



National Library  
of Canada

Bibliothèque nationale  
du Canada

Canadian Theses Service

Service des thèses canadiennes

Ottawa, Canada  
K1A 0N4

## NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

## AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.



National Library  
of Canada

Bibliothèque nationale  
du Canada

Canadian Theses Service    Service des thèses canadiennes

Ottawa, Canada  
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-56115-7

Role Conflict and the Teacher: A Case  
Study of Teacher Role Conflict in a  
Lycée in the Ivory Coast

Renata K. Bokpé

A Thesis  
in  
The Department  
of  
Education

Presented in Partial fulfillment of the Requirements  
for the degree of Master of Arts at  
Concordia University  
Montreal, Quebec, Canada

May 1990

© Renata K. Bokpé, 1990

## ABSTRACT

### Role Conflict and the Teacher: A Case Study of Teacher Role Conflict in a Lycée in the Ivory Coast

R. K. Bokpé

This study is based on the conceptual framework of role conflict theory from the value position that the teacher is an important actor in the social system of a school. It is an exploratory investigation, based on the model provided by Grace (1972), of the role conflicts of 31 secondary school teachers in a lycée in the Ivory Coast.

Grace's model provided four potential areas of role conflict: Area I: role diffuseness; Area II: role vulnerability; Area III: role commitment vs. career orientations; and Area IV: divergent value orientations. The results indicate markedly high levels of role conflict for the Ivorian sample; especially for Area IV and I. An analysis of the variables in relation to the four areas of role conflict indicated that women, Muslims, and teachers younger than thirty-one years old had the highest role conflict scores.

## ACKNOWLEDGEMENTS

I would like to thank Dr. Arpi Hamalian for all her encouragement, patience, understanding, perserverance, and advice. This study would not have been possible without her support and cooperation. Larry Brookwell was particularly helpful with the technical preparations of this paper on the word processor. I appreciate all my former colleagues who, in spite of their busy schedules, filled out the questionnaires pertinent to this study. Moreover, I thank Sylvain Frei for his untiring assistance with the tables. Koko Allou Severin and Kouassi Amon were also very helpful in doing some of the translations for me. I also thank Mr. Joachin, the Regional Director of Education in Bouaké who granted unofficial permission for me to conduct this study. Last, but not least, I thank my mother and three children for their support and cooperation when I really needed it.

## TABLE OF CONTENTS

LIST OF TABLES . . . . .	vi
INTRODUCTION . . . . .	1
Chapter	
1. THE DESIGN . . . . .	5
The Conceptual Framework . . . . .	5
A. Approaches to the Study of Role Conflict . . . . .	7
B. The Teacher and Role Conflict . . . . .	13
1. Historical Background and Present Context in the Ivory Coast . . . . .	13
2. The Teacher and Role Conflict--A Conceptual Framework . . . . .	19
2. METHODOLOGY . . . . .	26
The Instruments . . . . .	27
Administration of the Questionnaire . . . . .	28
3. DESCRIPTION OF THE SAMPLE . . . . .	32
The School . . . . .	32
Characteristics of the Sample . . . . .	33
The Results . . . . .	35
General Observations of Results . . . . .	45
4. ANALYSIS OF THE ROLE CONFLICT AREAS IN RELATION TO THE VARIABLES . . . . .	57
Discussion of the Results . . . . .	70
Resolving Role Conflict . . . . .	75
5. CONCLUSION . . . . .	78
NOTES . . . . .	85
BIBLIOGRAPHY . . . . .	88
Appendix	
1. Questionnaire (Sch. I & II) . . . . .	94
2. General Results: Tables 31 - 38 . . . . .	101

