations of the findings, (b) limitations of the study, (c) implications of the findings, (d) future research, and (e) conclusions.

Interpretations of the Findings

Two hundred and seven full-time faculty members actively working at different campus locations (independent variable) of Universidad Pedagogica Experimental Libertador (UPEL) participated in the research study. Each subject was asked to supply demographic information. Twenty-nine questions compiled into the Faculty Satisfaction Questionnaire (FSQ) concerned the degree of satisfaction faculty expressed about the position functions of teaching, research, and service, the universal mission of any higher education institution.

Two research questions were investigated: (1) What is the extent of the interrelations of faculty satisfaction with the position functions of teaching, research, and service across Venezuelan teacher college campuses? (2) Is there a difference in faculty satisfaction with their position functions of teaching, research, and service in the capital city, state capital city, and rural city locations of Venezuelan teacher colleges? Three research hypotheses were derived from research Question 1. They were:

1. The relationship between faculty satisfaction with teaching and faculty satisfaction with research is positive.

2. The relationship between faculty satisfaction with teaching and faculty satisfaction with service is positive.

3. The relationship between faculty satisfaction with research and faculty satisfaction with service is positive.

For the second research question, the following research hypotheses were stated:

4. The difference between faculty satisfaction with teaching in the capital city campuses will be higher than in the other two campus locations (state capital and rural) of Venezuelan teacher colleges.

5. The difference between faculty satisfaction with research in the capital city campus locations will be higher than in the other two locations (state capital and rural) of Venezuelan teacher colleges.

6. The difference between faculty satisfaction with service in the rural city campuses will be lower than in the other two campus

locations (capital and state capital) of Venezuelan teacher colleges.

Each research hypothesis was tested in the null form at .05 level of significance. The first three hypotheses were tested using Pearson product-moment correlation. The second group of hypotheses were tested using analysis of variance (ANOVA).

The results of the Pearson product-moment correlation indicated the rejection of the three null hypotheses derived from research Question 1 ($p < .0001$). A positive relationship was found ($r = +.47$) between satisfaction with teaching and satisfaction with research across campuses ($p < .0001$). These results supported Hypothesis 1, which sought for a positive relationship between faculty satisfaction with teaching and faculty satisfaction with research across campuses.

The literature emphasized in the relationship between teaching and research as low and positive. In fact, it was hypothesized that if teaching and research were correlated, then satisfaction with teaching and satisfaction with research would be correlated in the same direction. Sixty-nine percent of research studies reinforced these results (Bausell & Magoon, 1972; Bresler, 1968; Centra, 1983, Clark, 1973; Cornwell, 1974; Faia, 1976; Freedman et al., 1979; Frey, 1978; Friedrich & Michalak, 1983; Harry & Goldner, 1972; Hayes, 1971; Hicks, 1974; Hoyt & Spangler, 1976; Jauch, 1976; Marsh & Overall, 1978; Marquardt et al., 1975; Maslow & Zimmerman, 1956; Rushton et al., 1983; Stallings & Singhal, 1970; Wood & DeLorme, 1976). Findings demonstrated that university faculty appear to

Besides, this relationship seems to produce satisfaction for them (Brakeman & Loring, 1988). The evidence of this study, as well as those similar studies, suggests that teaching and research are interrelated and may provide satisfaction to academicians. Research in the academic environment is seen as supportive and complimentary to teaching (Braxton, 1983; Bunda, 1990; Faia, 1976; Friedrich & Michalak, 1983; Hoyt & Spangler, 1976).

Null Hypothesis 2, which stated that Pearson product-moment correlation was equal to zero, was rejected at .05 alpha level ($p < .0001$). The findings reinforced the research hypothesis in which positive interrelations between teaching satisfaction and service satisfaction were sought. The correlation between teaching satisfaction scores and service satisfaction scores was positive ($r = +.51$). Therefore, it is justified, based on these results, to claim positive interrelations between faculty satisfaction with teaching and faculty satisfaction with service.

