A STUDY OF ROLE CONFLICT, ROLE AMBIGUITY, AND JOB SATISFACTION AMONG ACADEMIC STAFF WHO ARE IN CHARGE OF COURSE DEVELOPMENT AND TUTORIAL ACTIVITIES AT THE UNIVERSITAS TERBUKA

BY

LULA NADIA

A STUDY OF ROLE CONFLICT, ROLE AMBIGUITY, AND JOB
SATISFACTION AMONG ACADEMIC STAFF WHO ARE IN CHARGE OF
COURSE DEVELOPMENT AND TUTORIAL ACTIVITIES AT THE
UNIVERSITAS TERBUKA

by

Lula Nadia
B.Sc., Bandung Institute of Technology, 1987

A THESIS REQUIREMENT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in the Department
of

Psychological Foundations in Education

We accept this thesis as conforming
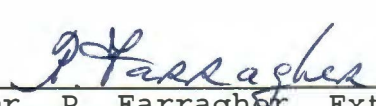to the required standard

_____
Dr. Walter Muir, Supervisor
(Department of Psychological Foundations in Education)

_____
Dr. C. Brian Harvey, Departmental Member
(Department of Psychological Foundations in Education)

_____
Dr. T. Riecken, Outside Member
(Department of Social and Natural Sciences in Education)

_____
Dr. P. Farragher, External Examiner
(Department of Social and Natural Sciences in Education)

© Lula Nadia, 1995

University of Victoria

Supervisor: Dr. Walter Muir

ABSTRACT

This study has focused on exploring perceived Role Conflict, Role Ambiguity, and Job Satisfaction by the Junior Academic Staff of the Universitas Terbuka (UT) toward their job. It has particular interest in the work areas of Course Development Activity (CDA) and Tutorial Activity (TA). Translated questionnaires of the Role Conflict and the Role Ambiguity Scales developed by Rizzo et al. (1970) and the JDI scale developed by Smith et al. (1969) were used. There were 161 respondents to the questionnaires.

The results suggest that, the Junior Academic Staff at UT tended to accept their task roles, but were less sure of what is expected of them in carrying them out. For both Course Development and Tutorial Activities, the staff felt unsatisfied with their pay, and neutral to somewhat satisfied with their work, supervision, opportunities for promotion, and with their co-workers.

For both Course Development and Tutorial Activities, the respondents in the Mathematics and Natural Science faculty felt less sure about their

roles than did the respondents in the Education faculty. Moreover, they felt less satisfied with their pay and co-workers than the Education respondents. As well, the Mathematics and Natural Science respondents felt less satisfied with their co-workers than the Political and Social Science respondents.

Regarding background characteristics, when performing their roles, females were more ready to tolerate conflict than their male counterparts. Further, the Junior Skilled Assistants felt less sure about their roles than the Junior Associate Professors. With regard to work location, the respondents who worked outside the faculties felt less sure about their roles than those who worked inside the faculties.

Examiners:

_____

Dr. Walter Muir, Supervisor
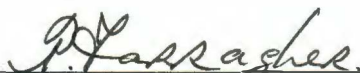(Department of Psychological Foundations in Education)

_____

Dr. C. Brian Harvey, Departmental Member
(Department of Psychological Foundations in Education)

_____

Dr. T. Riecken, Outside Member
(Department of Social and Natural Sciences in
Education)

_____

Dr. P. Farragher, External Examiner
(Department of Social and Natural Sciences in
Education)

Table of Contents

List of Tables

ix

Acknowledgments

I would like to thank to CIDA (Canadian International Development Agency) who via OLA (The Open Learning Agency) provided the financial support for my study in Canada. My thanked also go to Prof. Dr. Setijadi and Prof. Dr. B. Soeprapto who allowed me to have the chance to study in Canada.

Special thanks go to my supervisor Dr. Walter Muir who encouraged me with his expertise and patience during my study and defence. I also thank my committee members Dr. Brian Harvey and Dr. Ted Riecken for their support and advice during my study and my defence. My thanks also to Dr. P. Farragher for his comments, and advice during my defence.

I would also like to thank Mimi Harvey for her patience in helping me to edit my thesis, and my colleagues at the Universitas Terbuka for their help in translation and willingness to respond to the questionnaires, as well as my friends in Canada for their help during my study.

Most of all, I would like to thank my parents who with their love supported me in my study, and also my sisters and brothers.

D E D I C A T I O N

I dedicate this thesis

to

my mother Tgk. Nyak H. Ruhama Daud Muhammad Nur

and my father Prof. H. Muhammad Nur Asyik M.A.
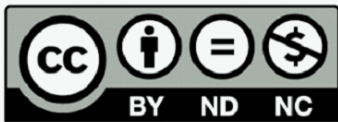
A STUDY OF ROLE CONFLICT, ROLE AMBIGUITY, AND JOB SATISFACTION AMONG ACADEMIC STAFF WHO ARE IN CHARGE OF COURSE DEVELOPMENT AND TUTORIAL ACTIVITIES AT THE UNIVERSITAS TERBUKA

By

LULA NADIA

© 1995 University of Victoria

ABSTRACT

This study has focused on exploring perceived Role Conflict, Role Ambiguity, and Job Satisfaction by the Junior Academic Staff of the Universitas Terbuka (UT) toward their job. It has particular interest in the work areas of Course Development Activity (CDA) and Tutorial Activity (TA). Translated questionnaires of the Role Conflict and the Role Ambiguity Scales developed by Rizzo et al. (1970) and the JDI scale developed by Smith et al. (1969) were used. There were 161 respondents to the questionnaires.

The results suggest that, the Junior Academic Staff at UT tended to accept their task roles, but were less sure of what is expected of them in carrying them out. For both Course Development and Tutorial Activities, the staff felt unsatisfied with their pay, and neutral to somewhat satisfied with their work, supervision, opportunities for promotion, and with their co-workers.

For both Course Development and Tutorial Activities, the respondents in the Mathematics and Natural Science faculty felt less sure about their roles than did the respondents in the Education faculty. Moreover, they felt less satisfied with their pay and co-workers than the Education respondents. As well, the Mathematics and Natural Science respondents felt less satisfied with their co-workers than the Political and Social Science respondents.

Regarding background characteristics, when performing their roles, females were more ready to tolerate conflict than their male counterparts. Further, the Junior Skilled Assistants felt less sure about their roles than the Junior Associate Professors. With regard to work location, the respondents who worked outside the faculties felt less sure about their roles than those who worked inside the faculties.

CHAPTER 1
INTRODUCTION

Background

Role Strain, which has been identified by Kahn, Wolfe, & Rosenthal (1961) and Harrison (1980), are the difficulties an individual encounters in meeting the specific demands of employment. The difficulties exist as a result of conflicting, incompatible, or unclear expectations of one's responsibility, or role. Kahn et al. (1961) proposed two kinds of Role Strain,,Role Conflict and Role Ambiguity, which are associated with personal stress and low levels of Job Satisfaction.

Role Conflict has been defined as inconsistent expectations imposed on an individual that lead to the emergence of conflict with his or her expectations in a given position (Rizzo, House, & Lirtzman, 1970). Role Ambiguity has been defined as a lack of clear, consistent information which leads to the emergence of ambiguous expectations in an individual in a given position (Kahn, et al. 1961). The relationships between Role Conflict and Job Satisfaction, and Role Ambiguity and Job Satisfaction have been found to be contingent on the compatibility between one's orientation to the profession and to the employing organization, and on the organizational complexity, growth, and restricted channels of communication (Lavan et al. 1981).

Role Conflict and Role Ambiguity have been recognized in more than two hundred studies to have an impact on an organization (Van Sell, Brief, & Schuler, 1981). According to Aldag & Brief (1976), unclear guidelines and conflicting roles create anxiety and confusion for the staff in an organization and may cause the staff to experience lower levels of satisfaction with their jobs. Van Sel et al. (1981) suggested that Role Conflict and Role Ambiguity on the part of the staff result in lower levels of satisfaction with jobs, lower productivity, psychological withdrawal from the group, and less favorable attitudes toward the supervisor. French and Caplan (1990) found that Role Conflict and Role Ambiguity produce less satisfaction with the job and lead to underutilization of human resources. This situation m~y result in lower productivity of the staff in accomplishing their jobs which, in turn, affects the organizational outcome (Van Sell, et al. 1981).

According to Van Sel et al. (1981), it is important to address Role Conflict and Role Ambiguity of the staff in relation to a particular job in order to optimize the potentialities of the staff both to improve work conditions and to increase organizational productivity. In addition, recognizing Role Conflict and Role Ambiguity may benefit the organization by reducing the level of dysfunctional human resources in the work place (French and Caplan, 1990).

Identification of Role Conflict and Role Ambiguity through the perception of the staff in a particular work setting, then, may improve work conditions in terms of helping the staff fulfill their roles. This means that knowledge of Role Conflict and Role Ambiguity experienced by the staff would allow administrators to make an effort to better manage their staff. This may be achieved

by reducing the Role Conflict and Role Ambiguity experienced by the staff through better policies, guidelines, and information flow for the staff in carrying out their work. Reduction oeRole Conflict and Role Ambiguity may increase Job Satisfaction of the staff and, thus, may improve work conditions and organizational outcomes (Haynes, 1979; Rizzo et al., 1970).

Statement of the Problem

Distance education has been defined as an educational approach which is not under direct supervision, so that the communication between teacher and learner is facilitated by a multimedia approach (Moore, 1973; Holmberg, 1989; Keegan, 1990). Based on the definition of distance education, there are two characteristics of distance education: (1) it is based on indirect communication between teachers and learners; and (2) it leads to the use of a multimedia approach, including print, audio, video, and computer components. According to Moore (1973), the distance education organization is established for the special purpose of providing specific services, including Course Development and Tutorial Activities.

In accordance with Moore's (1973) prototype, the Universitas Terbuka (UT) was founded for the special purpose of assisting the nation by providing the chance for all Indonesian people spread throughout the archipelago to have the benefit of tertiary education (Setijadi, 1988). To accomplish this aim, UT employs academic staff as course developers whose job is to develop instructional media, and as tutors whose job is to manage communication with the students through tutorial activities and to supervise the tutorial activities. Therefore, the main academic services that tie UT with its' students are the services of the UT academic staff, both in preparing the course material and in tutorial activities.

Regarding the performance of UT students and the relationship of that performance with academic services, it has been reported from several studies that UT has provided a low quality of services in both Course Development and Tutorial Activities (Pakpahan, 1993; Kesuma, 1993; Abzeni, 1993; Sari, 1994; and Hardhono, 1994). This might be a result of ambiguous and conflicting expectations on the part of the staff in fulfilling their roles either as course developers or as tutors. This situation in which the staff experience Role Conflict and Role Ambiguity may contribute to lower levels of Job Satisfaction and lower quality of services. As reported by Brief and Aldag (1976), Role Conflict and Role Ambiguity of the staff are associated with lower levels of Job Satisfaction of the staff. It has also been stated by Van Sel et al. (1981) that, because of this association between Role Conflict, Role Ambiguity and level of staff satisfaction, Role Conflict and Role Ambiguity may lead to lower organizational outcomes such as the quality of services for the students.

Distance education is a relatively new method in the educational system in Indonesia; as such, it requires new policies and guidelines. The majority of UTs' academic staff (about 70 percent) are junior academic staff who are relatively inexperienced in teaching-learning activities

in a distance educational setting. As stated by Kahn et al. (1961), unclear policies, improper guidelines, and lack of experience in the staff in accomplishing jobs may lead to ambiguous and conflicting expectation on the part of the staff in fulfilling their roles (which, at UT, means the roles of course developer or tutor). This situation in which the staff experience Role Conflict and Role Ambiguity may lead to lowered levels of staff satisfaction with the job and may result in both dysfunctional individuals and negative organizational consequences (Brief & Aldag, 1976; van Sel et al. 1981)

Although, by 1992, many studies have dealt with Role Conflict and Role Ambiguity in organizations, most of these were conducted in western cultures in both business and educational settings. Very few studies, however, have been conducted in culturally different settings. One setting of interest for the author is the Universitas Terbuka (UT) in Indonesia.

The Purpose of the Study

The main purpose of this study is to explore the level of Role Conflict and Role Ambiguity that UT academic staff perceive in fulfilling their roles as either course developers or tutors; to investigate the level of Job Satisfaction held by the staff; and to determine the relationship between Role Conflict and Job Satisfaction as well as the relationship between Role Ambiguity and Job Satisfaction in Course Development and Tutorial Activities at UT. In addition, the investigation will attempt to determine the extent to which several selected background characteristics such as sex, work location and academic rank of the staff relate to Role Conflict, Role Ambiguity and Job Satisfaction.

The study will focus on junior academic staff at UT who constitute the major group of academic staff and who provide the main services at UT. The junior academic staff are the staff who have the academic ranking of Junior Skilled Assistant (Tenaga Pengajar), Intermediate Skilled Assistant (Asisten Ahli Madya), Skilled Assistant (Asisten Ahli), Junior Associate Professor (Lektor Muda), and Intermediate Associate Professor (Lektor Madya) at the Universitas Terbuka, Jakarta, Indonesia. These staff are members of the four faculties of Mathematics and Natural Science,Economics, Politics and Social Science, and Education.

As an exploratory research, this study may provide information for administrators and policy makers in regards to:

1. the development of organizational policies that fit the teaching and learning activities in the distance education setting at UT;
2. the development of guidelines for the staff and the students that direct them through the distance education system;
3. the development of a manual for the roles of course developer and tutor;
4. staff performance appraisals; and
5. giving rewards and promotion.

For staff development, this study may also provide infQrmation for training activities (such as the kinds of training which should be offered) which may help the staff in fulfilling their jobs.

Summary

Role Conflict and Role Ambiguity have been recognized to have an impact on an organization. The ambiguous and conflicting expectations may create anxiety and confusion for the staff in fulfilling their roles in an organization (Kahn, et al. 1961). This condition may lead the staff to experience lower levels of Job Satisfaction (Brief & Aldag. 1976). As a consequence, this situation may reduce the productivity of the staff in accomplishing their jobs and in reaching organizational outcomes in general (Van Sel et al. 1981).

Distance education is a relatively new educational delivery method for Indonesian people, specially for junior academic staff of UT. There are two main academic activities, Course Development and Tutorials, which are carried out by the junior academic staff of UT. In relation to these academic activities, it has been reported in several studies (Pakpahan, 1993; Kesuma, 1993; Abzeni, 1993; Sari, 1994; and Hardhono, 19.94) that UT is providing a poor quality of services for its students.