## LIST OF TABLES

Table	Page
1. Perceived Importance of Role Conflicts . . . . .	36
2. Extent of Personal Experience of Role Conflict . . . . .	40
3. Area I: Perceived Role Diffuseness (Schedule I) . . . . .	41
4. Area I: Experienced Role Diffuseness (Schedule II) . . . . .	41
5. Area II: Perceived Role Vulnerability (Schedule I) . . . . .	43
6. Area II: Experienced Role Vulnerability (Schedule II) . . . . .	43
7. Area III: Perceived Role Commitment vs. Career Orientations (Schedule I) . . . . .	44
8. Area III: Experienced Role Commitment vs. Career Orientations (Schedule II) . . . . .	44
9. Area IV: Divergent Value Orientations (Schedule I) . . . . .	46
10. Area IV: Divergent Value Orientations (Schedule II) . . . . .	46
11. General Results: % of High Answers (Sch. I & II) . . . . .	49
12. General Results: % of High Answers (Sch. I & II Mixed) . . . . .	49
13. Distribution of Average Test Scores . . . . .	50
14. Coefficient Correlation of Compared Questions . . . . .	51
15. General Results: Average Test Scores (Sch. I & II) . . . . .	52
16. General Results: Average Test Scores (Sch. I & II Mixed) . . . . .	52

17.	General Results: % of Deviation (Sch. I & II Mixed) . . . . .	53
18.	Perceived Importance of Role Conflict-- Comparison Between Grace's Results (n = 150) and the Results of this Study (n = 31) . . . .	55
19.	Extent of Personal Experience of Role Conflict--Comparison Between Grace's Results (n = 150) and the Results of this Study (n = 31) . . . . .	55
20.	Sex: Average Test Scores . . . . .	59
21.	Sex: % of Deviation . . . . .	59
22.	Civil Status: % of Deviation . . . . .	62
23.	Age: Average Test Scores . . . . .	62
24.	Seniority: Average Test Scores . . . . .	65
25.	Seniority: % of Deviation . . . . .	65
26.	Literary/Scientific: Average Test Scores . . . .	69
27.	Literary/Scientific: % of Deviation . . . . .	69
28.	Religion: Average Test Scores . . . . .	71
29.	The Most Controversial Questions . . . . .	73
30.	The Least Controversial Questions . . . . .	73



## INTRODUCTION

Every individual in a society has a certain role or roles to perform in that society. When he becomes a member of a social system, defined as a "configuration of interlocking roles" (Westwood, 1967a), or an organization, both the incumbent and the organization have certain obligations. E. Hoyle (1969, p. 40) underlines two important aspects in the relationship of an individual and an organization in relation to the organization's expectations and the individual's personality needs. Hoyle states that the individual must conform to some of the organization's expectations so that they may both function effectively; however, the individual does have some occasions to realize, to a certain extent, some of his own personality needs. Therefore, any action carried out by the individual in an organization is not only the result of his accomplishing his responsibilities to that organization but also accomplishing his own personal needs. The individual experiences satisfaction when both role and personality are fulfilled in the same action; if they are not then he will experience conflict. It should be noted that a teacher might have a greater opportunity to perform his role according to his personality needs than a soldier, but to a lesser degree than an artist (Hoyle, 1969). Therefore, this need satisfaction

for the actor in a social system is of vital importance, when it is lacking it could result in role conflict.

The school is a social system and the teacher is an important actor in that system (Grace, 1972). A review of the literature bears out that in spite of the significance of the teacher's role, most of the studies of the school system by sociologists and social psychologists have emphasized pupil and educational administrative problems. However, in industrialized societies where education has become obligatory for everyone, the teacher's role has grown more and more important. The teacher's role includes "the transmission of knowledge and values" (Westwood, 1967b, p. 21), assisting the family in "developing the personality of the growing child" (Musgrove, 1967, p. 241) or socialization, and "social selection--the allocation of individuals to particular occupations within society" (Wilson, 1962, p. 19).

Not only is the teacher's role important to society as a whole, but it is also viewed as prone to role conflict (Hoyle, 1969: Westwood, 1967a). The teacher's role is very demanding and filled with constraints, perhaps more so than other roles in society; this could lead to "frustration for the individual teacher and ineffectiveness for the educational institution" (Getzels and Guba, 1955, p. 40). Therefore, it is just as important to study the teacher's role with its problems and conflicts as it is the pupil's role (Grace, 1972).

1987 I decided to follow the model of R. G. Grace's study (1972) for my thesis. His study was a small scale

investigation into teacher role conflicts in England. It was limited to one hundred and fifty secondary school teachers in a small town, small school context. Some research has been done in this respect in America and England but nothing so far in the Ivory Coast, West Africa, where I had been teaching until June 1989.