The literature did not report research studies based on the interrelation between teaching and service. Service is examined as in-service training, staff development programs, professional growth programs, and even public relations projects. Woodrow (1978) mentioned that service activities may act as satisfiers to faculty if the accomplishments of the program designed are recognized for promotions and advancements. The contribution of the service function to teaching is obvious. The opportunities offered through service programs help teachers to be more creative, participative, innovative, and even more productive in terms of publications,

innovative, and even more productive in terms of publications, presentations, etc. The injection of new information and data to course design and the development of new instructional techniques may be some of the valuable gains that faculty may take from the service activities. The satisfaction with service programs is reported by Hoyt & Howard (1977) and University of Illinois (1977).

The statistical analysis of the data allowed to reject the null Hypothesis 3, at .05 alpha level. There was a statistically significant relationship between research and service in terms of faculty satisfaction ($p < .0001$). The correlation between research satisfaction and service satisfaction was positive ($r = +.61$). Very few research studies have been done involving these variables. However, studies of faculty satisfaction with research are commonly reported. Research, as disciplined inquiry which lead to produce and apply knowledge (Creswell, 1986), seems to be a main contributor to faculty satisfaction. But, it is usually reflected in the literature that research is mostly confronted by skillful professors with high academic ranks. Research, publications, and writing are the most satisfying elements that provide the greatest sense of accomplishment to higher education faculty (Blackburn et al., 1980; Braskamp et al., 1982; Brakeman & Loring, 1988; Cliff, 1975; Pearson & Seiler, 1983). The evidence showed that the function of research causes satisfaction to faculty. The correlation between research satisfaction and service satisfaction may introduce new elements in the design of service programs. Closely, research would be the supplier of data on training needs, need assessments, professional

and personal preferences, among others. Service is deeply tied to research when it is seen as a service to people and to institutions (Martin, 1977a). Indeed, the evidence showing the interrelation between faculty satisfaction with research and faculty satisfaction with service may feed the argument that faculty can start talking about being satisfied since their professional needs would be matching their personal needs.

The analysis of items associated with satisfaction with teaching, research, and service across capital city, state capital city, and rural city campus locations seem to indicate that the population of faculty in this study exhibited nearly the results as expected based on Hypotheses 5 and 6. In Hypothesis 4, a higher level of satisfaction was predicted for faculty in capital city campuses rather than state city and rural city locations. The difference in the group means of the capital city ($\bar{X}$ = 39.44), the state capital city ($\bar{X}$ = 38.14), and the rural city ($\bar{X}$ = 40.27) did not provide enough evidence to reject the null hypothesis of no difference. Satisfaction with teaching appears to reflect the natural preference of faculty across the colleges studied. The characteristics of the capital city, supplying all advantages for a better development of the teaching process, seem not to affect the satisfaction exhibited for the professorate for this particular position role.

As predicted, the findings indicated significant differences across campus locations with respect to research satisfaction. The probability of $\underline{F}$ ($\underline{p} < .0004$) was smaller than alpha .05; therefore, the null hypothesis of no differences was rejected. However,

surprisingly, the group of faculty working in rural city colleges featured a higher level of satisfaction with research than in the other two campus locations. The particular advantages of the capital city regarding personal and professional development activities, stimulated and organized by either private or public organizations, did not make any differences in the acceptance and perception of faculty regarding research activities. The administrative approach adopted by the Universidad Pedagogica Experimental Libertador in which teacher colleges have received equal financial assistance to enhance and promote research studies may be an indicator of the positive perceptions experienced by faculty members of rural campuses in their responses. That is, the faculty at rural locations who are the smallest proportionate group share in the same financial amount. Thus, each individual faculty member has access to a larger amount.

A lower level of satisfaction with service was hypothesized for faculty in rural city campuses rather than capital and state city locations. There was enough evidence to reject the null form of no differences. However, the mean ($\bar{X}$ = 21.18) of satisfaction with service of state college faculty was lower than capital ($\bar{X}$ = 23.33) and rural ($\bar{X}$ = 24.30) city faculty. The findings revealed that the least satisfaction with service was manifested by state campus faculty. Considering this fact, the "in between" posture of state institutions would be a feasible reasoning in this outcome. The state institutions may be confronting determined service needs not perceived by UPEL's leading administrators. More attention to rural

faculty wants and a concerted effort toward refining and encouraging the service activities of capital faculty could have influenced the manner of faculty answering the service statements. The distinctive and idiosyncratic characteristics of state cities may have persuaded UPEL administrators and even capital city faculty to be more concerned on planning of service programs for faculty of rural campuses than for state faculty. The small rural areas are still lacking of strong government policies and support to be developed. The limiting and restricting access to educational, technological, and cultural activities as offered by other cities are part of the facts that faculty members working in these campuses are experiencing. The responses given are in the direction expected due to the conditions previously indicated. Perhaps, the better treatment of the faculty of these campuses in terms of more incentives of personal and professional development programs, consulting activities, academic-administrative opportunities, and appropriate reward systems for service would have contributed to the higher level of satisfaction shown as opposed to state city faculty.