The poor quality of services of UT might be a result of ambiguous and conflicting expectations experienced by the staff who are relatively inexperienced in fulfilling their roles as either course developers or tutors. The ambiguous and conflicting expectation, and lack of experience may create anxiety and confusion for the staff in carrying out their work such that the staff experience Role Conflict and Role Ambiguity. These two kinds of Role Strain may lead to lower level of Job Satisfaction of the staff, and this situation, in turn, may result in lower productivity (Kahn, et al. 1964; Brief & Aldag. 1976; Van Sel et al. 1981)

Identifying Role Conflict and Role Ambiguity as perceived by the junior academic staff of UT, then, may provide information for administrators to reduce the level of Role Conflict and Role Ambiguity experienced by the staff. Reducing Role Conflict and Role Ambiguity may increase the Job Satisfaction level of the staff, and may improve both work conditions and organization outcomes, such as services for UTs' students.

CHAPTER 2
LITERATURE REVIEW

Role Conflict

According to Kahn, Quin, Snock, & Rosenthal, (1964), role can be defined as a set of related activities or behavioral patterns that fulfill the self and others' expectations in a given context. Role consists of expectations which are communicated to the focal person (role incumbent) by superiors, subordinates, and peers (role sender) (Hopps, 1979). Two major roles have been identified by Kahn et al. (1964) are Role Conflict and Role Ambiguity.

Role Conflict can be defined as inconsistent expectations imposed on an individual, and the inconsistent expectations lead to the emergence of conflict with his or her expectations in a given position (Rizzo, House, & Lirtzman, 1970). It was suggested by Kahn, et al. (1961), that when in a given position, the behaviors expected in an individual are inconsistent with the individual's perception, he or she will experience Role Conflict, less satisfaction with the job, and less effectiveness than if the behaviors are compatible with his or her perception.

There are several types of Role Conflicts which have been identified by Kahn et al. (1964): (a) personRole Conflict (incompatibility between the defined role by the organization and the expectations held by the role incumbent which are associated with his or her position); (b) intra-sender Role Conflict (incompatibility of expectations between one role sender and role incumbents); (C) inter-sender conflict (incompatibility of expectations from one role sender with other role sender/s); (d) role overload (expecting the role incumbent to engage in several role behaviors within too short a time period).

Based on the definition and the characteristics of Role Conflict, there are two organizational components which lead to the existence of Role Conflict: first, role senders who can be the supervisors, clients, co-workers, or subordinates/peers who sent the message; and second, organizational practice which relates to the overall characteristics of the organization including organizational setting, policy, and guidelines (House & Rizzo, 1972). Role Ambiguity

The second type of Role Strain is Role Ambiguity. According to Kahn et al. (1964), lack of clear information about a given position may lead to ambiguous expectations and coping behaviors by the individual in attempting to fulfill their roles. In this case, lack of clear guidelines for the expected role leads to the staff experiencing trial and error in fulfilling their roles. This situation, in turn, may cause the staff to experience anxiety, to feel less satisfied with their jobs, and to be less effective than if the behaviors are explicit (Cummings, & Worley, 1993). Role Ambiguity exists as a result of the lack of clear management policies and guidelines, lack of clear criteria and standards for roles, lack of clear consistent direction of goals, insufficient feedback, and lack of clear knowledge of rights, duties and responsibilities toward the role (House & Rizzo, 1972; Adduci et al, 1990).

Regarding the definition of Role Ambiguity, there are three areas in which ambiguity of role expectation exist regarding the scope and responsibility of a given position: (a) the expectations associated with a role as to which~work objectives are defined; (b) methods for fulfilling known role expectations as to how a role can be best performed; and (c) the consequences of role performance as to how role performance will be evaluated (Kahn et al., 1964; Shippy et al. 1991). All of these factors may interact to produce both Role Conflict and Role Ambiguity in a variety of organizational settings.

Based on the described definitions and characteristics of Role Ambiguity, there are two components of an organizational life identified by Lavan et al. (1981) as the source of Role Ambiguity, the organizational practice and the restricted channels of communication. Rizzo et al. (1970) found that Role Ambiguity relates negatively with goal consensus and clarity, adequacy of communication, horizontal communication, and an emphasis on personal development such as opportunity for promotion.

Findings have indicated that Role Conflict and Role Ambiguity are associated with undesirable effects on employees, and generally, Role Conflict and Role Ambiguity are regarded as dysfunctional for an organization (Kahn et al., 1964; House & Rizzo, 1972; Jackson & Schuler, 1985).

Job Satisfaction

Job Satisfaction is the interaction between employees and their work environment which brings feelings of satisfaction with their jobs. According to Smith et al. (1969), Job Satisfaction consists of workers' feelings or affectionate responses toward facets of the work situation. These feelings relate to the degree to which an individual's expectations in a given position are fulfilled by his or her employment in an organization (Szila.gyi, 1977).

According to Vroom (1964), Job Satisfaction is the affective orientation of the individuals to their work roles. In addition, he stated that if the individual's expectation of his or her work role in a given position is fulfilled by his or her employment in an organization, he or she will be satisfied with the job. Dissatisfaction, then, occurs when this expectation of work role is not fulfilled.

In relation to the roles, Rizzo et al. (1970) found that both Role Conflict and Role Ambiguity experienced by employees have a direct relationship with Job Satisfaction. In fact, a negative correlation has been found between Job Satisfaction and both Role Conflict and Role Ambiguity (Keller, 1975; Schuler, 1977; Jackson & Schuler, 1985). In addition, in many settings research has reported a relationship both between Role Conflict and Job Satisfaction, and between Role Ambiguity and Job Satisfaction.

Smith et al. (1969) categorized satisfaction toward the job into the area of work, pay, promotion, supervision, and co-workers. In relation to the five categories of Job Satisfaction,

Aldag (1976) found that Role Conflict relates negatively with satisfaction on work tasks and satisfaction with supervisor. As well, Schuler (1979) reported that Role Conflict has a negative relationship to satisfaction with the supervisor. Caplan et al. (1975) found that Role Conflict has a negative relationship to perceived reward equity such as pay and opportunity for promotion. In a study of professional employees, Keller (1975) found that the intrinsic dimension of satisfaction with the work itself was negatively related to Role Ambiguity, while the extrinsic dimension of satisfaction of pay, promotion, and supervision was negatively related to Role Conflict.

Measuring Role Conflict and Role Ambiguity

Since 1970, the Rizzo et al (1970) scale has been widely used to determine the "role incumbent's" perceived RoLe Conflict and Role Ambiguity (Van Sel et al, 1981; Jackson & Schuler et al 1985). It is suggested that the Rizzo et al (1970) scale is an appropriate instrument to identify Role Conflict and Role Ambiguity in both business and educational organizational settings (Schuler et al, 1977; Jackson & Schuler, 1985). Approximately 85 percent of more than 200 studies used the Rizzo et al. (1970) scale to identify Role Conflict and Role Ambiguity in organizational life (Van Sel et al. 1981).

The Rizzo et al. (1970) scale consists of fourteen items which measure Role Conflict and Role Ambiguity. Nine items measure four types of Role Conflict, such as (1) person-Role Conflict, (2) intrasender conflict, (3) inter-sender conflict, and (4) role overload. The other five items measure Role Conflict, which refers to both the outcomes or responses to one's behavior and to the existence or clarity of behavioral requirements.

Measuring Job Satisfaction

The Job Descriptive Index (JDI), developed by Smith et al. (1969), has been widely use to measure Job Satisfaction (Jackson & Schuler, 1985) . It consists of five aspects of Job Satisfaction, namely, work, pay, promotion, supervision, and co-worker. The validity of the JDI as a measure of Job Satisfaction has been approved through several studies on Job Satisfaction (Evan, 1969; Dunham et al., 1977; Taber, 1991; Gregson, 1987; Johnson et al., 1982). In a study of the JDI, Johnson et al. (1982) supported continued use of the JDI in its original format to measure Job Satisfaction. Using both the JDI and Rizzo et al. (1970) scale,Szilagy et al. (1976) found that Role Conflict and RoleAmbiguity have negative relationship to Job Satisfaction.

Course Development

Distance education at UT is based on indirect communication between teachers and learners. The communication between teacher and learner is mainly facilitated by the use of printed media approach, and both benefit from the planning, guidance and teaching of the supporting UT organization (Moore, 1973; Setijadi, 1988).

In carrying out its educational activities, UT relies mainly on modules. This is due to the relatively low cost and simple process of production of modules compared to other multi media approaches such as audio, video and computer media which are still expensive processes in Indonesia (Setijadi, 1988). For 530 courses offered by UT, printed material packages are used. As printed materials are the main instructional medium, the development of written course material is a crucial issue for UT educational   management.

One of the five models of Course Development Activity that has been identified by Mason and Goodenough (1981) and Smith (1980) is the author-editor model. This model is commonly used in America (Smith, 1980). In its Course Development Activity, UT also uses the author-editor model. It is generally accepted that the author-editor relationship may have a significant impact on the Course Development Activity.

Mason and Goodenough (1981), Ross (1987), Naidu (1987), Schrock (1985), and Brigham (1992) all suggest that there are nine factors which influence course material development in distance education. Three of these are related to the role of the faculty staff: (1) prior faculty staff experience with distance education; (2) adaptability of faculty staff to the course development environment; and (3) interpersonal relationship between faculty staff and the developer.

According to Nyrenda (1989), lack of experience in the staff in distance education may lead to inappropriate techniques for developing course material. The difficulty of faculty staff in adjusting to the distance setting was found to be centered on the loss of control of the development of course materials, a finding that was not apparent in a conventional setting (Ross, 1987) . Brigham (1992) also found that writer and faculty staff (author-editor) relationships have an impact on course development.

Based on the researcher's experience as a course developer at UT for more than four years, there is no written definition of course developer roles either as author or as editor in developing modules, scripts (for audio-video, newspapers, and magazines), and test items. As stated by Gale (1980), a number of open universities do not have clearly identified roles for their staff in applying teaching technology in the distance education setting. The lack of clarity in identifying the course developer work scope and responsibility regarding the fulfillment of that particular role may lead individuals to employ a trial and error approach in performing their roles (Rizzo et al., 1970). This trial and error attitude may lead to anxiety and conflicts regarding the expectations of the course developer's role.

Tutorials

To enhance communication with its students, UT also offers tutorial activities. The goal of tutorials is to provide the student with help in solving learning difficulties encountered by the student in mastering the course material. Through the tutorial activities, students are expected to

be active learners who have already prepared themselves both with the material and with the difficulties that they want to discuss. However, the tutor typically only deals with the difficulties in the learning activities (Rumble, 1986).

Tutorials can be employed as an optional supplement to the distance learning materials (Hiola & Moss, 1989). The aim of the tutorial is to provide the students with help in problem solving to overcome the difficulties they encounter in their study (Rumble, 1986; Paul, 1990; & Setijadi, 1988). There are two types of tutorials: face-to-face tutorials where the tutor and the student have direct face-to-face contact, and written tutorials where the tutorial takes place through correspondence (Moore, 1973; Rumble, 1986; & Paul, 1990)

Two types of tutors have been identified by Rumble (1986). The first type is tutors who act as subject experts. The second type is academic advisors or counsellors who support and help the student in general learning problems and who act as intermediaries between students and the institution. At UT,there are two types of tutorial activities: face-to-face tutorials and written tutorials, with three types of tutors: tutors (face-to-face and correspondence tutors), tutor assistants, and academic advisors (Setijadi, 1988)

Gale (1980) stated that various open universities do not have clearly identified roles for their staff including the roles of tutor, consultant, problem solver, and students' advocate. The lack of clarity in identifying the tutors' work scope and responsibility regarding fulfillment of the role it may result in individuals employing a trial and error approach in performing their roles (Rizzo et al., 1970). This trial and error attitude may give rise to conflicting and ambiguous expectations towards the tutor's role. Summary.

Based on more than two hundred studies, Role Conflict and Role Ambiguity are understood to have an impact in an organization (Van Sel et al. 1981). Role Conflict has~. been defined as a state that exists when contradictory expectations are held for an occupant of a given position, and Role Ambiguity has been defined as a state which exists when there is a lack of clear, consistent, and appropriate information about an employee's role in a given position (Garland, 1982). If the expectations of an employee's role are conflicting and ambiguous, it may influence the fulfillment of his/her role of a given position. These situations, according to Vroom (1964), are those in which the employee experiences less satisfaction with the job. It has been also reported by Szilagyi et al. (1976) and Van Sel et al. (1981) that Role Conflict and Role Ambiguity have a negative relationship with Job Satisfaction, and lead to the low organizational outcomes.

According to Van Sel et al. (1981), the Rizzo et al. (1970) scale is the appropriate instrument to investigate Role Conflict and Role Ambiguity, while the JDI scale is a suitable instrument to measure Job Satisfaction (Johnson et al., 1982).

Regarding UT organization, Junior academic staff who are junior in academic ranking, are the majority group of academic staff at UT. Thus, they are the main executor~of the main academic activities at UT, which are Course Development and Tutorial Activities. At the present time, there are no clear written definitions of the roles of course developer and tutor. This lack of clear definitions may create Role Conflict and Role Ambiguity in the junior academic staff who are relatively inexperienced in teaching in a distance education setting.

The present study has the focus of investigating Role Conflict and Role Ambiguity as perceived by the staff in the roles of course developer and tutor. Moreover, the present study includes the investigation of the relationship between Role Conflict and Job Satisfaction, and Role Ambiguity and Job Satisfaction of the staff when they are in the roles either of course developer or tutor. The instruments employed in the present study are the Rizzo et al. (1970) scale for measuring Role Conflict and Role Ambiguity, and the JDI scale for measuring Job Satisfaction of the staff toward Course Development and Tutorial Activities.

CHAPTER 3
RESEARCH OVERVIEW

Rationale for the Study

According to Aldag & Brief (1976), Role Conflict and Role Ambiguity are associated with the organizational outcome. Ambiguous and conflicting expectations lead to less satisfaction on the part of the staff towards their jobs, and low productivity in an organization (Aldag & Brief, 1976; Van Sell, Brief, & Schuler, 1981). An understanding of Role Conflict and Role Ambiguity may provide information about the reason for employee Job Satisfaction and dissatisfaction.

Identifying Role Conflict and Role Ambiguity of employees may help to gain an understanding of ambiguous and conflicting expectations by the staff. It can be used as a basis of increasing employees' satisfaction toward their work by reducing ambiguous and conflicting expectations experienced by the staff in their work (House & Rizzo, 1972). As employees' satisfaction increase, it may improve both work conditions for the staff in the fulfillment of job tasks and reduce undesirable organizational outcomes (Van Sel, et al. 1981). Reducing ambiguous and conflicting expectations may also benefit UT both by optimizing the capability of its human resources and, consequently, improving organizational outcomes (French and Caplan, 1990). It is fruitful for the organization to address and, perhaps, to overcome the Role Conflict and Role Ambiguity by recognizing and increasing Job Satisfaction of the staff in the work place.