It is interesting to note that the educational system in the Ivory Coast has been booming since its independence in 1960. Perhaps this is due to the fact that President Felix Houphouet Boigny has made education the top priority of his government in order to meet the needs of his developing nation. In so doing, the Ivory Coast has experienced vast changes in its political, economic, and social structures. Although its economy is still based on agriculture, the Ivory Coast is rapidly adopting more and more characteristics of an industrialized society; with its corresponding advantages, the development of the nation, and disadvantages, the rural exodus of the youth to the large cities.

At independence, 99 percent of the teachers were expatriates mainly from France, however, since the late 1970's more and more teachers are Ivorian (L. Sosoo, 1986). In order to attract more Ivorians to the teaching profession President Boigny had offered teachers many benefits, such as free housing and furniture, and so on, which proved to be a heavy drain on the economy so that in recent years he has tried to eliminate some of them. Needless to say, teachers have had mixed reactions to these changes. For example, there have been some changes to the curriculum; some have been welcomed

by teachers such as the Africanization of the curriculum, whereas others have not, such as teaching civics and moral education. In recent years there has been constant struggle between the government and the teacher trade unions over housing, salaries promotions, overcrowded classrooms, Ivorization of posts, and health insurance.' With a view to these changes and conflicts in the Ivorian educational system, the investigation of teacher role conflicts appears to be appropriate.

This is a pilot study of teacher role conflicts of thirty-one teachers in a lycée in Bouaké, in the Ivory Coast. As such it is not based on any original hypotheses; the emphasis is exploratory in nature, with the aim to pointing out areas for further research in this domain and offering some suggestions for areas of change. The first chapter deals with the theoretical context of role conflict and the ensuing chapters deal with the empirical inquiry.

## CHAPTER 1

### THE DESIGN

#### The Conceptual Framework

This exploratory analysis of role conflict of teachers, in an Ivorian lycée, is based on the conceptual framework provided by role theory, in particular role conflict theory, from the value position emphasized by Grace (1972) that the teacher is a significant actor in the social system of a school. The concept of social role, in role analysis, has been widely used in organizational studies and in many other branches of sociology and social psychology. However, there has always been a conceptual and terminological confusion in role analysis theory (Charter, 1963; Westwood, 1967a; Morrison, 1969), especially in reference to the key concepts of 'role' and 'role conflict'; although some researchers have tried to create some conceptual order (see Gross et al., 1958; Biddle et al., 1966). It is important, therefore, to provide some clarification as to what role conflict can mean.

#### The concept of role conflict

Hoyle (1965, p. 100) has made the following summary of the concept of social role:

A social role represents patterns of behaviour which are common to incumbents of particular statuses in a social structure. This incumbency is represented by a series of role conceptions, i.e., the individual's conceptions of his role, and a series of role expectations, i.e., other

people's conceptions of what his role should involve. The most significant set of expectations from the role-player's point of view is that of his reference group and his role set. When an individual is confronted with alternative possibilities of role behaviour which are inconsistent or mutually exclusive, he experiences role conflict.

It is apparent that role incumbents of social and occupational roles are likely to encounter problem situations to some extent as role conceptions and role expectations do not always coincide. Grace (1972, p. 1) proposes three important determinants of these problem situations: 1) 'the intrinsic nature of the role', 2) 'the process of role performance', and 3) 'the context in which the role is performed'. Sociologists and social psychologists usually denote these problem situations by the term 'role conflict', although 'role stress' (Westwood, 19671) and 'role strain' (Goode, 1960) are being used more and more in order to demonstrate a certain emphasis. Grace (1972, p. 1-2) further explains that,

Despite variations in the terms used, the central component of all the formulations is incompatibility. Thus role conflict, role strain or role stress are all concerned with problems for the individual which arise as the result of role incompatibilities. These may take various forms--incompatibility between roles or within a specific role, incompatibility of expectations for a role or between the orientation of a role and a particular social or cultural context, incompatibility between role expectations and the personality dispositions of the individual. Incompatibilities may be seen by role occupants to be problems or seen and felt as problems, in which case the terms 'role strain' and 'role stress' are sometimes used to denote degrees of personal concern.

In connection with the above statement, several researchers have pointed out two important variables which are vital to role conflict analysis, namely: a situational variable and a personalistic variable (Getzels and Guba, 1954; Kahn et al.,

1964; Westwood, 1967b; Hoyle, 1969).