Limitations of the Study

The limitations of the study fall into two basic categories. The two major limitations are associated with the nature of the population and setting of the study and the nature of the variables.

The Nature of the Population and Setting

The organizational and functional structure of the Universidad Pedagogica Experimental Libertador is unlike any other university system. It would be erroneous to attempt to generalize the findings of this study to any other higher education settings. The nature of the university, a college to prepare individuals to become teachers at different levels of education, restricts the generalization of evidence of satisfaction found only to colleges of education with a similar mission.

The instrument that was designed could not be used outside of the education departments because it was constructed to be used in that particular setting, with items that are unique to the teacher college characteristics. Some of the terminology used in the instrument is also unique to the colleges of education. The discipline of education forces service in teaching organizations and usually research on teaching and learning, so interrelations may generalize to only education professors.

The Nature of the Variables

The dependent variables constitute another limitation of this study that must be recognized. Since the instrument sought data that go beyond descriptive information, the responses to the individual items or statements on the instrument were not intended to be analyzed. This study attempted to determine interrelations of teaching, research, and service in terms of faculty satisfaction. A

global analysis of the items concerning the specific statements of the position functions was sought. Specific item analysis would necessitate the development of another research hypothesizing other situations derived from a particular item. However, it should be pointed out that in the analysis of the variable measures all items correlated positively with the total score.

The independent variable, location of campuses in terms of city characteristics, has not been an objective of research interest before. The conceptualization of the location of campuses was specified to be important to the Venezuelan educational system. For example, due to the social-economic crisis produced in the Venezuelan society since the decrease of oil prices, the main economic resource of this country, more profound differences among all cities have emerged. Those located near cities with a population larger than 2,000,000 may confront a sort of better life conditions than those situated in remote places. In this sense, college campuses would be affected by the peculiarity of the cities where they are placed. This fact may question the external validity of the study. It may be jeopardized because the findings may not generalize to other locations in which similar conditions are not present.

The demographic variables of academic rank, earned degree, teaching reward, and service reward may have contributed to the type of responses given in the self-report instrument. The higher proportion of faculty with either master's and/or doctorate degrees and, mainly, academic rank of associate in the capital city campuses might be a conclusive factor impacting their perceptions on the

issues requested in the questionnaire. On the other hand, the rural city faculty with higher proportion of faculty holding an academic rank of professor but less scholarly preparation could have interfered in the levels of satisfaction exhibited.

Implications of the Findings

Faculty feel satisfaction among their interests in teaching, research, and service and for other aspects of college environment. The commitment to teaching seems to solve the dilemma of the teaching supporting research or vice versa. Expressions of preference for teaching are more commonly sustained in faculty discussions. UPEL faculty opinions are an appropriate support to describe that there are faculty who like to teach, those who prefer to do research, and those who enjoy performing service activities. But, there are faculty who feel satisfaction with performing all together the positions functions of teaching, research, and service.

Based on the findings, as most faculty views of teaching and research positively correlated, the complementary and supportive affiliation of teaching and research would navigate toward a long-life existence. The debate going on in many places over the proper role of teaching and scholarship reveals new directions. The latest pressure for more research, demanding different task orientations and mentality changes, may have already made faculty reassess their feelings toward teaching and its influences on research and service. The issue of balance arises as an immediate response. From here, research studies providing data on clear interrelations among these

three roles may be helpful in demonstrating equal pedagogical responsibilities in the process of educating individuals. The problem of attaining a balance among teaching activities, research issues, and service actions is forcing faculty toward a clear and comfortable decision on their academic roles. If more and more the overall context of teaching, research, and service are correlated, then faculty are led to clarification in their arguments.