There are three categories of work that all academic staff are required to fulfill for pay raises and promotions at the Universitas Terbuka (Departemen Pendidikan dan Kebudayaan, 1991). One category of the required work is educational activity. In order to fulfill this requirement all academic staff who work in the faculty or in other areas of UT have to be involved with educational activities at UT. There are two main educational activities at UT, namely, Course Development and Tutorial Activities. These activities are two important educational activities that ties UT with its students. To fulfill pay raises and promotion requirements and to provide the main educational services for students, all the academic staff at UT have to be involved in Course Development and/or Tutorial Activities.

In Course Development Activity, UT uses the author-editor model in teamwork as a 'production line' activity (Mason and Goodenough, 1981; Setijadi, 1988). The team includes authors, editors, designers, and typists who work together to develop the course materials. Three of these roles (authors, editors, and designers) are generally filled by UT junior academic staff.

The other educational activity that the junior academic staff are involved in is with Tutorial Activity. At UT, there are face-to-face and * correspondence tutorials which are carried out by tutors, assistant tutors, and student advisors. All three roles as tutors are generally filled by the junior academic staff at UT.

No written definitions of the roles of course developer and tutor have been found. Gale (1980) stated that a number of open universities do not have clearly identified roles for their staff, including the role of consultant, problem solver, students' advocates, or applied teaching technologist. Lack of clarity in identifying the course developers' and tutors' work scope and responsibility regarding the fulfillment of job roles, may lead to staff anxiety and conflicts regarding the role expectations of course developer and tutor.

Junior academic staff are the main executors of UT educational activity. Two important elements of UT educational activity (Course Development and Tutorial Activities) are mostly executed by the junior academic staff. Lack of clear information about policy and guidelines in performing the role either of course developer or of tutor, and lack of teaching experience in a distance educational setting are two elements which may contribute to the existence of conflict and ambiguity as might be experienced by the junior academic staff at UT.

As the junior academic staff handle the main educational activity at UT, it is important to obtain information regarding how the junior academic staff perceive their work conditions. By obtaining this information, UT administrators may be able to improve the work conditions for the junior academic staff in fulfilling their tasks as course developers or as tutors. Consequently, it may improve UT academic activities for its students.

The proposed study involves an investigation of the work conditions perceived by the staff. It focuses on Role Conflict, Role Ambiguity, and Job Satisfaction across the four faculties of Mathematics and Natural Sciences, Economics, Social Science and Political Science, and Education at UT. Knowledge of the Role Conflict and Role Ambiguity as perceived by the junior academic staff who are involved in Course Development and/or Tutorial Activities at UT may provide an understanding of misleading and conflicting expectations experienced by the staff. This information may be used as a basis for reducing the stress the staff may feel if they are dissatisfied with their work. Knowledge of the levels of Role Conflict, Role Ambiguity, and Job Satisfaction of the staff in fulfilling their tasks may provide basic information for administrators and policy makers for improvement of UT5' work conditions. The information may also be of benefit to UT in improving its human resources management.

Definition of Terms

Distance education institution. Distance education at Universitas Terbuka can be defined and characterized as stated by Moore (1973):

(1)   based on indirect communication between teachers and learners;l

(2)   leads to the use of a multimedia approach, including print, audio, video, and computer components;

(3)   influenced by an educational organization both in the planning and in the preparation of learning materials.

Junior Academic Staff. Junior academic staff at UT are the staff whose rankings are within the ranges of Junior Skilled Assistant (Tenaga Pengajar),Intermediate Skilled Assistant (Asisten Ahli Madya),Skilled Assistant (Asisten Ahli), Junior AssociateProfessor (Lektor Muda), and Intermediate AssociateProfessor (Lektor Madya).

Module. The written material of a. course which is developed by a selected group of experts. This consists of study units which, when successfully completed, result in credit units for a course.

Role. A set of activities that fulfill the expectations of self and others in employment (Gross, Mason, & McEachern, 1958). It consists of expectations which are communicated to the focal person by superiors, subordinates, and peers (Hopps, 1979).

Role Ambiguity. The degree an individual's expectations in a given position are ambiguous by the lack of clear, consistent, and appropriate information.

Role Conflict. The degree an individual's expectations in a given position are in conflict with role senders or the defined role by the organization.

Job Satisfaction. The degree an individual's expectations in a given position are fulfilled by his or her employment in an organization (Szilagyi, 1977).

Expectations. A set of implied evaluative standards applied to an occupant of a position (Gross, Mason, & McEachern, 1958).

Tutorial. Support provided by UT by which a student can get help from a tutor to overcome difficulties in mastering the course material.

Face-to-face Tutorial. A tutorial held in a place where the student has direct contact with the tutor.

Written Tutorials. Tutorial held through correspondence between student and the tutor.

Tutor. An academic staff member who is in charge of helping the student in solving the problems in mastering the course materials.

Internal Author. An academic staff member of UT who is the content expert of a course and is selected to develop a module of the course.

External Author. An expert in an area of a course from another university who is selected to develop a module of the course.

Editor. An academic staff member of UT who is selected together with an author to develop a module of a course.

Research Questions

This study will focus on several research questions concerning Role Conflict, Role Ambiguity, and Job Satisfaction among those engaged in Course Development and Tutorial Activities. The main questions are:

1. What differences exist in measures of perceived Role Conflict by the academic staff member in the four faculties (the Faculty of Mathematics and Natural Sciences; the Faculty of Teacher Education and Pedagogy; the Faculty of Economics; and the Faculty of Social Science and Political Science) at UT who are involved in Course Development and Tutorial Activities?

2. What differences exist in measures of perceived Role Ambiguity by the academic staff member in the four faculties at UT who are involved in Course Development and Tutorial Activities?

3. What differences exist in measures of perceived Job Satisfaction by the academic staff members in the four faculties at UT who are involved in Course Development and Tutorial Activities?

4. What differences exist within gender, work location and academic rank of the academic staff in perceived Role Conflict, Role Ambiguity, and Job Satisfaction in fulfilling the tasks in Course Development and Tutorial Activities at UT?

In addition to the main questions, there are several additional questions in relation to the fulfillment of the tasks in Course Development and Tutorial Activities by the junior academic staff members in four faculties at UT, such as:

1. What is the relationship between Role Conflict and Job Satisfaction and between Role Ambiguity and Job Satisfaction of the academic staff who are in charge of Course Development Activity and what is the relationship between Role Conflict and Job Satisfaction and between Role Ambiguity and Job Satisfaction of the academic staff who are in charge of Tutorial Activity?

2. What is the relationship between academic rank of the staff and Role Conflict, Role Ambiguity, and Job Satisfaction in Course Development Activity and what is relationship between academic rank of the staff and Role Conflict, Role Ambiguity, and Job Satisfaction in Tutorial Activity?

CHAPTER 4
METHOD

Sample

The sample for this study was based upon all Junior Academic Staff at UT's main campus in Jakarta, who have responsibility for both Course Development and Tutorial Activities. A total of 195 staff members fall into these categories of junior academic staff. Each of these was invited to participate in the study by completing a set of questionnaires.

Instruments

Three questionnaires were employed to provide: a) background information about the subjects, such as age, gender, educational background, and professional experience, b) perceptions about Role Conflict and Role Ambiguity, and c) Job Satisfaction. These questionnaires can be found in Appendix A.

Role Conflict and Role Ambiguity. The Role Conflict and the Role Ambiguity Scales, developed by Rizzo et al. (1970) was used to measure these two constructs. The Role Conflict subscale is comprised of eight items that require the respondent to rate, on a five-point scale, the extent to which a statement of possible conflict is (1) Always False, (2) Sometime False, (3) Neutral, (4) Sometime True, or (5) Always True of his or her job situation. A high score on this subscale (positive response to the scale) indicates a high level of Role Conflict.

The Role Ambiguity subscale is made up of six items, on the same five-point scale, in which a high score (positive response to the scale) indicates a low level of Role Ambiguity. For both subscales, each respondent's score is the mean response for the set of items.

The internal consistency reliabilities for the subscales have been reported by Rizzo et al. (1970) in two different settings to be .81 and .82 for Role Conflict, and .78 and .80 for Role Ambiguity. In an educational setting with public school teachers as subjects, Schwab, Iwanichi, and Pierson (1983), reported internal consistency coefficients of .85 and .86, respectively for the two subscales.

Job Satisfaction. This construct was measured using the Job Descriptive Index (JDI) that was developed by Smith et al. (1969). The JDI has been widely used to measure Job Satisfaction in a variety of organizational settings. It includes five aspects of Job Satisfaction, namely: work, pay, promotions, supervision, and co-workers. Three category responses are used for each item, yes/?/no. The response score for each positive item is equal to three for yes, one for a question mark, and zero for no. The response score for each negative item is zero for yes, one for a question mark, and three for no. The score on the JDI for each respondent is the sum of the item scores.

According to Smith et al. (1969), the internal consistency coefficients for work, pay, promotions, supervision, and co-workers in the JDI, were .84, .80, .86, .87, and .88, respectively. Using public accountants as the sample, Gregson (1987) found the internal consistency coefficients of the components, were work .84, pay .85, promotions .90, supervision .86, and co-worker .84.

Procedure

The three questionnaires were translated into the Indonesian language. To ensure accurate translations, the back translation technique (Brislin, 1973) was used. First the questionnaires were translated into the Indonesian language, and were corrected by several translators. Then, the translated questionnaires were re-translated to the English language, and the discrepancies were corrected by several translators again.

The questionnaires were distributed to the respondents in the first week of July 1994. The completed questionnaires were collected in seven weeks which began in the second week of July 1994. Notices were sent twice to the respondents who did not return completed questionnaires within three weeks after the first notice and two weeks later for the second notice. The completed questionnaires which were not returned in two weeks after the second notice, were not included. Analysis For the quantitative analysis of this study the Statistical Package for the Social Science (SPSS/PC+ 4.0) were employed (Norusis, 1989). Statistical analysis used in this study related to each of the research questions. Descriptive statistics was employed for preliminary analysis.

To answer the first, second, and third research questions, "What differences exist in measures of perceived Role Conflict, Role Ambiguity, and Job Satisfaction by the academic staff members in the four faculties at UT who are involved in Course Development and Tutorial Activities?" paired comparison between two faculties through fl-test analysis was employed.

For fourth research question, "What differences exist within selected background variables of the academic staff in perceived Role Conflict, Role Ambiguity, and Job Satisfaction in fulfilling the tasks in Course Development and Tutorial Activities at UT?", paired comparison within background variable through ~ test analysis was employed as well.

The fifth research question, "What is the relationship between Role Conflict and Job Satisfaction and between Role Ambiguity and Job Satisfaction of the academic staff who are in charge of Course Development Activity and what is in the Tutorial Activities?", was answered through the use of correlations.

To answer the last question, "What is the relationship between academic rank of the staff and Role Conflict, Role Ambiguity, and Job Satisfaction in Course Development Activity and what is it in Tutorial Activity?", correlation analysis was employed.

CHAPTER 5
RESULTS AND DISCUSSION

The questionnaires were sent to 195 junior academic staff members at central office of Open University of Indonesia (The Universitas Terbuka). Of this number, 167 persons (86.5 percent) returned completed questionnaires. From the 167 respondents, seven persons were involved only in Course Development Activity (CDA), and six persons were involved only in Tutorial Activity (TA), which resulted in 154~ persons being involved in both activities. Thus, of the 167 respondents, 161 persons were involved in CDA and 160 persons were involved in TA. Table 1 shows the demographic information of the respondents who were involved in CDA and those who were involved in TA.

Demographic Characteristics of Respondents

As noted above, there is almost complete overlapping membership between Course Development and Tutorial Activities. From Table 1, it can be seen that most of the respondents (74 percent) have "S1s" which are equal to a bachelor's degree in educational background, and the remaining subjects have "S2s" which are equal to master's degree.

Table 1.1

Demographic Characteristics of Respondents

DEMOGRAPHIC VARIABLES	COURSE DEVELOP- MENT ACTIVITY		TUTORIAL ACTIVITY	
	FREQ.	(%)	FREQ.	(%)
AGE				
25-30 years	28	17.4	29	18.1
30-35 years	66	41.0	67	41.9
35-40 years	48	29.8	45	28.1
> 40 years	19	11.8	19	11.9
Total	161	100.0	160	100.0
GENDER				
Male	79	49.1	80	50.0
Female	82	50.9	80	50.0
Total	161	100.0	160	100.0
DEGREES				
S1 (Bachelor)	119	73.9	119	74.4
S2 (Master)	42	26.1	41	25.6
Total	161	100.0	160	100.0
WORK EXPERIENCE				
2 - < 4 years	47	29.2	49	30.6
4 - < 6 years	23	14.3	26	16.3
> 6 years	91	56.5	85	53.1
Total	161	100.0	160	100.0

Table 1.2

Demographic Characteristics of Respondents

DEMOGRAPHIC	COURSE DEVELOP-MENT ACTIVITY		TUTORIAL ACTIVITY	
VARIABLES	FREQ.	(%)	FREQ.	(%)
JOB LEVEL				
Young Administrator	72	44.7	75	46.9
Young Administrator Level 1	50	31.1	48	30.0
Administrator	39	24.2	37	23.1
Total	161	100.0	160	100.0
ACADEMIC RANK				
Junior Skilled Assistance	14	8.7	15	9.4
Intermediate Skilled Assistance	61	37.9	63	39.4
Skilled Assistance	49	30.4	47	29.4
Junior Associate Professor	37	23.0	35	21.9
Total	161	100.0	160	100.0
FACULTY				
Mathematics & Natural Science	55	34.2	52	33.8
Economics	15	9.3	16	10.0
Political & Social Science	25	15.5	26	16.3
Education	66	41.0	64	40.0
Total	161	100.0	160	100.0

Table 1.3

Demographic Characteristics of Respondents

DEMOGRAPHIC	COURSE DEVELOP-MENT ACTIVITY		TUTORIAL ACTIVITY	
VARIABLES	FREQ.	(%)	FREQ.	(%)
WORK LOCATION				
Inside Faculty	97	60.2	93	58.1
Outside Faculty	64	39.8	67	41.9
Total	161	100.0	160	100.0

More than 50 percent of the respondents have more than six years working experience, and the rest of the respondents have two to six years working experience at UT. More than 60 percent of them were working within faculties and the rest of the respondents were working in other units such as in the Examination Centre, the Research Centre, the Computer Centre, and the Audio Video Developing Centre.