A. Approaches to the Study of Role Conflict

Several approaches have been used to investigate role incompatibilities. Some early role conflict studies use an objective approach whereby an outside observer notes whether or not conflict exists (Seeman, 1953).

Talcott Parsons (1959) has mentioned that before an individual can interact with another he must first resolve a number of dilemmas which he has termed 'pattern variables'. Therefore, role incumbents are seen to be confronted with potential conflict resulting from value choices they have to make. Grace (1972, p. 2) has aptly paraphrased the pattern variables as follows:

Important among these are the extent to which they become emotionally involved in role relationships (affectivity v. affectivity neutrality); the extent to which they put their own interests before those of the group or organisation (self-orientation v. collectivity orientation) and the extent to which they employ universal standards in specific local situations (universalism v. particularism).

Parsons's pattern variables have influenced role conflict theory to a large extent. In his important exploratory article, Wilson (1962) discusses some of the problems arising from the pattern variables in relation to teacher role conflict.

Several early empirical studies were perceptual studies which tried to measure the role incumbent's perception of conflicting expectations or orientations (Musgrove, 1967). This category of studies has been greatly criticised by those who maintain that the simple perception of differing

expectations cannot be said to constitute conflict.

A secondary category of empirical studies are perceptual-experiential studies. J. W. Getzels and J. G. Guba's (1954) work has been important here as they have emphasized the importance of going beyond simple perceptions of incompatibilities to consider to what degree these situations really worry role incumbents. For example, N. Gross et al. (1958) investigated to what degree school superintendents were troubled about incompatibilities in their role. Similar studies have been conducted in industrial settings by R. L. Kahn et al. (1964).

Role conflict studies have been classified as either interrole conflicts or intrarole conflicts. The former occur when a role incumbent holds several positions concurrently and the role expectations of one may be contradictory to the role expectations of the others (Sarbin, 1954, p. 228). Early studies of interrole conflicts were made of such positions as the military chaplain (Burchard, 1954) and the teacher (Getzels and Guba, 1955). A more recent study examined the interrole conflicts of married professional women and their coping strategies (Gray, 1983). In this study it was noted that professional women had numerous conflicts between their professional roles and their roles as wives and mothers. N. J. Gehrke (1982) used a grounded theory-in-process research procedure to gather and analyze data from eleven beginning secondary teachers over a five year period to discover their interrole conflicts. Although this seems to be a rather thorough method of gathering data, it is somewhat impractical



as it extends over such a long period of time. A number of studies have emphasized the inquiry of intrarole conflicts, in other words, the study of conflict "arising (from a number of sources) within a specific role" (Grace, 1972, p. 4). Regoli and Poole (1980) have examined the intrarole conflicts of police; Massengale, (1977) of teacher/coaches.

In studying role conflict, sociologists have emphasized the investigation of the context in which a role is performed in order to discover the causes of the conflict; whereas psychologists have emphasized the characteristics of the role incumbent. An example of the latter perspective is Mary E. Bredemeier's (1979) study of teachers in which she discusses the psychological conflict arising from a clash of status roles in terms of personality difficulties. Grace (1972, p. 4) underlines the distinction between the two perspectives in the following statement:

The sociological perspective emphasises the cultural and societal setting of a role, the inter-relationships between a role and various organisational settings and the articulation of a role in a network of other roles. Psychologists, on the other hand, emphasise the expectations and perceptions of the individual performing the role, and emphasise also the importance of personality characteristics as factors in role conflict. There is, as a consequence, a good deal of overlap among the various formulations of role conflict. They represent not so much analytically distinct categories but rather problem situations viewed from different perspectives and with different emphases.

Grace (1972, see pp. 4-7) then proposes several social and psychological determinants of role conflict: culture, organisation, community, role-set, self-role or person-role conflict.