City characteristics may influence the level of faculty satisfaction with their role. There are many appropriate combinations of teaching, research, and service activities that would be ascertained regardless the college location. No evidence was found to support that teaching rewards affect the way of thinking of capital faculty in respect of their satisfaction with teaching. The grand mean ($\bar{X}$ = 39.28) of teaching and the average item score ($\bar{X}$ = 3.57) were more toward the positive zone of the scale. Therefore, these data confirmed that there appears to be no doubt that teaching produces satisfaction to faculty.

The higher satisfaction with research manifested by rural professors is consistent with the per faculty financial support for research in the rural areas. Although differences in ranks and productivity of professors were found with capital and state schools and, generally, United States research indicated that professors are satisfied with research and more productivity, this is not the true in Venezuela because promotion at UPEL is based on a strict point system. For instance, points for teaching experiences are given equally for experience in either elementary, secondary, and/or

postsecondary school. The results showed that rural faculty had much more experience at the primary level. This advantage in lower division teaching rather than research productivity causes promotion.

Future Research

In the opinion of the researcher, a substantial amount of research remains to be done with regard to the position function of faculty professors and how this affects their level of satisfaction. Future research could also be recommended that does not deal with satisfaction, but rather with the actual practice of the position role.

The individual analysis of particular items contained in the instrument may be the next step to find out what specific aspect of either teaching, research, or service produces more or less feelings of satisfaction on faculty. In analyzing satisfaction with teaching aspects, that is, teaching techniques, course design, evaluative strategies, grading, and classroom practices, results may help to make curricular decisions across campuses. The same is true for research and service statements. This type of research could fortify the study findings in terms of identifying what precise aspect is really fostering more individual satisfaction. The instrument developed for this research was shown to be internally consistent; therefore, items do provide similar information. Consequently, research investigating item differences should focus on fine distinctions.

Because research studies demonstrated that research is more rewarded than any other faculty function (Brookes et al., 1984; Ladd, 1979; Moses, 1986); and therefore, it may affect satisfaction, another area for research in the future could focus on faculty's perceptions and attitudes toward the criteria used for reward systems implemented. It would be proposed a cross-longitudinal examination of higher education institution reward systems by region in order to compare criteria employed in other higher learning institutions whose purposes are different from UPEL's. Documentation of relative success or failure of criteria on rewarding the areas of teaching, research, and service widely used in universities would be of great value.

The results of the present investigation could suggest further research possibilities. The findings reported in this document were obtained in a specific geographical region. Using the FSQ, a replication of the study in other Latin American countries would provide more conclusive results regarding the reliability of it in different educational and cultural settings.

Also, data collected from faculty members of other professional colleges appear to be relevant in view of the possible differences these groups may express in their feelings on their position role. This study would provide more information on the interrelations between satisfaction with teaching and research. But, even more important, it would contribute to adding new documentation in the satisfaction with service. This is particularly important because

of the clear interrelationship between teaching, research, and service for the education faculty.

Conclusions

This investigation has demonstrated that there is a relationship between teaching satisfaction with research satisfaction and service satisfaction, and research satisfaction with service satisfaction. The findings from this study corroborate earlier research findings on the positive correlation existent between teaching and research. Even more, the correlation between the satisfaction with research and satisfaction with service ratify that faculty have strongly positive perceptions of the complementary benefits that one position function supplies to another.

Unpredictably, faculty members are satisfied with the position function of teaching regardless of the site in which they perform this role. Research activities satisfy rural faculty more than other faculty. The city characteristics did not corroborate that research production activities require minimum environmental conditions in order to generate satisfaction to faculty. The professorate of state campuses feels that the growth of service activities have not knocked at their doors. Service activities provide the least feelings of satisfaction to the state professors.

The university policy and budgetary distribution available for research programs have favored faculty's constructive insights and perceptions in the rural areas. But, the opposite is also true, that standardized policy and equal faculty benefits would be

definitively contributing to create discrimination across campuses in some other aspects of the academic life, for instance, promotion.

The position function of service is still the "Cinderella of the story tale." The rigid, inflexible, and extremely hierarchical organizational structure operating in the UPEL system may be fostering delays in the approval and implementation of planning activities related to service. It looks contradictory then, in spite of possessing an administrative figure--vice-presidency of service--commanding the organization, planning, coordination, and implementation of intra, inter, and outer service activities, faculty perceive that more must be done in order to obtain immediate attention to their needs and wants.