Role Conflict and Role Ambiguity in the four Faculties

Fourteen items of the Rizzo et al. (1970) Scale were used to measure the perceived Role Conflict and Role Ambiguity by the respondents at UT. Table 2 shows the mean response scores on the Role Conflict and the Role Ambiguity Scales for both Course Development and Tutorial Activities in the four faculties.

Table 2

The Mean Responses on the Role Conflict and the Role Ambiguity

Scales for Course Development Activity (CDA)and Tutorial Activity (TA)

by Faculty Groups

| Faculty | Role Conflict | | | | Role Ambiguity | | | |
| | CDA | | TA | | CDA | | TA | |
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Mathematics& Natural	2.41	.52	2.41	.52	3.27	.76	3.27	.77
Science	(N = 55)		(N =54)		(N =54)		(N =54)	
Economics	2.37	.47	2.36	.45	3.42	.46	3.39	.47
	(N = 15)		(N =16)		(N =15)		(N =16)	
Political & Social	2.45	.50	2.41	.53	3.42	.67	3.42	.66
Science	(N = 25)		(N =26)		(N =25)		(N =26)	
Education	2.35	.58	2.38	.55	3.62	.68	3.57	.66
	(N = 66)		(N =64)		(N =66)		(N =64)	
Overall	2.39	.53	2.40	.52	3.45	.70	3.42	.69
	(N =161)		(N =160)		(N =161)		(N =160)	

Responses on the Role Conflict Scale for Course Development and Tutorial Activities

Descriptive Analysis. Overall, the mean scores on the Role Conflict Scale were less than 3.0. The scores were 2.39 for CDA and 2.40 for TA. The same results are found for each of the four faculties, the respondents also scored the Role Conflict Scale less than 3.0 for both CDA and TA.

This result shows that, in general and across four faculties the respondents had a rather low level of Role Conflict for both CDA and TA. It seems that, to some degree the respondents experienced conflict in their roles which were categorized by the Role Conflict Scale.

Paired Comparisons Between Faculty Groups. There are no paired comparisons between the four faculties that are significantly different in their mean responses to the Role Conflict Scale at the .05 level for either CDA or TA. It appears that the respondents across four faculties had the same levels of Role Conflict. It can be assumed that the respondents in the four faculties found their roles either as course developers or as tutors, were slightly in conflict with their role expectations.

Responses on the Role Ambiguity Scale for Course Development Activity LCDA) and Tutorial Activity (TA)

Descriptive Analysis. Overall, the mean scores on the Role Ambiguity Scale were more than 3.0. For CDA and TA the mean scores were equal to 3.45 and 3.42 respectively. Similar results are found for each of the four faculties, the respondents also scored the Role Conflict Scale more than 3.0 for both CDA and TA.

This result suggests that overall and across the four faculties, the respondents had a rather low level of Role Ambiguity. It seems that, to some extent the respondents experienced ambiguous expectations of their roles either as course developers or as tutors.

Paired Comparisons Between Faculty Groups.   Only one significant difference between the Mathematics and Natural Science and the Education faculty is found. The Mathematics and Natural Science faculty respondents gave the Role Ambiguity Scale (mean = 3.3) a significantly lower rating (t = 2.71, df = 119, p = .01) than did the Education respondents (mean = 3.6) in CDA. As well, in TA, the Mathematics and Natural Science respondents gave the Role Ambiguity Scale (mean = 3.3) a significantly lower rating ($\underline{t}$ = 2.27, df = 116, $\underline{p}$ = .03) than did the Education respondents (mean = 3.6).

It seems that, the respondents in Education faculty had lower levels of Role Ambiguity than did their colleagues in the Mathematics and Natural Science faculty. This indicates that the respondents in the Mathematics and Natural Science faculty found their role expectations to be somewhat ambiguous when performing roles of either course developers or tutors. To a lesser degree, the Education faculty also found their roles expectations to be somewhat ambiguous. It can be assumed that the respondents in the Education faculty found their roles more explicit to carry out than did the respondents in the Mathematics and Natural Science faculty.

Discussion

Responses to the Role Conflict Scale. For both CDA and TA, the respondents had a rather low level of Role Conflict. There are no two groups of the four faculties significantly different in responses to the Role Confliç.t Scale. It appears that the respondents in the four faculties found their roles either as course developer or as tutors, were slightly in conflict with their role expectations. It can be assumed that the respondents tended to accept the task roles, even though, they found their roles were slightly in conflict with their role expectations.

Responses to the Role Ambiguity Scale. The respondents had a rather low level of Role Ambiguity for both CDA and TA. It was found that the respondents in the Education faculty had a significantly lower level of Role Ambiguity than did the respondents in the Mathematics and Natural Science faculty for both CDA and TA. It was defined by Rizzo et al. (1970) that Role Ambiguity exists when the clarity of information of the role can not be obtained. It seems that even though all the respondents found their roles somewhat ambiguous, the degree of role clarity

was different for the respondents in the Mathematics and Natural Science faculty and in the Education faculty.

The results may imply that the respondents tended to accept their task roles either as course developers or as tutors, but were less sure of what was expected of them. However, when they engaged either in CPA or in TA, the respondents in the Mathematics and Natural Science faculty were less sure of what was expected of their task roles, and to a lesser degree those in the Education faculty felt similarly.

Job Satisfaction in the four Faculties

The JDI scale were used to obtain the perceived satisfaction by the respondents with their Work for both CDA and TA. It measures satisfaction on Work, Pay, Promotion, Supervision, and Co-workers.

Responses on the JDI for Course Development Activity

Descriptive Analysis. Table 3 shows the total mean scores for each category of the JDI for CDA. Overall, in responses to the JDI Scale, the participants ranked the category in the scale in the following order: the lowest ranking was for Pay, the second lowest was for Work, next came Supervision, then Promotion, and finally Co-workers. The results also indicate that the lowest rating was made by all the respondents to Pay.

The Mathematics and Natural Science and the Economics respondents gave Promotion the highest rating, while the Political and Social Science, the Education, and overall respondents gave Co-workers as the highest rating.

Table 3

Mean Responses on the JDI for Course Development Activity

by Faculty Groups

Faculty		Work	Pay	Promotion	Supervision	Co-workers
Max. Score		54	54	54	54	54
Mathematics& Natural Science						
(N = 55)	Mean	28.98	17.05	32.95	28.35	30.98
	SD	7.63	10.61	13.32	12.20	12.94
Economics						
(N = 15)	Mean	28.80	19.60	32.80	31.80	32.47
	SD	7.12	10.12	11.23	14.05	13.22
Political & Social Science						
(N = 25)	Mean	30.80	17.12	33.04	34.48	39.52
	SD	6.72	10.07	12.66	12.04	10.45

Education

(N = 66)	Mean	31.68	23.45	36.42	35.29	40.02
	SD	8.27	11.93	14.12	12.92	11.21

Overall

(N = 161)	Mean	30.35	19.93	34.37	32.47	36.15
	SD	7.76	11.37	13.38	12.92	12.55

Paired Comparisons Between Faculty Groups. From able 4, there are no significant differences between two faculties in responses on Work and Promotion. However, several significant differences in responses to Pay, Supervision, and Co-workers are found. The Education respondents gave Pay a significantly higher rating than did the Mathematics and Natural Science and the Political and Social Science respondents. The Mathematics and Natural Science respondents gave Supervision a significantly lower rating than did the respondents in the Education and the Political and Social Science faculties. In addition, the Mathematics and Natural Science respondents gave Co-workers a significantly lower rating than did the respondents in the Education and the Political and Social Science faculties; and the Economics respondents gave Coworkers a significantly lower rating than did the Education respondents.

(halaman 52, 53, 54)

Table 4

Paired Comparisons Between Faculty Groups in Responses
to the JDI for Course Development Activity

Faculty		Pay	Supervision	Co-workers
Mathematics & Natural Science vs Political & Social Science				
	t	.03	2.10	3.14
	p	.98	.04*	.00*
Mathematics & Natural Science vs Education				
	t	3.12	3.03	4.06
	p	.00*	.00*	.00*
Economics vs Education				
	t	1.29	.88	2.05
	p	.21	.3 9	.05*
Political & Social Science vs Education				
	t	2.54	.28	.20
	p	.01*	.78	.84

The results suggest that when they engaged in CDA, the respondents in the Mathematics and Natural Science faculty experienced less satisfaction with their Supervision and Co-workers than did the respondents in the Political and Social Science and the Education faculties. The Economics respondents experienced less satisfaction with their Co-workers than did the respondents in the Education faculty. In addition, the respondents in Mathematics and Natural Science and the Political and Social Science faculties felt less satisfied with their Pay than did the respondents in the Education faculty.

Responses on the JDI for Tutorial Activity

Descriptive Analysis. Overall, in responses to the JDI, the participants ranked the scale in the following order: the lowest ranking was for Pay, the second lowest was for Work, next came Supervision, then Promotion, and finally Co-workers. Table 5 also indicates that the lowest rating was made by all the participants in responses on Pay.

Table 5

Mean Responses on the JDI for Tutorial Activity by Faculty Groups

Faculty		Work	Pay	Promo-tion	Super-vision	Co-workers
Max. Score		54	54	54	54	54
Mathematics & Natural	Mean	28.37	14.93	33.52	29.13	30.93
Science (N=54)	SD	7.26	11.03	12.87	11.76	12.51
Economics	Mean	31.50	18.25	33.63	31.31	32.88
(N=16)	SD	4.95	10.27	10.96	13.71	12.75
Political & Social	Mean	32.65	16.23	32.92	34.12	40.73
Science (N=26)	SD	7.92	9.87	13.89	10.81	10.17
Education	Mean	31.67	20.47	33.13	33.14	36.86
(N=64)	SD	8.29	10.97	14.22	12.27	12.40
Overall	Mean	30.70	17.69	33.28	31.76	35.09
(N=160)	SD	7.74	10.94	13.31	12.08	12.55

The highest rating on Promotion was made by the Mathematics and Natural Science and the Economics Respondents, and the highest rating on Co-Workers was made by the Political and Social Science, the Education, and overall respondents.

Paired Comparison Between Faculty Grouos. There were no significant differences between two faculties in responses on Promotion and Supervision. Several significant differences in responses to Work, Pay, and Co-workers were found. The Mathematics and Natural Science

respondents gave Work a significantly lower rating than did the Education and the Political and Social Science respondents. The Mathematics and Natural Science respondents gave Pay a significantly lower rating than did the Education respondents. The Mathematics and Natural Science respondents gave Coworkers significantly lower ratings than did the Education and the Political and Social Science respondents, and the Economics respondents gave Coworkers a significantly lower rating than did the Political and Social Science respondents.

Table 6

Paired Comparisons Between Faculty Groups in Responses

to the JDI for Tutorial Activity

Faculty		work	pay	Co-workers
Mathematics & Natural Science vs Political & Social Science				
	t	2.33	.53	3.74
	p	.02*	.60	.00*
Mathematics & Natural Science vs Education				
	t	2.31	2.73	2.58
	p	.02*	.01*	.01*
Economics vs Political & Social Science				
	t	.58	.63	2.09
	p	.57	.54	.05*

The results suggest that respondents in the Mathematics and Natural Science faculty experienced less satisfaction with their Work and Co-workers than did the respondents in the Political and Social Science and the Education faculties. They also felt less satisfied with their Pay than did the respondents in the Education faculty. The respondents in the Economics faculty felt less satisfied with their Coworkers than did the respondents in the Political and Social Science faculty.

Discussion

Responses on the JDI for both CDA and TA. Overall, in responses to the JDI, the participants ranked the categories of the scale in the following order. The lowest ranking was for Pay, the second lowest was for Work, next came Supervision, then Promotion, and finally Co-workers for both CDA and TA. It appears that all the respondents were not satisfied with their Pay, and felt neutral to somewhat satisfied with their Work, Supervision, Promotion, and with their Co-workers.

The results are slightly different from the study conducted by Sapriati (1992). In her findings, the academic staff at UT main office ranked the JDI Scale as follows: the lowest ranking was for Pay, the second lowest was for Work, next came Promotion, then Coworkers, and finally

Supervision. Moreover, the ratings in this study were in general lower than the ones in the study by Sapriati (1992) with the exception of the rating for Co-workers which was about the same. This may imply that, regarding the work scope, the staff tended to have higher scores on the JDI for the whole task than for the specific jobs (CDA and TA) they carried out.

From paired comparison between faculty groups, the respondents in the Mathematics and Natural Science faculty experienced less satisfaction with their Pay than did the respondents in the Education faculty. They also experienced less satisfaction with their Coworkers than did the respondents in the Education and the Political and Social Science faculties. It may imply that, for both CDA and TA, the Mathematics and Natural Science respondents had a stronger preference for an improvement in their Pay than the Education respondents, and working alone was more preferable for the respondents in the Mathematics and Natural Science faculty than for the respondents in the Education and in the Political and Social Science faculties.

Course Development Activity. Regarding the CDA, the respondents in the four faculties felt somewhat satisfied with their Work. This may indicate that all the respondents liked to Work as course developers. The breakdown by faculty is as follows:

The Mathematics and Natural Science respondents felt less satisfaction with Supervision than did the respondents in the Education and the Political and Social Science faculties. It appears that the Mathematics and Natural Science respondents tended to

accept CDA duties without Supervision. However, for the Political and Social Science respondents, Supervision was needed in carrying out their Work.

The Economics respondents felt less satisfied with their Co-workers than did the respondents in the Education faculty. It may be implied that when they are in charge of CDA, working in a group is not necessary for the Economics respondents, whereas, for the Education respondents working in a group is desirable.

The Political and Social Science respondents felt less satisfied with Pay than did the respondents in the Education faculty. It may be inferred that the Political and Social Science respondents have a stronger preference for an improvement in their Pay than the Education respondents.

Tutorial Activity. Regarding TA, the respondents in the four faculties felt somewhat satisfied with their Supervision. It may be suggested that, in dealing with TA, Supervision was needed by all the respondents ,to carry out their task.

The respondents in the Mathematics and Natural

Science faculty felt less satisfied with Work and Coworkers than did the respondents in the Political and Social Science and in the Education faculties. It seems that, tutoring was an unattractive job for the Mathematics and Natural Science respondents as they tended to work alone. On the other hand, for the respondents in the Political and Social Science and in the Education faculties, tutoring was the preferred task to carry out, and working in a group was desirable.

The Mathematics and Natural Science respondents also felt less satisfied with their Pay than did the respondents in the Education faculty. It shows that the respondents in the Mathematics and Natural Science faculty had a stronger preference for pay improvement than the respondents in the Education faculty.

The Economics respondents felt less satisfied with their Co-workers than did the respondents in the Political and Social Science faculty. It may imply that the respondents in the Economics faculty preferred to work alone as tutors. On the contrary, the respondents in Education preferred to work in a group.