More recent literature, however, has been greatly

influenced by the studies of Kahn et al. (1964) and Rizzo, House, and Lirtzman (1970). In their study, Kahn et al. have distinguished between role conflict and role ambiguity, whereas in Grace's study, role ambiguity is taken to be a situation of potential self-role conflict. Numerous studies have examined the relationships of role conflict and role ambiguity to numerous hypothesized antecedents and consequences (House et al., 1972; Johnson and Stinson, 1975; Morris et al., 1979; Gitelson, 1981). However, many of the results are somewhat unclear and at times contradictory (Fisher and Gitelson, 1983). This situation, in turn, has motivated other researchers to attempt to bring some conceptual order to this vast body of literature in the organizational sciences using meta-analysis (Fisher and Gitelson, 1983; Jackson and Schuler, 1985). The value of such studies remains questionable in light of the following statement made by Jackson and Schuler (1985, p. 16): "It is concluded that while a great deal is known about role ambiguity and role conflict in the organizational sciences much remains to be learned."

Most of these studies have used the role ambiguity and conflict scales developed by Rizzo et al. (1970). Because of their extensive use, the Rizzo et al. scales have been closely examined for their psychometric properties (Schuler, Aldag, and Brief, 1977) and their item response characteristics and their item wording (Tracy and Johnson, 1981; House, Schuler, and Levanoni, 1983), and for their construct validity when used with teachers (Schwab, Iwanicki, and Pierson, 1983).

Based on the results of these studies, they have been found to be satisfactory measures of two role constructs.

More emphasis in recent research has been placed on role stress especially in relation to ill-being and job effectiveness in various social and occupational roles, such as: mental health workers (Stout and Posner, 1984), teachers (Sutton, 1984; Bacharach, Bauer, and Conley, 1986). It is therefore natural for role incumbents to attempt to resolve their conflicts. The manner in which an individual may try to do this "will depend upon the nature and intensity of the conflict, the situational setting and certain characteristics of the person" (Grace, 1972, p. 8). Faced with incompatible role expectations, the role incumbent may try adaptive, compromise, or retreatist reactions.

In spite of the fact that there are several approaches to resolving role conflict, it should be noted that they are not always effective and operative, so that some role incumbents are continually faced with conflict. Generally speaking, sociologists have viewed the consequences of conflict as either functional or dysfunctional. C. H. Cooley (1909, p. 109) remarked that, "Conflict, of some sort, is the life of society, and progress emerges from struggle in which individual, class, or institution seeks to realize its own idea of good". Therefore, unresolved role conflict can be considered to be "functional to the individual, the organisation or the society, acting as a stimulus to the analysis of problems and a motive force behind programmes of change and reform" (Grace, 1970, p. 11).

However, more emphasis has been placed on the dysfunctional consequences of role conflict. Parsons (1949) viewed conflict as disruptive, dissociating, and tension inducing, with harmful effects on the role incumbent as well as the organization. Grace (1972, p. 12) has commented that certain types of conflict at certain intensities might result in:

. . . reduction of commitment or abandonment of certain objectives by the individual (role retreatism), reduced satisfaction with a role in a particular situation (job dissatisfaction) or in any situation (career dissatisfaction, or increased personal strain and anxiety. It is also argued that high levels of unresolved role conflict can affect the actual role performance of an individual, leading to lower levels of competence and effectiveness.

Some empirical evidence confirms some of these affirmations. For example, an early study of school superintendents by Gross et al. (1958) reported that lower job satisfaction was related to perceived role conflict. A more recent study of teachers by A. M. Bloch (1978) found that stress in schools increased personal strain and anxiety, insofar as many teachers are now having to be treated for some of the same disturbances that soldiers in combat may experience (i.e., sleep disturbances, high blood pressure, and peptic ulcers). Moreover, J. I. Decker's (1986) study of teacher-coaches related job dissatisfaction to intersender and person-role conflict. In a study of primary and secondary school teachers, R. I. Sutton (1984) related stress to ill-being. With reference to the functional effects of role conflict, little empirical evidence is available.

## B. The Teacher and Role Conflict

### 1. Historical Background and Present Context in the Ivory Coast

In order to understand the present educational context, it is important to briefly mention the traditional and colonial periods of education in the Ivory Coast. What made the traditional educational system functional was the fact that it was relevant to the needs of society (A. B. Fafunwa, 1982). It prepared its pupils to occupy useful roles in its traditional society; there was no unemployment. Fafunwa (1982, p. 9) explains that: "In Old Africa the warrior, the hunter, the nobleman, the man who combined good character with a specific skill was adjudged to be a well-educated and well-integrated citizen of his community." The responsibility for the socialization of the young was shared by the entire social group. Fafunwa (1982, p. 16) emphasized that, "This African education centred on communal life is an education acquired for life and through life." However, during the colonial period, which started in the second half of the eighteenth century, the aim of education was to transmit French culture and values. Fafunwa (1982, p. 21) remarks that:

There were conscious and obvious attempts, first by the foreign missions and later by the colonial governments, to educate the African away from his culture. This feature was more pronounced in the French colonies where education meant "frenchifying" the African.