Appendix A

Evaluation Instrument Form

INSTRUMENT EVALUATION FORM

Please evaluate each item of the instrument. You may also write directly on the instrument.

1. Part I. Teaching Activities.

Importance	Item Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Essential														
Important, but not essential														
Not important														

2. Part II. Research Activities.

Importance	Item Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Essential														
Important, but not essential														
Not important														

3. Parte III. Service Activities.

Importance	Item Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Essential														
Important, but not essential														
Not important														

Please, if you have any suggestion regarding any item or items in particular, feel free to write it.

4. Is there any trait that should be added to any of the three areas?

5. Is there any trait that should be eliminated in any of the three areas?

Personal and Professional Data Questions 1-09

A. Do you consider these items:

_____ essential
_____ important, but not essential
_____ not important

B. If you consider any personal and professional information items not important, please indicate which items are not important and suggest alternatives.

Appendix B

Human Subjects Institutional Review Board Approval

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: September 12, 1990

To: Ana Gil Serafin

From: Donald Brown, Acting Chair

Re: HSIRB Project Number: 90-08-04

This letter will serve as confirmation that your research protocol, "Faculty Satisfaction With Teaching, Research, and Service Functions Across Venezuelan Teacher College Campuses," has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

I am serving as the reviewer of this research protocol because Dr. Mary Anne Bunda has declared herself to be ineligible because of conflict of interest.

The Board wishes you success in the pursuit of your research goals.

xc: Mary Anne Bunda, Educational Leadership

Approval Termination: September 12, 1991

Appendix C

Universidad Pedagogica Experimental Libertador Cover Letter (Spanish Version)

AVENIDA SUCRE. CATIA
PARQUE DEL OESTE
APARTADO 2938
CARACAS 1010. VENEZUELA
TELEFONO 837611

UPEL/VIP/90/247

Caracas, 23 de Octubre de 1990

Ciudadano
Prof.
Subdirector de Investigación y Posgrado
Instituto Pedagógico de
Ciudad.-

Me dirijo a usted en la oportunidad de remitirle los instrumentos para la recolección de datos de la investigación que realiza actualmente la Profesora **Ana Gil de Serafín**, miembro del personal académico del Instituto Pedagógico de Caracas para cumplir con el requisito de concluir sus estudios Doctorales.

La investigación en referencia está relacionada con la satisfacción del docente que labora en esta Universidad, con respecto a las funciones de docencia, de investigación y de extensión. En tal sentido, este Vicerrectorado la considera de gran importancia, por cuanto sus resultados, pueden representar insumos para la toma de decisiones en estas actividades fundamentales de la vida universitaria.

Altamente agradezco la colaboración que Ud., como Subdirector de Investigación y Posgrado, puede aportar para la distribución y recolección de los instrumentos, de acuerdo a las indicaciones señaladas en la comunicación que le remite la Profesora Serafín. Igualmente agradezco el envío de dicho material, a este Vicerrectorado, antes del 02 de Noviembre del presente año.

Atentamente,

GABRIEL ZAMBRANO CH.
Vicerrector de Investigación y Posgrado

Anexo: Lista de los profesores a dedicación exclusiva seleccionados en la Maestría.

- Cuestionarios
- Comunicación del instrumento
- Sobres para la devolución de los intrumentos.

GZCH/MR/zch

Appendix D

Research Cover Letter
(Spanish Version)

College of Education
Department of Educational Leadership

Kalamazoo, Michigan 49008-5193
616 387-3879

WESTERN MICHIGAN UNIVERSITY

Caracas, Octubre, 1990

Apreciado Colega:

Me dirijo a usted para requerir su asistencia y 15 minutos de su tiempo para completar este instrumento. El objetivo fundamental de la presente investigación es identificar los niveles de satisfacción del docente de la Universidad Pedagógica Experimental Libertador con respecto a las funciones de docencia, investigación y extensión universitaria. La muestra de este estudio esta representada por profesores universitarios de los siete institutos pedagógicos de la UPEL. Usted ha sido seleccionado al azar como participante en el estudio.