Role Conflict, Role Ambiguity, and Job Satisfaction for Course Development and Tutorial Activities by Gender, Academic Rank, and Work Location

Responses on the Role Conflict and the Role Ambiguity Scales

Descriptive Analysis. Three background characteristics, such as gender, academic rank, and work location of the respondents were selected for further analysis of responses on the Role Conflict and Role Ambiguity Scales. Table 7 shows the mean scores of responses on the Role Conflict and the Role Ambiguity Scales for CDA and TA.

For both CDA and TA, across the background characteristics, the mean scores on the Role Conflict Scale was less than 3.0, and the mean score on the Role Ambiguity Scale was more than 3.00.

Table 7.1

Mean Responses on the Role Conflict and the Role Ambiguity Scales by

Gender, Academic Rank, and Work Location for CDA and TA

Background Variable	Role Conflict				Role Ambiguity			
	CDA		TA		CDA		TA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
GENDER								
Male	2.48	.50	2.50	.49	3.45	.73	3.45	.73
	(N = 79)		(N = 80)		(N = 79)		(N = 80)	
Female	2.31	.55	2.29	.54	3.45	.67	3.40	.65
	(N=82)		(N = 80)		(N = 82)		(N = 80)	
ACADEMIC RANK								
Junior Skilled	2.52	.51	2.54	.50	3.18	.64	3.17	.61
Assistant	(N = 14)		(N = 15)		(N = 14)		(N = 15)	
Intermediate Skilled	2.33	.50	2.32	.51	3.41	.72	3.41	.70
Assistant	(N = 61)		(N = 63)		(N = 61)		(N = 63)	
Skilled Assistant	2.44	.56	2.43	.53	3.45	.76	3.41	.76
	(N = 49)		(N = 47)		(N = 49)		(N = 47)	
Junior Associate	2.38	.56	2.41	.55	3.62	.59	3.59	.58
Professor	(N = 37)		(N = 35)		(N = 37)		(N = 35)	

Table 7.2

Mean Responses on the Role Conflict and the Role Ambiguity Scales by

Gender, Academic Rank, and Work Location for CDA and TA

Background Variable	Role Conflict				Role Ambiguity			
	CDA		TA		CDA		TA	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
LOCATION OF WORK								
Inside Faculty	2.36	.55	2.35	.53	3.57	.67	3.54	.66
	(N = 97)		(N = 93)		(N = 97)		(N = 93)	
Outside Faculty	2.44	.51	2.45	.51	3.27	.71	3.26	.70
	(N=64)		(N = 67)		(N=64)		(N = 67)	

The results show that the respondents had a rather low level of Role Conflict. It seems that the respondents found their roles, either as course developers or as tutors, somewhat in conflict with their role expectations.

The results also indicate that the respondents had a somewhat low level of Role Ambiguity. It seems that the staff found their roles somewhat ambiguous when performing the roles of either course developers or tutors.

Paired Comparison Within Gender, Academic Rank, and Work Location. From Table 8, for both CDA and TA, it appears that male respondents gave the Role Conflict Scale a significantly higher rating than their female counterparts. It also indicates that the Junior Skilled Assistants gave the Role Ambiguity Scale a significantly lower rating than did the Junior Associate Professors. In relation to work location, the respondents who work inside the faculties gave the Role Ambiguity Scale a significantly higher rating than did the respondents who work outside the faculties.

Table 8

Paired Comparisons Within Gender,

Academic Rank, and Work Location in

Responses to the Role Conflict and

the Role Ambiguity Scales for both CDA and TA

Background Variable		Role Conflict		Role Ambiguity	
		CDA	TA	CDA	TA
GENDER					
Male - Female					
	t	2.09	2.49	.06	.50
	p	.04*	.01*	.95	.62
ACADEMIC RANK					
Jr. Skilled Assistant - Jr. Associate Professor					
	t	.85	.80	2.27	2.28
	p	.40	.43	.03*	.03*
WORK LOCATION					
Inside - Outside Faculty					
	t	1.02	1.24	2.74	2.58
	p	.31	.22	.01*	.01*

For both CDA and TA, the female respondents experienced less Role Conflict than did their male counterparts. The results also indicate that the Junior Associate Professors found their roles less ambiguous than did the Junior Skilled Assistants. Further, the respondents who work inside the faculties found their roles less ambiguous than did their colleagues who work outside the faculties.

Responses on The JDI by Gender, Academic Rank, and Work Location for Course Development Activity (CDA)

Descriptive Analysis. It can be seen from Table 9 that most of the respondents gave Pay as the lowest rating and Co-workers as the highest rating. It may indicate that most of the respondents tended to feel unsatisfied with their Pay, and more satisfied with their colleagues than did the respondents in other categories of Job Satisfaction in the JDI Scale.

Table 9.1

Mean Responses on the JDI Scale for CDA by Gender, Academic Rank,

and Work Location

Background Variable		Work	Pay	Promotion	Supervision	Co-Workers
GENDER						
Male	Mean	30.14	17.32	32.63	31.13	34.38
(N = 79)	SD	7.54	11.46	13.44	12.78	12.38
Female	Mean	30.56	22.39	36.05	33.76	37.87
(N=82)	SD	8.01	10.77	13.18	13.00	12.57
ACADEMIC RANK						
Junior Skilled Assistant	Mean	27.36	19.86	32.14	33.93	36.29
(N = 14)	SD	7.52	9.03	7.50	13.01	12.53
Intermediate Skilled Assistant	Mean	30.33	19.38	33.51	31.10	36.15
(N = 61)	SD	7.94	11.84	14.51	13.85	13.12
Skilled Assistant	Mean	29.53	16.98	32.16	32.10	34.18
(N = 49)	SD	7.93	10.55	13.97	12.70	12.30
Junior Associate Professor	Mean	32.62	24.76	39.57	34.65	38.70
(N = 37)	SD	7.00	11.25	11.23	11.69	11.97

Table 9.2

Mean Responses on the JDI Scale for CDA by Gender,

Academic Rank, and Work Location

Background variable		Work	Pay	Promotion	Supervision	Co-workers
WORK LOCATION						
Inside Faculty	Mean	29.87	21.71	36.95	33.79	37.63

(N = 97)	SD	7.57	11.51	13.44	13.22	12.44
Outside Faculty	Mean	31.09	17.22	30.47	30.45	33.91
(N = 64)	SD	8.06	10.66	12.39	12.29	12.49

In responses to the JDI Scale, it appears that the female respondents had higher ratings than the male respondents. The higher ratings on the JDI were also made by Junior Associate Professors than respondents in other academic ranks. As well, the respondents who worked inside the faculties had higher ratings than did the respondents who worked outside the faculties.

Paired Comparisons Within Gender, Academic Rank, and Work Location. Table 10 shows that males gave Pay a significantly lower rating than did females. The Junior Skilled Assistants gave Work and Promotion significantly lower ratings than did the Junior Associate Professors, and the Intermediate Skilled Assistants together with the Skilled Assistants gave Pay and Promotion significantly lower ratings than did the Junior Associate Professors. It also appears that the respondents who worked outside the faculties gave Pay and Promotion significantly lower ratings than did the respondents who worked inside the faculties.

Table 10

Paired Comparisons Within Gender, Academic Rank, and Work Location in Responses to the JDI Scale for CDA

Background variable	Work	Pay	Promotion	Super-vision	Co-workers
GENDER					
Male – Female					
t	.34	2.86	1.63	1.29	1.78
(p)	.73	.00*	.11	.20	.08
ACADEMIC RANK					
Jr. Skilled Assistant – Jr. Associate Professor					
t	2.27	1.61	2.72	.18	.62
(p)	.03*	.12	.01*	.86	.54
Int. Skilled Assistant – Jr. Associate Professor					
t	1.50	2.25	2.31	1.36	.99
(p)	.14	.03*	.02*	.18	.33
Skilled Assistant – Jr. Associate Professor					

| | t | 1.92 | 3.26 | 2.72 | .96 | 1.71 |
| | (p) | .06 | .00* | .01* | 34 | .09 |

WORK LOCATION

Inside – Outside Faculty

| | t | .97 | 2.53 | 3.14 | 1.64 | 1.85 |
| | (p) | .33 | .01* | .00* | .10 | .07 |

The paired comparisons show that males felt less satisfied with their Pay than did their female counterparts. The most satisfaction on Promotion was experienced by the Junior Associate Professors, and they also felt more satisfied with their work than did the Junior Skilled Assistants. In addition, the Intermediate Skilled Assistants and the Skilled Assistants felt less satisfied with their Pay than did the Junior Associate Professors. The results also show that the respondents who worked outside the faculties felt less satisfied with their Pay and the opportunity for Promotion than did the respondents who worked inside the faculties.

Responses on The JDI by Gender, Academic Rank, and Work Location for Tutorial Activity (TA)

Descriptive Analysis. Table 11 shows the total mean scores of responses on the JDI Scale. For Tutorial Activity, the respondents across the background characteristics gave Pay as the lowest in their ratings and Co-workers as the highest in their ratings.

Table 11.1

Mean Responses on the JDI for Tutorial Activity by

Gender, Academic Rank, and Work Location

Background Variable		**Work**	**Pay**	**Prom otion**	**Super- vision**	**Co- Worker s**
GENDER						
Male	Mean	30.73	16.25	33.38	31.33	34.64
(N = 79)	SD	7.39	11.83	13.18	12.09	12.44
Female	Mean	30.67	19.12	33.17	32.20	35.54
(N=82)	SD	8.12	9.82	13.51	12.12	12.73
ACADEMIC RANK						
Junior Skilled Assistant	Mean	27.40	19.73	30.40	34.33	36.00
(N = 14)	SD	7.59	8.71	9.05	12.60	11.94
Intermediate Skilled Assistant	Mean	31.01	17.24	32.13	30.52	35.06

(N = 61)	SD	8.47	11.85	14.99	12.80	13.00
Skilled Assistant	Mean	30.38	15.74	33.40	31.94	34.00
(N = 49)	SD	7.00	9.31	12.10	11.54	12.34
Junior Associate Professor	Mean	31.51	20.23	36.40	32.66	36.20
(N = 37)	SD	7.36	11.86	13.05	11.44	12.67

Table 11.2

The Total Mean Responses on the JDI for Tutorial Activity

by Gender, Academic Rank, and Work Location

Background variable	Work	Pay	Promo-tion	Super-vision	Co-workers
WORK LOCATION					
Inside Faculty (N = 93)					
Mean	30.61	18.19	35.10	32.87	36.56
SD	7.16	11.00	12.94	12.32	12.54
Outside Faculty (N = 67)					
Mean	30.82	16.99	30.75	30.22	33.04
SD	8.52	10.88	13.49	11.64	12.37

The results may indicate that, when they engaged in TA, most of the respondents tended to feel unsatisfied with their Pay, and more satisfied with their colleagues than other categories of Job Satisfaction in the JDI Scale.

Paired Comparison Within Gender, Academic Rank, and Work Location. Only one significant difference existed in responses to Promotion in relation to work location of the respondents. In this case, the respondents who worked inside the faculties gave the scale of Promotion (mean = 35.10, SD = 12.94) a significantly higher rating (t = 2.05, df = 158, p = .04) than did the respondents who worked outside the faculties (mean = 30.75, SD = 13.49) . It seems that the respondents who worked outside the faculties felt less satisfied with the opportunity for Promotion than did the respondents who worked inside the faculties. Discussion

Responses on the Role Conflict and the Role Ambiguity Scales. In responses to Role Conflict Scale, most of the respondents found their roles, either as course developer or as tutors, somewhat in conflict with their role expectations. The results also suggest that females found their roles either as course developer or as tutors less conflicting with their role expectations than did their male counterparts. This may imply that, even though they had rather conflicting role expectations, females were more willing to tolerate conflict than their male counterparts.

In responses to Role Ambiguity Scale, most of the respondents found their roles somewhat ambiguous. Concerning the academic rank of the staff, the Junior Associate Professors found their roles less ambiguous than did the Junior Skilled Assistants. In relation to work location, the respondents who worked inside the faculties found their roles less ambiguous than did the respondents who worked outside the faculties for both CDA and TA.

This may imply that the Junior Skilled Assistants were less sure what was expected of their task roles in their Work, and this was true to a lesser degree for the Junior Associate Professors. Further, the respondents who worked outside the faculties were less sure what was expected of their task roles in their work, and this was true to a lesser degree for those who worked inside the faculties. In this case, since the main aspect of clarification is obtaining the information (Rizzo et al., 1970), it can be assumed that the information is not quite clear~ and/or is not distributed enough to the academic staff who worked outside the faculties.

Responses on the JDI Scale in Relation to Gender. In Course Development Activity, even though females have higher ratings on the JDI than males, a significantly higher rating was found only in responses to Pay. However, in TA, there were no significant differences between males and females in responses to the JDI. It may suggest that an improvement on Pay was more preferable for males than females when they engaged in CDA. Slightly different results were obtained from the study made by Sapriati (1992), where she found that female staff had a significant lower rating on Work of the JDI than their male counterparts.

Responses on the JDI Scale in Relation to Academic Rank. The results show that, to some extent, most satisfaction with the opportunity for Promotion was experienced by the Junior Associate Professors, and they also experienced more satisfaction with their Pay than did the Intermediate Skilled Assistants and the Skilled Assistants. However, less satisfaction with work was experienced by the Junior Skilled Aàsistants than by the Junior Associate Professors. In Tutorial Activity, there were no significant differences between two academic ranks of the respondents in responses to the JDI scale.

It may imply that an improvement on Pay was more preferable for the Intermediate Skilled Assistants and the Skilled Assistants than for the Junior Associate Professors. However, the Junior Associate Professors were more willing to accept the task in CDA than were the Junior Skilled Assistants.

Responses on the JDI in Relation to Work Location. Regarding work location, in CDA, the respondents who worked outside the faculties felt less satisfied with their Pay and the opportunity for Promotion than did the respondents who worked inside the faculties. Moreover, in TA, the respondents who work outside the faculties experienced less satisfaction with the opportunity for Promotion than did the respondents who worked inside the faculties.

It seems that the opportunity for Promotion was more desirable for the respondents who worked outside the faculties than for the respondents who worked inside the faculties when they were in charge of CDA and TA. In addition, an improvement on Pay was also more preferable for the respondents who worked outside the faculties than for the respondents who worked inside the faculties when they were in charge of CDA.

The Relationship Between Role Conflict and Job Satisfaction, and Role Ambiguity and Job Satisfaction for Course Development and Tutorial Activities Correlation Analysis for CDA and TA

In Course Development Activity, bivariate analysis, in Table 12, shows that there is a significantly negative correlation (~ < .01 and p <.05, 2-tailed) between the Role Conflict Scale and the JDI Scale on the category of Work, Pay, Promotion, Supervision, and Co-workers. AS well, the Role Ambiguity Scale is significantly positively correlated with all the categories of the JDI Scale (~ <.01, 2tailed).