This often resulted in cultural alienation due to the fact that the colonial teachers insisted that everything European was good whereas everything African was bad. Colonial education aimed at creating an educated élite to occupy petty

clerical positions in the colonial administrative hierarchy. This system prevailed until after World War II.

Vera and Aristide Zolberg (1962, p. 456) explain that in 1940 there were no secondary schools in the country but about 200 pupils attended the two higher primary schools. A few of the bright pupils were sent to teacher training at Ecole William Ponty in Senegal. The Zolbergs' also point out that for all of French West Africa, there was only one public secondary school, the Lycée Faidherbe which was also in Senegal. In reality Ivorians did not have access to university education. Ecole William Ponty was the highest level of education open for Ivorians. It was during this period that the teaching profession was dominated by the French; Ivoirans were either assistants or monitors who had received very little instruction themselves. Nevertheless, the colonist soon learned that while an educated African becomes a useful clerk, he also grows into a dangerous competitor (Malinowski, 1976).

R. Clignet and P. Foster (1971) underline the fact that the prewar educational system in the Ivory Coast in no respect resembled the French one; except, perhaps, that classes were conducted in French. The Ecole William Ponty had no parallel in France. But after World War II, the major issue was educational parity with the metropole. Clignet and Foster, 1971, pp. 281-282) mention that this did not occur until

The political entente between Houphouet Boigny and Francois Mitterand in 1952 and, later, the loi cadre of 1956 really marked the major turning points in the development of the system. From that period on major efforts were focused on creating an educational system

which replicated that of metropole France.

It has already been noted that secondary education hardly existed in the Ivory Coast before 1947 as it was at this date that the first high schools were created.<sup>2</sup> However, it was not until after Independence in 1960 that the Ivorian educational system started expanding at a very rapid rate. At this time the Ivorian government proclaimed "l'Enseignement priorité des priorités." It was at the Addis Abba Conference in 1961 that an inventory of needs and priorities and a set of short and long term targets for education were established for Africa for the period 1960-1980 (Maté, 1969). They emphasized universal primary education, curriculum reform, teacher training, literacy, adult education, and secondary and higher education.

Due to its booming economy, based on the export of cocoa and coffee, the Ivorian government was able to focus on educational growth and reforms; in fact it allotted a large part of its budget for educational expansion.<sup>3</sup> Faced with the realization that 99 percent of the teachers were expatriates, it aimed at the Ivorization of teaching posts. In order to accomplish this objective it had to make the teaching profession more attractive. Therefore, the government offered not only scholarships but various benefits, such as high salaries, free housing and furniture, and health insurance to attract the youth to the teaching profession; consequently, teachers have come to be regarded as a privileged profession.

In recent years, these special benefits have become an increasing burden on the economy so that the government has

had to cancel some of them. This has resulted in repeated struggles between teacher unions and the government; especially concerning salaries, promotions, overcrowded classrooms, health insurance, and the ivoryization of posts.

These tensions came to a climax in early 1983 when the government cancelled free housing and furniture benefits due to what was called "l'affaire des baux administratifs."<sup>4</sup> The teachers went on a massive strike in order to protest. Because strikes are illegal in the Ivory Coast, the government implemented drastic measures to end the strike. First, salaries were suspended. Next, commandos evicted those teachers who lived in government housing; often throwing their furniture and other belongings from the windows. Those teachers and their families found themselves on the streets. The president addressed the public on national television and labelled teachers as "spoiled brats", thereby turning the public against teachers. Consequently, most teachers experienced a loss of self-esteem and found themselves very vulnerable to political and social pressures. Nevertheless, the teachers were forced to return to their jobs as most of them live from pay cheque to pay cheque and could not survive a prolonged strike.