En el sobre que acompaña esta comunicación ud. encontrara un instrumento denominado Satisfacción del Docente Universitario. Por favor, complete todos los datos que requiere el cuestionario antes mencionado. Se le agradece devolver el cuestionario en el sobre suministrado completamente cerrado, lo antes posible.

Para cumplir con la planificación, agradezco entregar el instrumento entre las fechas del 22 de Octubre al 02 de Noviembre, 1990. Una vez respondido, el cuestionario puede entregarlo a la secretaria del Sub-director de Investigación y Posgrado del instituto.

Ninguno de los instrumentos debe ser identificado. Por favor, no identifique el cuestionario.

Esta investigación cuenta con la aprobación de la Profa. Duilia Govea de Carpio, Rectora y el Prof. Gabriel Zambrano, Vice-Rector de Investigación y de Posgrado de la UPEL.

Gracias por su atención y colaboración.

De usted, atentamente

Prof. Ana Gil Serafín
Investigador

Mary Anne Bunda, Ph.D
Asesor, WMU

Appendix E

Faculty Satisfaction Questionnaire

FACULTY SATISFACTION QUESTIONNAIRE

There are 37 statements in this booklet. Twenty-nine statements are related to teaching, research, and service activities that you perform daily, and 8 statements are related to your personal and professional background.

The purpose of this questionnaire is to determine your satisfaction with your role functions relative to teaching, research, and service activities.

This instrument is strictly confidential. None is individually identifiable, please be sure to remain anonymous. Do not use your name on any returned materials.

Instructions

1. Read each statement carefully.
2. Indicate how satisfied you are with the role you perform described by the statement.

   ** If you feel that your role provides more satisfaction than you expected with respect to a particular item, circle the number under Very Satisfied (5).*
   ** If you feel that your role provides the expected satisfaction with respect to a particular item, circle the number under Satisfied (4).*
   ** If you do not have any opinion regarding satisfaction with the statement, circle the number under Neutral (3).*
   ** If you feel that your role provides less satisfaction than you expected with respect to a particular item, circle the number under Dissatisfied (2).*
   ** If you feel that your role provides you much less satisfaction than you expected with respect to a particular item, circle the number under Very Dissatisfied (1)*

3. Repeat this process for all statements.
4. Please answer every item.
5. Circle only one response for each statement.

PART I Teaching Statements
To what extent are you satisfied with the following statements about teaching activities, actions, conditions, and or functions:

		VS	S	N	D	VD
1.	teaching as a professional career	5	4	3	2	1
2.	teaching in the classroom	5	4	3	2	1
3.	the academic freedom to select and decide the design, content, objectives, and instructional materials of the course you teach	5	4	3	2	1
4.	constructing examinations	5	4	3	2	1
5.	the appropriateness of procedures (papers, grades, exams) used to evaluate students in their courses in the department	5	4	3	2	1
6.	teaching methods (lectures, seminars, audiovisual aids, games) used in the courses of the department	5	4	3	2	1
7.	advising of students	5	4	3	2	1
8.	specialized facilities, such as laboratories, studios, and equipment needed for teaching in your field	5	4	3	2	1
9.	class size	5	4	3	2	1
10.	teaching workload	5	4	3	2	1
11.	institutional teaching rewards	5	4	3	2	1

PART II Research Statements
To what extent are you satisfied with the following statements about research activities, actions, conditions, and or functions:

		VS	S	N	D	VD
1.	institutional financial support for research	5	4	3	2	1
2.	the release time offered by the institution for research	5	4	3	2	1
3.	opportunities to publish	5	4	3	2	1
4.	support for sabatical leaves	5	4	3	2	1
5.	technical assistance in analyzing data	5	4	3	2	1
6.	the computer facilities for processing data	5	4	3	2	1
7.	secretarial and technical assistance	5	4	3	2	1
8.	the department as an academically stimulating place for research	5	4	3	2	1
9.	institutional research awards	5	4	3	2	1

PART III Service Statements
To what extent are you satisfied with the following statements about service activities, actions, conditions, and or functions:

		VS	S	N	D	VD
1.	opportunities outside the university for participating in new developments in your field	5	4	3	2	1
2.	departmental efforts in support of the career development of faculty members	5	4	3	2	1
3.	working on committees	5	4	3	2	1
4.	outside consulting	5	4	3	2	1
5.	working with the school system	5	4	3	2	1
6.	available inservice training opportunities	5	4	3	2	1
7.	attending faculty meetings	5	4	3	2	1
8.	financial and academic support for making presentations, attending conferences, seminars, etc	5	4	3	2	1
9.	institutional service rewards	5	4	3	2	1

PERSONAL AND PROFESSIONAL BACKGROUND INFORMATION

Please answer the following questions about your personal and professional background by marking with an (X) and or filling in the appropriate space.