In Tutorial Activity, a significant negative correlation (~ <.01 and ~ <.05, 2-tailed) is found between the Role Conflict Scale and all the categories of Job Satisfaction in the JDI, as well as the Role Ambiguity Scale which is significantly positive correlated (~ <.01 and ~ <.05, 2 tailed) with all the categories of Job Satisfaction in the JDI.

Table 12

Correlations between Role Conflict and the JDI, and

Role Ambiguity and the JDI for Course Development

and Tutorial Activities

Activity/Role	Work	Pay	Promo -tion	Super- vision	Co- workers
Course Development Activity (n=161)					
Conflict	-.22**	-.18*	- .22**	-.14*	- .20**
Ambiguity	-.29**	.22**	.28**	.28**	.29**
Tutorial Activity (n = 160)					
Conflict	-.23**	-.15*	-.28**	-.19**	- .26**
Ambiguity	.54**	.16*	.45**	.36**	.33**

(** p<.01, * p<.05, 2-tailed)

It seems that for both Course Development and Tutorial Activities a lower score of the Role Conflict Scale is associated with a higher score of the JDI Scale. It also indicates that a higher score of the Role Ambiguity Scale is associated with a higher score of the JDI Scale. As mentioned in the previous chapter, the lower the scores of the Role Conflict Scale, the lower levels of conflict experienced by the respondents, and the higher scores of the Role Ambiguity Scale, the lower the levels of ambiguity experienced by the respondents. The results may suggest that the lower scores of the Role Conflict Scale means the lower levels of Role Conflict, and it is followed by the higher levels of Job Satisfaction experienced by the respondents. Likewise, the higher the scores of the Role Ambiguity Scale mean the lower levels of Role Ambiguity, and followed by the higher levels of Job Satisfaction experienced by the respondents.

Discussion

This study suggested that, for CDA, Role Conflict and Role Ambiguity have negatively weak but significant correlations with Job Satisfaction. Interestingly, for TA, Role Conflict and Role Ambiguity have moderate significantly negative correlations with Job Satisfaction.

The Relationship Between Academic Rank of the Respondents and Role Conflict, Role Ambiguity and Job Satisfaction for Course Development and Tutorial Activities

Correlation Analysis

From Tables 13 and 14, for both CDA and TA, there are significant positive correlations between academic rank and the Role Ambiguity Scale, and between academic rank and Promotion category of the JDI. Further, in CDA, there is a significant positive correlation between academic rank and the category of Work of the JDI.

Table 13

Correlations Between Academic Rank and Role

Conflict and Role Ambiguity for CDA and TA

Activity	Role Conflict	Role Ambiguity
Course Development Activity		
r - .01		.16
p	.47	.02*
Tutorial Activity		
r .01		.14
p	.45	.04*

Table 14

Correlations Between Academic Rank and the JDI Scale

for Course Development and Tutorial Activities

Activity	The JDI Scale				
	Work	Pay	Promo-tion	Super-vision	Co-workers
Course Development Activity					
r	.15	.13	.16	.06	.05
p	.03*	.06	.03*	.21	.27
Tutorial Activity					
r	.07	.03	.14	.02	.01
p	.20	.33	.04	.41	.47

The results reveal that, for both Course Development and Tutorial Activities, the academic rank of the respondents has a significant negative correlation with Role Ambiguity. Regarding the JDI, the results also suggest that, the academic rank of the respondents has a significant correlation with satisfaction on Promotion. Moreover, only in CDA, the academic rank of the respondents is significantly positively correlated with satisfaction on Work.

Discussion

For both CDA and TA, the higher the academic rank of the respondents the more likely that the respondents found their role expectations less ambiguous. This may imply that an advancement in academic rank relates to more involvement by the respondents in academic activity which may raise their knowledge of their task roles.

In responses to the JDI Scale, the results suggest that seniority of the respondents is associated with higher levels of Job Satisfaction with the opportunity for Promotion for both CDA and TA. The results also suggest that, seniority of the respondents relates to the more satisfied respondents in their task as course developers.

CHAPTER 6
<u>CONCLUSIONS</u>

The study was conducted to investigate perceived Role Conflict, Role Ambiguity and Job Satisfaction by the UT junior academic staff. It was concerned with the work areas of Course Development and Tutorial Activities in the four faculties of the tjniversitas Terbuka. The data were gathered through the use of translated questionnaires of the Role Conflict and the Role Ambiguity Scales developed by Rizzo et al.' (1970) and the Job Description Index developed by Smith et al.(1969)

Role Conflict. The junior academic staff indicated their roles, both as course developers or as tutors, were slightly in conflict with their role expectations. It may be inferred that the staff tended to accept their roles as course developers and as tutors, even though they felt somewhat in conflict with their role expectations in performing those tasks. Interestingly, females found their roles less conflicting with their role expectations than did their male counterparts. It seems that, when performing their roles, females were more willing to tolerate conflict than males.

Role Ambiguity. The results suggested that, the junior academic staff found their roles, either as course developers or as tutors, to be slightly ambiguous. This may imply that the staff tended to accept their roles as course developers and as tutors, but were less sure of what is expected of it.

From paired comparisons, the Mathematics and Natural Science respondents felt less sure about their roles than the Education respondents. Furthei~, the respondents who worked outside the faculties felt less sure about their roles than those who worked inside the faculties, and the Junior Skilled Assistants felt less sure about their roles than the Junior Associate Professors. This may indicate that, for both Course Development and Tutorial Activities, more information about the task roles is needed for the Mathematics and Natural Science respondents than the Education respondents; f or the respondents who work outside the faculties than those who work inside the faculties; and for the Junior Skilled Assistants than the Junior Associate Professors.

Job Satisfaction. For both Course Development and Tutorial Activities, the respondents appeared to feel unsatisfied with their Pay, and neutral to somewhat satisfied with their Work, Supervision, opportunity for Promotion, and with their Co-workers. More satisfaction with the opportunity for Promotion was experienced by the staff who worked inside the faculties than those who worked outside the faculties

For Course Development Activity, the respondents in the Mathematics and Natural Science faculty experienced less satisfaction with their Su~ervision and Co-workers than those in the Political and Social Science and the Education faculties. The Economics respondents experienced less satisfaction with their Co-workers than those in Education. In addition, the respondents in the Mathematics and Natural Science and the Political and Social Science faculties felt less satisfied with their Pay than those in the Education faculty.

The results also suggested that, the Junior Associate Professors experienced more satisfaction with the opportunity for Promotion than the respondents in lower academic ranks. The Junior Associate Professors experienced more satisfaction with their Work than the Junior Skilled Assistants, and with their Pay than the Intermediate Skilled Assistants and the Skilled Assistants. Males felt less satisfied with their Pay than did females.

For Tutorial Activity, the results indicate that the respondents in the Mathematics and Natural Science faculty experienced less satisfaction with their Work and Co-workers than those in the Political and Social Science and the Education facultes. They also felt less satisfaction with their Pay than those in the Education faculty. The respondents in the Economics faculty felt less satisfied with their Co-workers than those in the Political and Social Science faculty.

The Relationship Between Role Conflict and Job Satisfaction, and Between Role Ambiguity and Job Satisfaction. The results of this study suggested that, for Tutorial Activity, Role Conflict and Role Ambiguity have moderately significant negative correlations with all the categories of Job Satisfaction in the JDI Scale. For Course Development Activity, Role Conflict and Role Ambiguity have negatively weak, but significant correlations with all the categories of Job Satisfaction in the JDI Scale.

The Relationship Between Academic And Role Conflict.~ Role Ambiguity and Job Satisfaction. For both Course Development and Tutorial Activities, seniority of the staff in academic rank relates to lower levels of Role Ambiguity experienced by the staff. Moreover, the seniority of the staff associates with higher levels of Job Satisfaction with the opportunity for promotion. Finally, the seniority of the respondents relates to higher levels of satisfaction with their work as course developer.

Limitations

This study is exploratory research which is based on a quantitative method. The information provided may not capture all the information about work situations as perceived by the staff.

The accuracy of the data collected from the questionnaires depend on how accurately and honestly the respondents were in answering the questionnaires.

Another relevant limitation is that the questionnaires were developed in North America, and may not be entirely relevant to the Indonesian culture.

Recommendations

For Practice. This study indicated that Role Conflict and Role Ambiguity have moderately negative academic This may considered correlations with Job Satisfaction. Providing adequate guidance and training for those who carry out Course Development and Tutorial Activities may reduce Role Conflict and Role Ambiguity experienced by the staff. This may be achieved by:

1. Developing written role definitions.
2. Improving the job description for both Course Development and Tutorial Activities for each faculty.
3. Improving guidelines and policies for promotions.
4. Providing ongoing training for the staff, including the use of technology.
5. Providing adequate guidelines for tutorial activities for both tutors and students.

Regarding Job Satisfaction, the junior respondents felt unsatisfied with their pay. suggest that an improvement in Pay should be by the administration of UT.

For Further Research. It would be useful to replicate the study by using quantitative and qualitative methods as well. Qualitative methods may provide more information about the perceived Role Conflict, Role Ambiguity and Job Satisfaction by the

REFERENCE

1. Abzeni, (1993). <u>An Evaluation of Student Support Services At The Indonesian Open University (Universitas Terbuka)</u>. A thesis in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychological Foundation in Education. University of Victoria.
2. Adams, J. S. (1965). Injustice in social exchange. In <u>Advance in experimental social psychology</u>. Edited by Berkowitz, L. vol. 2. New York: Academic Press.
3. Adduci, L. L., et al. (1990). <u>The Department Chair: Role Ambiguity and Role Strain. A report paper</u>. (ERIC Document Reproduction Service No. ED321 398).
4. Aldag, R. J., & Brief, A. P. (1975). Age and reaction to task characteristics. <u>Industrial Gerontology</u>, 2, 3, 223-229.
5. Beehr, T. A., & Bhagat, R. S. (1985). <u>Human Stress and Cognition in Organizations</u>. New York. John Wiley & Sons.
6. Biddle, B. F., &, E. T. (1966). <u>Role Theory: Concepts and Research</u>. New York. John Wiley & Sons.
7. Borg, W. R., & Gall, M. D. (1989). <u>Educational Research</u>. (Fifth edition). New York. Longman.
8. Brigham, D. E. (1992). Factor Affecting the Development of Distance Education Courses. <u>Distance Education</u>, 13, (2), 169-191.
9. Brislin, R. W. (1980). Translation and content analysis of oral and written material. In H.C.Triandis., & J.W.Berry (eds.). <u>Handbook of cross-cultural psychology: Methodoloav (vol.2)</u>. Boston: Allyn and Bacon.
10. Burns, J. S.,& Gmelch, W. H. (1992). <u>Stress Factors, Role Conflict, and. Role Ambiguity for Academic Department Chairs</u>. A paper presented at the Annual Meeting of the American Educational Research Association (San Fransisco, CA, April 20-24, 1992). (ERIC Document Reproduction Service No. ED345 630).
11. Busch, P., & Bush, Ronald F. 1978. Women constructed to men in the industrial salesforce: job satisfaction, values, role clarity, performance, and propensity to leave. <u>Journal of Marketing Research</u>, xv, 438-448.
12. Caplan, R. D., Cobb, S., French, J. R. P., Van Harrison, R., & Pinneau, S. R. (1975). Job demands and worker health: Main effects and occupational differences. Washington, D. C. Government Printing Office.
13. Carroll, J. B., & Gmelch, W. H. (1992). <u>A Factor-Analytic Investigation of Role Types and Profiles of Higher Education Department Chairs</u>. A paper presented at the Annual Meeting of the American Educational Research Association (San Fransisco, CA, April 20-24, 1992). (ERIC Document Reproduction Service No. ED345 629).
14. Cummings, T. G., & Worley, C. C. (1993). <u>Organization Development and Change</u>. (Fifth edition). New York. West Publishing Company.
15. Dunbar, R. (1991) .Adapting distance education for Indonesians: Problems with learner heteronomy and a strong oral tradition. Distance Education, 12, (21),163- 175.
16. Dunham, R. B., Smith, F. J., & Blackburn, R. S. (1977). Validation of the Index of Organizational Reaction with the JDI, the MSQ, and Faces Scale. <u>Academy of Management Journal</u>, 20, 420-432.
17. Evans, M. G. (1969). Conceptual and operational problems in the measurement of various aspects of job satisfaction. <u>Journal of Applied Psychology</u>, 53, (2), 93-101.
18. French, J. R. P., Jr., & Caplan, R. D. (1972). Organizational stress and individual strain. In A. J. Marrow (Ed.), <u>The failure of success</u>. New York: AMACOM.
19. Gale, J. (1980). Proteus in a kaleidoscope: the educational technologist in Open University course production. <u>Journal of Educational Television and Other Media</u>, 6. (1), 4-7.

20. Garland, C. (1982). <u>Guiding clinical experiences in teacher education</u>. New York: Longman.

21. Gregson, T. (1987). Factor analysis of a multiple choice format for job satisfaction. <u>Psychological Reports, 61</u>, 747-750.

22. Gross, M., Mason, W., & McEachern, A. (1958). <u>Explorations in Role Analysis: Study of School Superintendency Role</u>. New York. John Wiley & Sons.

23. Hackman, J. R., & Lawler, E. E. (1971). Employee reactions to job characteristics. Journal of <u>Applied Psychology Monograph</u>, 55, 259-286.

24. Hardhono, A. P. (1994). <u>Interaction With Print-Learning Materials and Academic Performance of New Students of Universitas Terbuka (The Indonesian Open University)</u>. A dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Department of Psychological Foundation in Education. University of Victdria.

25. Haynes, K. (1979). Job satisfaction of mid-management social workers. <u>Administration in Social Work, 3</u>,207-217.

26. Heinich, R., Molend, M., & Russel, J. D., (1982). <u>Instructional Media and The New Technologies of Instruction</u>. New York. John Wiley & Sons.

27. Hiola, Y., & Moss, D. (1989). Face-to-face tutorial provision in the Universitas Terbuka (The Open University of Indonesia. <u>Distance Education, 10</u>, (2)., 258-270.

28. Hopps, Z. J. (1979). <u>Dimensions of Occupationa1 Stress:Implication for Vocational Education. A paper in stress management</u>. (ERIC Document Reproduction Service No. ED222 780).

29. House, R. J., & Rizzo, J. R. (1972). Role conflict and role ambiguity as critical variables in a model of organizational behavior. <u>Organizational Behavior and Human Performance</u>, 7, 467-505.