In the same year, 1983, the government changed the minister of education and nominated Dr. Balla Keita. He argued that the disciplinary situation in some secondary schools was deplorable; some students were beating the teachers. In order to correct this situation, Dr. Keita reintroduced the instruction of civics and moral education



(Sosoo, 1986 , p. 217) with the following goals in mind:

L'Education Civique et Morale doit être pour tous du primaire à l'université: la qualité de developpement d'un pays est liée à la qualité de l'éducation morale des citoyens. . . . qu'il faut apprendre--à la Jeunesse du pays, à connaître les structures du parti ainsi que les pionniers, de même nous avons le devoir imperieux de lui dispenser les vertus sociales et morales.

This was an unpopular measure with both students and teachers. Because this measure was implemented soon after the teachers' strike, teachers felt it was more to instill patriotism in them rather than in the pupils. It was also unpopular because the teachers had never been consulted and now they had to teach one or two hours more a week. Furthermore, while this study was being conducted, both teachers and students realized that most of the social virtues and morals being taught were, in reality, rejected by society as a whole.

It was also in 1983 that the government put an end to television as a pedagogical tool in primary education. This system of instruction was inaugurated in 1971 with a view to: 1) improving pedagogical methods in primary instruction; 2) creating more primary schools to meet the growing public demand for more primary schools; and 3) aiding primary school teachers in their enormous task of teaching the ever increasing masses. However, teachers had not been consulted about the consequences of this very costly innovation.

Several years after its inception, secondary school teachers complained that the pupils could not follow secondary instruction which had retained traditional methods of instruction. It was found that while pupils were good at oral expression, they had tremendous problems in written

expression; which resulted in a high failure rate in secondary school. It was for these reasons that secondary school teachers put pressure on the government to cancel television instruction in the primary schools. However, the effects of television instruction in primary schools are still present in the Ivorian educational system today.

Since that time (1983), many teachers continue to be dissatisfied with the teaching situation. Classes remain overcrowded and there are still problems with salaries and promotions as well as with the credibility of national examinations due to corruption on the part of students, parents, and teachers.<sup>5</sup>

In light of these conflicts and tensions in the Ivorian educational system, the following questions can be asked: to what extent do teachers experience different types of role conflict, which categories of teachers are most troubled by role conflict, and what strategies do they use in attempting to resolve it especially in relation to the critical economic crisis presently facing the Ivory Coast. The following chapters on the empirical investigation will attempt to address these questions.

As I was preparing this study in the Ivory Coast, many teachers expressed dissatisfaction and disillusionment with the teaching profession for the above-mentioned reasons. Some teachers talked of doing the bare minimum in their daily jobs, whereas others discussed the possibilities of leaving the profession altogether. This background should be kept in mind for the analysis of this study.

## 2. The Teacher and Role Conflict-- A Conceptual Framework

It is generally agreed that the teacher's role is inherently charged with various internal and external conflict situations (Merton, 1957; Floud, 1962; Wilson 1962; Westwood, 1967a; Hoyle, 1969). Theoretical analyses have suggested several potential sources for conflict--the teacher role set (Merton, 1957); teachers' concern about status (Tropp, 1957; Westwood, 1967a); the affectivity and moral orientations of the role (Wilson, 1962); the characteristics of the school in an organizational setting (Hoyle, 1962); and the diffuseness of the teacher's role (Wilson, 1962); however, empirical evidence is lacking.

The conceptual framework of this paper is based on Wilson's (1962) theoretical analysis of teacher role conflicts as it was found to be the most comprehensible and least confusing presentation. In his analysis, he presented six broad categories in relation to teacher role conflicts:

(i) those inherent in the role because of its diverse obligations; (ii) those which derive from the diverse expectations of those whose activities impinge on the role--now referred to as 'the role set'; (iii) those arising from circumstances in which the role is marginal; (iv) those arising from circumstances in which the role is inadequately supported by the institutional framework in which it is performed; (v) those arising from conflict between commitments to the role and commitments to the career-line; (vi) those arising from divergent value-commitments of the role and of the wider society.

Grace's (1972) study was also based on the above-mentioned role conflicts.

By diffuse roles, Wilson means that the teacher is never

sure when his job is finished and often overworks himself in trying to achieve his aims. In relation to the above remark, A. S. Neill (1939, p. 47) comments:

Most teachers have a more or less vague feeling that their work is pouring down a drain. His work is psychically much more exhausting than that of a lawyer or a doctor . . . because he has a job that never finishes, a job in which he can never see the end.