1. Sex Male ( ) Female ( )

2. Age
   30 or under ( ) 31 - 40 years ( )
   41 - 50 years ( ) 51 - 60 years ( )
   Over 60 years ( )

3. Academic Rank
   Professor ( ) Associate ( )
   Assistant ( ) Instructor ( )

4. Highest Degree
   Doctorate ( ) Master ( )
   Specialist ( ) Bachelor ( )

5. How many years has it been since you received your highest earned degree? _____ years

6. Years of higher education teaching experience

   a. In this department _____ years
   b. In this institution _____ years
   c. In other higher educ. inst. _____ years
   d. Total _____ years

7. Had you had previous teaching experiences in

   a. primary education Yes ____ No ____
   b. secondary education Yes ____ No ____
   c. other higher educ. institution Yes ____ No ____

8. Have you received an award or otherwise been recognized for

   a. teaching? Yes _____ No _____
   b. research? Yes _____ No _____
   c. service? Yes _____ No _____

Appendix F

Protocol for Data Collection

DIRECTIONS FOR THE ADMINISTRATION OF THE INSTRUMENT:

FACULTY SATISFACTION QUESTIONNAIRE

This manual contains the directions to administer the instrument called Faculty Satisfaction Questionnaire whose purpose is to measure faculty satisfaction with their position functions of teaching, research, and service. Because the procedures to collect the data are very important, directions should be followed carefully. Your cooperation in this matter is highly appreciated.

A. Package Materials

Please, check the following materials inside the package:

( ) Faculty Satisfaction Questionnaire
( ) Cover letter
( ) UPEL support letter
( ) Envelope

B. How to give the directions

Read through all the directions before administering this instrument. The directions to be read are *underlined*. Read the directions to the faculty exactly as you see them in this manual.

Do not speak too slowly nor too quickly. Try to memorize the directions as much as you can. Avoid a great deal of expression when talking to the participant.

C. Personal and or Telephone Contact

The first contact that you will attempt should be personal. If you are not able to find the faculty, then try to make the telephone contact using the list of telephone numbers provided. Once you have made the contact, say to the faculty:

"Good Morning/Afternoon. My name is _____ I am a graduate assistant at UPEL. (Wait for any answer or reaction). The purpose of my visit/call is to inform that you have been randomly selected to participate as a subject of a research sample of full-time faculty members of UPEL. You are a very important piece in this study. (Wait for any answer or reaction)

D. Brief Explanation of the Study

You will explain the purpose of the research to the participating faculty. Say to the faculty:

The purpose of this study is to investigate the degree of satisfaction that our faculty members feel regarding some aspects of teaching, research, and service.

E. Setting the Appointment

Once you explain the purpose of the research study, talk about the time limit to collect the instrument. Say to the faculty:

This instrument will only take 15' of your time. Because your answer is very important, I would like to know whether or not you have that time right now to fill out the questionnaire. I will come back in 20' to pick it up.

Either the faculty has no available time in that moment or you are contacting him/her by phone, say:

I would like to know where and when I may contact you between the dates October 22 to November 02 to fill the instrument out. It will take only 15' of your valuable time

Do not leave the office without setting the appointment. Do not hang up without knowing where and when to contact the faculty again to fill the

instrument out. Keep track of the appointments. It is important that you use the time as best as you can. In the calendar included write faculty name, appointment date, time, and office number.

F. Once the Questionnaire is Complete

As you collect the material you say:

Your responses are of great value for the dissertation work actually developed by Prof. Ana Gil Serafin. She is very grateful to you for your time and the information given. The results will be sent to the Vice-President of Research and Graduate Studies to be distributed the university community. Once again, I highly appreciate all your cooperation.

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