30. House, R. J,, Levanoni, E., & Schuler, R. S. (1983). Role conflict and role ambiguity scale: Reality or artifacts? <u>Journal of Applied Psychology</u>, 68, 334-337.

31. Jackson, S. E., & Schuler, R. 5. 1985. A Meta-analysis and Conceptual Critique of Research on Role Ambiguity and Role Conflict in Work Settings. <u>Organizational Behavior and Human Decision Processes</u>, 36, 16-78.

32. Jenkins, J. (1981). <u>Materials for learning: How to teach adults at a distance</u>. London. Routledge and Kegan Paul.

33. Johnson, S. M., Smith, P. C., & Tucker, S. M. (1982). Response format of the JDI: Assessment of reliability and validity by the multitraitmultimethod matrix. Journal of A~~lied Psvcholocrv, 67, (4), 500-503

34. Kahn, R., Wolfe, D. M., & Rosenthal, R. A. (1964). <u>Organizational Stress: Studies in Role Conflict and Role Ambiguity</u>. New York. John Wiley & Sons. *

35. Keegan, D. 1990. <u>Foundations of Distance Education</u> (Second edition). Routledge. London.

36. Kesurna, R. (1993). Students' and tutors' perceptions of course quality at the Diploma II program at Universitas Terbuka. A thesis in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychological Foundation in Education. University of Victoria.

37. Latiff, Zainul A. (1988). <u>Role Conflict, Role Ambiguity, and Job Satisfaction Among Faculty Members in A Distance Education System: A Case Study at the University of Science Malaysia</u>. A dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the School of Education. Indiana University.

38. Mason, J., & Goodenough, S. (1981). Course development. In Kaye, A., & Rumble, G. <u>Distance teaching for higher and adult education</u>. London. Croom Helm.

39. Meacham, D., & Evans, D. (1989). <u>Distance Education: The design of study materials</u>. (Fifth edition). Australia: Charles Strut University.

40. Miles, R. H. (1976). Organizational Role Conflict: Its Antecedents and Consequences. <u>Organizational Behavior and Human Performance</u>, fl, 19-44.

41. Ministry of Education and Culture. (1984). <u>Information Booklet on Universitas Terbuka</u>. Jakarta. Universitas Terbuka.

42. Moore, M. G. (1973). Towards a theory of independent learning and teaching. <u>Journal of Higher Education</u>, ii, 661-679.
43. Moore, M. G. (1977). <u>On a Theory on Independent Study</u>. Hagen. Fernuniversitat.
44. Moore, M. G. (1985). Some observations on current research in distance education. <u>Epistolodidaktika</u>, 1, 35-62
45. Morris, J. H., Steers, R. M., & Koch, J. L. (1979). Influence of Organizational Structure on Role Conflict and Ambiguity for the Occupational Groupings. <u>Academy of Management Journal</u>, 22, 58-71.
46. Murphy, C. A. et al. (1988). <u>Causes and Conseauences of Role $tress Amona Higher Education Administrators</u>. A report in organizational commitment. (ERIC Document Reproduction Service No. ED299 865)
47. Naidu, 5. (1987). Faculty involvement in instructional materials development for distance study at the University of the South Pacific. <u>Distance Education</u>, 8. (2), 176-189.
48. Norusis, M. J. (1989). <u>The spss guide to data analysis for spss/pc+</u>. Chicago, IL: SPSS Inc.
49. Nyrenda, J. E. (1989). Organization of distance education at the University of Zambia: an analysis of the practice. <u>Distance Education</u>, 10, (1), 148-156.
50. Owens, R. C. (1991). <u>Organizational Behavior in Education</u>. (Fourth edition). Boston. Allyn and Bacon.
51. Pakpahan, Sondang P. (1993). <u>Comparison of test items within and between faculties at the Indonesian Open University</u>. A thesis in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychological Foundation in Education. University of Victoria.
52. Paul, R. H. (1990). <u>Open Learning and Open Management</u>. New York. Kogan Page Ltd.
53. Rausseau, D. M. (1982). Job perceptions when working with data, people, and things. <u>Journal of Occupational Psychology</u>, 55, 43-52.
54. Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role Conflict and Ambiguity in Complex Organizations. <u>Administrative Science quarterly</u>, 15, 150-163.
55. Rogers, D. L., & Molnar, J. (1976). Organization Antecedents of Role Conflict and Ambiguity in Top Level Administrators. <u>Administrative Science Quarterly</u>, 21. 598-610.
56. Ross, B. (1987). Staff development needs for universities: Mainstream and distance education. In Smith, P., & Kelly, M. <u>Distance Education and the Mainstream</u>. New York. Croom Helm.
57. Rumble, G. 1986. <u>The Planning and Management of Distance Education</u>. St. Martin's Press. New York.
58. Sapriati, A. (1992). <u>Manifest needs and lob satisfaction at the Indonesian Open University (the Universitas Terbuka)</u>. A thesis in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychological Foundation in Education. University of Victoria.
59. Sari, L. (1994). <u>Improving the face-to-face tutorial system of distance education in Universitas Terbuka</u>. A thesis in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychological Foundation in Education. University of Victoria.
60. Schrock, S. A. (1985). Faculty Perceptions of Instructional Development and the Success/Failure of an Instructional Development Program. <u>Educational Communication and Technology Journal</u>, 33, 16-25.
61. Schuler, R. S., Aldag, R. J., & Brief, A. P. (1977). Role Conflict and Ambiguity: Scale Analysis. <u>Organizational Behavior and Human Performance</u>, 20, 111-128.
62. Schuler, R. S. (1979). A role perception transactional model for organizational communication-outcome relationships. <u>Organizational Behavior and Human Performance</u>, 23, 268-291.
63. Schwab, R. L., Iwanichi, E. F., & Pierson, D. A.(1983). Assessing Role conflict and Role Ambiguity: A cross Validation Study. <u>Educational and Psychological Measurement</u>, 43, 587-593.

64. Setijadi. (1988). <u>Distance Education in Indonesia</u>. Jakarta. Universitas Terbuka.
65. Shippy, V., & Garland, C. (1991). <u>A Process for Identifying and Resolving Role Conflict,in the Restructuring of Teacher Education</u>. A paper presented at the Annual Meeting of the Teacher Educators (71st, New Orleans, LA, February 1991).(ERIC Document Reproduction Service No. ED355 209).
66. Smith, K. C. (1980). Course development procedures. <u>Distance Education</u>, 1, (1), 61-67.
67. Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). <u>The measurementof satisfaction in work and retirement</u>. Chicago, Illinois: Rand McNally & Company.
68. <u>Statistik Mahasiswa Universitas Terbuka 1991</u> (the statistics of Universitas Terbuka' students in 1991). 1992. Jakarta: Universitas Terbuka, Biro Administrasi dan Kemahasiswaan.
69. Stuinpf, S. A., & Rabinowitz, S. (1981). Career stage as a moderator of performance relationships with facets of job satisfaction and role perceptions. <u>Journal of Vocational Behavior</u>, 18, 202-218.
70. Taber, T. D. (1990). Triangulating job attitudes with interpretive and positivist measurement methods.<u>Personnel Psychology</u>, 44, (3), 577-600.
71. Thorpe, M. et al. (1986). The human dimension in The Open University. <u>Open Learning</u>, 1, (21, 14-20.
72. Tracy, L. & Johnson, T. W. (1981). What do the role conflict and role ambiguity scales measure? <u>Journal of Applied Psychology</u>, 66, 464-469.
73. Universitas Terbuka (1990) <u>Lima Tahun Universitas Terbuka 1984-1989</u>. (Five years Universitas Terbuka 1984-1989). Jakarta. Universitas Terbuka.
74. Van Sell, M., Brief, A. P., & Schuler, R. S. 1981. Role Conflict and Role Ambiguity: Integration of the Literature and Direction for Future Research. <u>Human Relations</u>, 34, (1), 43-71.

I

APPENDIX A

THE QUESTIONNAIRE

PART I - Background Characteristics

<u>Direction:</u> Please indicate your responses to the following questions by circling the appropriate letter or by filling the blank.

1. Age:
   (a) below 25 years
   (b) 25 - 30 years
   (c) 31 - 35 years
   (d) 36 - 40 years
   (e) above 40 years

2. Sex: (a) Male   (b) Female

3. Study background and field of study:

   (a) Sarjana S1: ....

   (b) Sarjana S2/MA/MSc/Med: ....
       ....

   (c) Doctoral/Phd: ....

4. Number of years at UT:
   (a) below 1 years
   (b) 1 - 2 years
   (c) 2 - 4 years
   (d) 4 - 6 years
   (e) above 6 years

5. Current position in level of government employee:
   (a) Government employee candidate
   (b) Penata Muda, III/a
   (c) Penata Muda Tk. I, III/b
   (d) Penata, III/c
   (e) Penata Tk. I, III/d

6. Current position in organization:
   (a) Junior Skilled Assistant
   (b) Intermediate Skilled Assistant
   (c) Skilled Assistant
   (e) Junior Associate Professor
   (f) Intermediate Associate Professor

7. Registered as academic staff member at:
   (a) The Faculty of Mathematics and Natural Sciences
   (b) The Faculty of Economics
   (c) The Faculty of Social Science and Political
       Science
   (d) The Faculty of Education and Pedagogy

8. Work unit at UT: ....

PART II and PART III of the questionnaire are related
to your role in Course Development Activity (CDA) and
Tutorial Activity (TA)

A. In CDA your role is as:
1. an author, and/or
2. an editor
of module, audeo/video manuscript and/or test.

B. In TA your role is as:
1. tutor,
2. assistant tutor, and/or
3. student academic advisor
in face-to-face tutorial and/or correspondent
tutorial.

PART II - Role Conflict and Role Ambiguity Scale (Rizzo
et al., 1970) in Course Development Activity
(CDA) and Tutorial Activity (TA)

Direction: Please evaluate each of the following
statements and indicate the extent to which
it characterizes your role in CDA and in TA
within the university. The response options
are:

1 = Always false of my job
2 = Sometime false of my job
3 = Neutral of my job
4 = Sometime true of my job
5 = Always true of my job

(RA) 1. I feel certain about how much authority I have
in:

CDA:	1	2	3	4	5
TA:	1	2	3	4	5

(RA) 2. There are clear, planned goals and objectives
for my job in:

CDA:	1	2	3	4	5
TA:	1	2	3	4	5

(RC) 3. I have to do things that should be done
differently (from the standard definition),
in:

CDA:	1	2	3	4	5

		TA:	1	2	3	4	5

(RA) 4. I know I have divided and used my time properly in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 5. I receive an assignment without the manpower to complete it, in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RA) 6. I know what my responsibilities are in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 7. I have to buck a rule or policy in order to carry out an assignment in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 8. I work on unnecessary things, in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 9. I work with two or more groups that operate quite differently in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RA) 10. I know exactly what is expected of me in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 11. I receive incompatible requests from two or more persons in:

	CDA:	1	2	3	4	5
	TA:	1	2	3	4	5

(RC) 12. I do things that are apt to be accepted by one person and not accepted by others, in:

CDA: 1 2 3 4 5

TA: 1 2 3 4 5

(RA) 13. Explanation of what has to be done is clear, in:

CDA: 1 2 3 4 5

TA: 1 2 3 4 5

(RC) 14. I receive an assignment without adequate resources and materials to execute it, in:

CDA: 1 2 3 4 5

TA: 1 2 3 4 5

PART III - Job Descriptive Index and General Index of
Job Satisfaction

There are two parts of this questionnaire: (a) Job
Descriptive Index and (b) General Index of Job
Satisfaction. Both parts are also related to your role
in Course Development Activity (**CDA**) and in Tutorial
Activity (**TA**).

A. Job Descriptive Index

Direction: There are 5 aspects of jobs presented in
this questionnaire. Please fill in the blank
with the following marks beside each item.

Y = if the item describes the related aspect.
N = if the item does not describe the related aspect.
? = if you cannot decide whether or not the item
describes the related aspect.

1. Work:		CDA	TA
_Y_	Fascinating	. . . . .	. . . . .
_N_	Routine	. . . . .	. . . . .
_Y_	Satisfying	. . . . .	. . . . .
_N_	Boring	. . . . .	. . . . .
_Y_	Good	. . . . .	. . . . .
_Y_	Creative	. . . . .	. . . . .
_Y_	Respected	. . . . .	. . . . .
_N_	Hot	. . . . .	. . . . .
_Y_	Pleasant	. . . . .	. . . . .
_Y_	Useful	. . . . .	. . . . .
_N_	Tiresome	. . . . .	. . . . .
_Y_	Healthful	. . . . .	. . . . .
_Y_	Challenging	. . . . .	. . . . .
_N_	On your feet	. . . . .	. . . . .
_N_	Frustrating	. . . . .	. . . . .
_N_	Simple	. . . . .	. . . . .
_N_	Endless	. . . . .	. . . . .
_Y_	Given sense of accomplishment	. . . . .	. . . . .

2. Pay: CDA   TA

   _Y_ Adequate for normal expenses   . . . .

   _Y_ Satisfactory profit sharing   . . . .

   _N_ Barely live on income   . . . .

   _N_ Bad   . . . .

   _Y_ Income provides luxuries   . . . .

   _N_ Insecure   . . . .

   _N_ Less than I deserve   . . . .

   _Y_ Highly paid   . . . .

   _N_ Underpaid   . . . .

3. Promotion: CDA   TA

   _Y_ Good opportunity for advancement . . . .

   _N_ Opportunity somewhat limited   . . . .

   _Y_ Promotion and ability   . . . .

   _N_ Dead-end job   . . . .

   _Y_ Good chance for promotion   . . . .

   _N_ Unfair promotion policy   . . . .

   _N_ Infrequent promotions   . . . .

   _Y_ Regular promotions   . . . .

   _Y_ Fairly good chance for promotion . . . .

4. Supervision: CDA   TA

   _Y_ Asks my advice   . . . .

   _N_ Hard to please   . . . .

   _N_ Impolite   . . . .

   _Y_ Praises good work   . . . .

   _Y_ Tactful   . . . .

   _Y_ Influential   . . . .

   _Y_ Up-to-date   . . . .

   _N_ Does not supervise enough   . . . .

   _N_ Quick tempered   . . . .

		CDA	TA
Y	Tells me where I stand	. . . . .	. . . . .
N	Annoying	. . . . .	. . . . .
N	Stubborn	. . . . .	. . . . .
Y	Knows job well	. . . . .	. . . . .
N	Bad	. . . . .	. . . . .
Y	Intelligent	. . . . .	. . . . .
Y	Leaves me on my own	. . . . .	. . . . .
N	Lazy	. . . . .	. . . . .
Y	Around when needed	. . . . .	. . . . .

5. Co-workers:

		CDA	TA
Y	Stimulating	. . . . .	. . . . .
N	Boring	. . . . .	. . . . .
N	Slow	. . . . .	. . . . .
Y	Ambitious	. . . . .	. . . . .
N	Stupid	. . . . .	. . . . .
Y	Responsible	. . . . .	. . . . .
Y	Fast	. . . . .	. . . . .
Y	Intelligent	. . . . .	. . . . .
N	Easy to make enemies	. . . . .	. . . . .
N	Talk too much	. . . . .	. . . . .
Y	Smart	. . . . .	. . . . .
N	Lazy	. . . . .	. . . . .
N	Unpleasant	. . . . .	. . . . .
N	No privacy	. . . . .	. . . . .
Y	Active	. . . . .	. . . . .
N	Narrow interests	. . . . .	. . . . .
Y	Loyal	. . . . .	. . . . .
N	Hard to meet	. . . . .	. . . . .

B. General Index of Job Satisfaction

<u>Direction:</u> For each item, please fill in the blank one
of the following numbers that fits you:

(1) if you feel very dissatisfied with an area of job

(2) if you feel rather dissatisfied with an area of job

(3) if you feel neutral with an area of job

(4) if you feel rather satisfied with an area of job

(5) if you feel very satisfied with an area of job

What degree of satisfaction do you feel toward:

	CDA	TA
1. Characteristics of your work	(...)	(...)
2. Your pay	(...)	(...)
3. Opportunities of your promotion	(...)	(...)
4. Your supervisors	(...)	(...)
5. Your co-workers	(...)	(...)
6. Overall job satisfaction	(...)	(...)

APPENDIX B

Kuesioner

Konflik-Ketidakjelasan Peran Dalam Kegiatan
Pengembangan Bahan Belajar dan Kegiatan Tutorial

Bagian I : Latar Belakang

Petunjuk : Isilah pertanyaan di bawah ini dan lingkari
      jawaban yang sesuai dengan keadaan
          Anda.

1. Usia:
   a. di bawah 25 th
   b. 25 - 30 th
   c. 31 - 35 th
   d. 36 - 40 th
   e. di atas 40 th

2. Jenis kelamin :
   a. Pria
   b. Wanita

3. Latar belakang pendidikan yang dimiliki:
   Tingkat dan bidang pendidikan:

   S1: ....

   S2/MA: ....

   S3/Doctoral: ....

   Lainnya: ....

4. Lama bekerja di UT:
   a. kurang dari 1 th
   b. 1 - 2 th
   c. 2 - 4 th
   d. 4 - 6 th
   e. lebih dari 6 th

5. Pangkat/gol:
   a. Calon Pegawai Negri Sipil
   b. Penata Muda, III/a,
   c. Penata Muda Tk. I, III/b
   d. Penata, III/c
   e. Penata Tk. I, III/d

APPENDIX B

Kuesioner

Konflik-Ketidakjelasan Peran Dalam Kegiatan
Pengembangan Bahan Belajar dan Kegiatan Tutorial

Bagian I : Latar Belakang

Petunjuk : Isilah pertanyaan di bawah ini dan lingkari
       jawaban yang sesuai dengan keadaan
          Anda.

1. Usia:
   a. di bawah 25 th
   b. 25 - 30 th
   c. 31 - 35 th
   d. 36 - 40 th
   e. di atas 40 th

2. Jenis kelamin :
   a. Pria
   b. Wanita

3. Latar belakang pendidikan yang dimiliki:
   Tingkat dan bidang pendidikan:

   S1: ....

   S2/MA: ....

   S3/Doctoral: ....

   Lainnya: ....

4. Lama bekerja di UT:
   a. kurang dari 1 th
   b. 1 - 2 th
   c. 2 - 4 th
   d. 4 - 6 th
   e. lebih dari 6 th

5. Pangkat/gol:
   a. Calon Pegawai Negri Sipil
   b. Penata Muda, III/a
   c. Penata Muda Tk. I, III/b
   d. Penata, III/c
   e. Penata Tk. I, III/d

6. Jabatan terakhir:
   a. Tenaga Pengajar
   b. Asisten Ahli Madya
   c. Asisten Ahli
   d. Lektor Muda
   e. Lektor Madya

7. Terdaftar sebagai staf akademik pada:
   a. Fakultas Matematik dan Ilmu Pengetahuan Alam
   b. Fakultas Ekonomi
   c. Fakultas Ilmu sosial dan Ilmu Politik
   d. Fakultas Keguruan dan Ilmu Pendidikan

8. Unit bekerja di UT: ....

Keterangan: Bagian II dan bagian III dari kuesioner ini, berkaitan dengan peran Anda dalam Kegiatan Pengembangan Bahan Belajar (KPBB) dan Kegiatan Tutorial (KT).

Dalam KPBB Anda dapat bertugas sebagai: penulis, editor dalam pembuatan modul, naskah, maupun soal.

Dalam KT Anda papat berfungsi sebagai: tutor utama, asisten tutor, maupun pembimbing akademik mahasiswa dalam tutorial tatap muka maupun tutorial tertulis.
....

BAGIAN II: 'Role Conflict and Role Ambiguity in Course Development and Tutorial Activities' - Konflik dan Ketidakjelasan Peran Serta Dalam Kegiatan Pengembangan Bahan Belajar (**KPBB**) dan Kegiatan Tutorial (**KT**).

Petunjuk: Evaluasi tiap pernyataan di bawah ini dan lingkari angka yang sesuai dengan pendapat Anda terhadap peran Anda dalam KPBB dan KT. Pilihan jawaban adalah sebagai berikut:

1 = selalu salah
2 = kadang-kadang salah
3 = netral
4 = kadang-kadang benar
5 = selalu benar

1. Saya merasa yakin akan besarnya wewenang saya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

2. Maksud dan tujuan tugas saya adalah jelas dan terencana dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

3. Saya harus melakukan tugas-tugas dengan cara penyelesaian yang berbeda (dari panduan kerja), dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

4. Saya dapat membagi dan menggunakan jam kerja saya dengan baik dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

5. Saya menerima tugas dimana saya tidak mempunyai pengetahuan dan kemampuan untuk melaksanakannya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

6. Saya mengetahui apa yang menjadi tanggung jawab saya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

7. Saya harus melanggar aturan atau kebijaksanaan untuk melaksanakan tugas saya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

8. Saya bekerja untuk hal-hal yang tidak penting dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

9. Saya bekerja bersama dengan dua atau tiga kelompok kerja yang mempunyai cara kerja yang sangat berbeda satu sama lainnya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

10. Saya mengerti dengan jelas apa yang diharapkan dari saya dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

11. Saya menerima permintaan yang bertentangan dari dua
    orang atau lebih dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

12. Saya mengerjakan pekerjaan yang dapat diterima oleh
    beberapa orang tapi tidak dapat diterima oleh yang
    lain dalam kegiatan:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

13. Keterangan mengenai apa yang harus dikerjakan dan
    diselesaikan adalah jelas, dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

14. Saya menerima tugas tanpa ditunjang oleh
    perlengkapan dan peralatan yang memadai dalam:

KPBB	:	1	2	3	4	5
KT	:	1	2	3	4	5

BAGIAN III - Kepuasan Kerja dan Indeks Kepuasan Kerja
        Secara Umum (diterjemahkan oleh: Sapriati,
        1992)

Pada bagian III ada dua sub-bagian: (1) Indeks
        Deskripsi Pekerjaan dan Indeks Kepuasan Kerja
        Secara Umum. Kedua sub-bagian ini juga
        berkaitan dengan peran Anda dalam Kegiatan
        Pengembangan Bahan Belajar (KPBB) dan
        Kegiatan Tutorial (KT).
----

1. Indeks Deskripsi Pekerjaan

<u>Petunjuk:</u> Di bawah ini, ada 5 hal yang berkaitan dengan
        pekerjaan Anda. Setiap hal diikuti beberapa
        pernyataan. Isilah kolom yang disediakan dengan
        Y, T, atau ? yang sesuai dengan pendapat Anda
        terhadap pernyataan tertera.

Y = bila Anda <u>setuju</u>
T = bila Anda <u>tidak setuju</u>
? = bila Anda <u>ragu-ragu</u>

1. Pekerjaan saya dalam:

	KPBB	KT
Menarik	.....	.....
Rutin	.....	.....
Memuaskan	.....	.....
Membosankan	.....	.....
Biasa saja	.....	.....
Merangsang kreativitas	.....	.....
Dihargai	.....	.....
Menggairahkan	.....	.....
Menyenangkan	.....	.....
Berguna	.....	.....
Melelahkan	.....	.....
Menyehatkan	.....	.....
Menantang	.....	.....
Menuntut tanggung jawab	.....	.....

	KPBB	KT
Mengecewakan	. . . . .	. . . . .
Mudah	. . . . .	. . . . .
Tak berkesudahan	. . . . .	. . . . .
Memberikan kepuasan kerja	. . . . .	. . . . .

2. Penghasilan yang saya terima dalam:

	KPBB	KT
Cukup untuk biaya hidup sederhana	. . . . .	. . . . .
Merupakan pembagian keuntungan yang memuaskan	. . . . .	. . . . .
Hampir tidak cukup untuk hidup	. . . . .	. . . . .
Tidak baik	. . . . .	. . . . .
Memenuhi biaya hidup mewah	. . . . .	. . . . .
Tidak tetap	. . . . .	. . . . .
Kurang dari yang sepantasnya untuk diterima	. . . . .	. . . . .
Jumlahnya tinggi	. . . . .	. . . . .
Jumlahnya terlalu rendah	. . . . .	. . . . .

3. Kenaikan pangkat/golongan atau promosi (berkaitan dengan pengumpulan kredit kum) dalam:

	KPBB	KT
Memberi kesempatan baik untuk peningkatan karir	. . . . .	. . . . .
Kesempatan agak terbatas	. . . . .	. . . . .
Berdasarkan kemampuan	. . . . .	. . . . .
Sama sekali tidak ada kesempatan	. . . . .	. . . . .
Mempunyai kesempatan yang baik	. . . . .	. . . . .

Adanya ketidak adilan dalam
aturan main   . . . .

Jarang ada kesempatan untuk kenaikan
pangkat/golongan atau promosi   . . . .

Ada keteraturan untuk kenaikan
pangkat/golongan atau promosi   . . . .

Kredit kum yang diterima untuk kenaikan
pangkat/golongan adalah adil   . . . .

4. Koordinator saya dalam:

	KPBB	KT
Menanyakan pendapat saya	. . . . .	. . . . .
Sukar untuk dipuaskan hatinya	. . . . .	. . . . .
Tidak sopan	. . . . .	. . . . .
Memuji hasil kerja yang baik	. . . . .	. . . . .
Mempunyai keahlian dalam berkomunikasi	. . . . .	. . . . .
Berpengaruh	. . . . .	. . . . .
Mengikuti kemajuan jaman	. . . . .	. . . . .
Kurang memberi bimbingan dan pengarahan	. . . . .	. . . . .
Cepat marah	. . . . .	. . . . .
Memberitahu keberhasilan dan kegagalan saya	. . . . .	. . . . .
Menjengkelkan	. . . . .	. . . . .
Keras kepala	. . . . .	. . . . .
Menguasai pekerjaan	. . . . .	. . . . .
Perilakunya jelek	. . . . .	. . . . .
Cerdas	. . . . .	. . . . .

Membiarkan saya bekerja sesuai dengan
cara saya ....

Pemalas ....

Ada pada saat yang diperlukan ....

5. Teman-teman kelompok kerja dalam:

	KPBB	KT
Merangsang semangat kerja	.....	.....
Membosankan	.....	.....
Lamban	.....	.....
Berambisi	.....	.....
Bodoh	.....	.....
Bertanggungjawab	.....	.....
Cekatan	.....	.....
Cerdas	.....	.....
Mudah menimbulkan permusuhan	.....	.....
Banyak bicara	.....	.....
Trampil	.....	.....
Pemalas	.....	.....
Tidak menyenangkan	.....	.....
Usil	.....	.....
Giat	.....	.....
Mempunyai pandangan yang sempit	.....	.....
Setia	.....	.....
Sukar ditemui	.....	.....

2. Indeks Kepuasan Kerja Secara Umum

Petunjuk: Isilah kolom yang disediakan dengan angka
yang sesuai dengan pendapat Anda mengenai
pekerjaan Anda dalam Kegiatan Pengembangan
Bahan Belajar (KPBB) dan Kegiatan Tutorial
(KT):

(1)   bila Anda merasa sangat tidak puas dengan
      pekerjaan Anda
(2)   bila Anda merasa kurang puas dengan pekerjaan Anda
(3)   bila Anda merasa netral dengan pekerjaan Anda
(4)   bila Anda merasa agak puas dengan pekerjaan Anda
(5)   bila Anda merasa sangat puas dengan pekerjaan Anda

Berapa derajat kepuasan yang Anda rasakan terhadap 6
hal di bawah ini dalam:

	KPBB	KT
1. Karakteristik pekerjaan Anda	(...)	(...)
2. Penghasilan yang Anda terima	(...)	(...)
3. Kesempatan kenaikan pangkat	(...)	(...)
4. Koordinator Anda	(...)	(...)
5. Teman-teman Anda dalam kelompok kerja	(...)	(...)
6. Kepuasan kerja Anda secara menyeluruh	(...)	(...)

VITA

Surname: <u>Nadia</u>   Given Name: <u>Lula</u>

Place of Birth: <u>Jakarta</u>   Date of Birth: <u>24-07-1960</u>

<u>Educational Institutions Attended:</u>

Bandung Institute of Technology   1979 to 1987
University of Victoria   1992 to 1995

<u>Degrees Awarded:</u>

B.Sc.   Bandung Institute of Technology   1987

<u>Honours and Awards:</u>

CIDA Fellowship   1992 to 1995

<u>Publications:</u>

_____

_____

_____

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis to users of
the University of Victoria Library, and to make single
copies only for such users or in response to a request
from the Library of any other university, or similar
institution, on its behalf or for one of its users. I
further agree that permission for extensive copying of
this thesis for scholarly purposes may be granted by me
or a member of the University designated by me. It is
understood that copying or publication of this thesis
for financial gain shall not be allowed without my
written permission.

Title of Thesis: A STUDY OF ROLE CONFLICT, ROLE

AMBIGUITY, AND JOB SATISFACTION AMONG ACADEMIC STAFF

WHO ARE IN CHARGE OF COURSE DEVELOPMENT AND TUTORIAL

ACTIVITIES AT THE UNIVERSITAS TERBUKA

Author _____
           (Signature)

Lula Nadia

_____
    (Date)