Whereas W. A. Peterson (1964) discovered this to be an important problem for teachers, J. E. Gerstl (1967) did not.

Conflicts arising from diverse expectations of the teacher's role set have been emphasized by Merton (1957):

The teacher may thus become subject to conflicting role expectations among such members of his role set as professional colleagues, influential members of the school board and, say, the Americanism Committee of the American Legion. What is an educational essential for the one, may be judged an education frill, or as downright subversion by the other. These disparate and contradictory evaluations by members of the role-set greatly complicate the task of coping with them all. The familiar case of the teacher may be taken as paradigmatic. What holds conspicuously for this one status, holds in varying degrees for the occupants of all other statuses.

Some empirical work has revealed that some teachers have perceived conflicts arising from diverse expectations to be a problem (Manwiller, 1958) and some teachers are actually anxious about them (Getzels and Guba, 1955); however, there is evidence to prove that the problem or conflict is perceived only by the observer and is not, in fact, a reality.

Wilson also underlines the fact that role conflict arises from the characteristics of schools as institutions. G. H. Moeller (1964, p. 137) points out in this respect that, "There seems little question that in matters that really count the popularly ascribed role of the teacher, more often than

not, is one of impotence to shape his social environment." Schools are more open to outside pressures than hospitals, universities or courts. Therefore, in Wilson's opinion, the vulnerability of the teacher's role to outside pressures is due to the vulnerability of the schools. For example, there is a lot of political pressure on educational institutions as well as public pressure on teachers and how they should perform their jobs. Westwood (1967a, p. 127) suggests that, "Teachers suffer from 'status anxiety' as teachers are not yet ranked with other professions but tend to be classed more as 'semi-professionals." Hoyle (1965) as well as Corwin (1965), and Carver and Sergiovanni (1969) have emphasized the relationship between teacher role conflicts and several organizational characteristics of schools.

Wilson provides a clear and concise explanation of conflict of role commitment and career orientation in teaching:

Because of the diffuse, affective character of the teaching role there is in contemporary society a most significant role conflict arising from the divergence of role commitment and career orientation. The teacher is --like everyone in contemporary society--exposed to the pressure to 'get on'. Achievement and social mobility are the accepted cultural goals of our society and there are well-structured systems of inducement to motivate men to these ends. Yet the teaching role demands the cultivation of sustained relationships with particular children, and this necessarily means a continued commitment to a particular situation. But the teacher, and particularly the young teacher, ought to want to 'move on to a better job', according to our widely accepted social values. If this is not a possibility, he should want to improve himself in other ways--to move to more congenial schools. There is a considerable horizontal mobility as well as vertical mobility in the teaching profession. Teachers prefer better surroundings, more teachable and brighter children, fewer problems of discipline and yet the need for committed people as teachers and as models is evident.

If teachers are 'on the move' the affective aspects of their role are less well performed, they become impersonal transmitters of skills who do not know their children and whose children do not know them--sometimes not even by name. The damage done by high teacher turnover has not been assessed and yet a frequent excuse by children and head teachers for poor performance is the fact that there has been a change of teachers. Often the least attractive schools with the need for the highest commitment suffer most. Thus it is that the career line which the young teacher is expected to desire is in fact a career line which cuts across the commitment to his role. It means reduced loyalty to the institution of which he is a part, to the clientele whom he serves--especially so since his service is of its very nature particularistic. But it is evident that colleagues and the world at large judge the individual in terms of his career line rather in terms of the care, concern and commitment which are involved in role performance. These are largely unseen and in a highly mobile society are likely to be seen less and less. There is an inducement in this situation to make right impressions on the significant people rather than significant impressions on the right people--the children. Financial security, social prestige, one's own self-esteem, once these values have been completely internalized they are reflected more and more in the capacity to 'get on' rather than to do the job well. Indeed, inability to do well in the role may itself be an inducement to further mobility: the less role committed can become the more career oriented and the less adequate teachers can accept the incentive to get ahead more easily than the intensely role committed. In inner-directed society the satisfactions of good performance of the role would be sufficient; once men are 'other-directed' they become more concerned with success as acknowledged by others rather than with their own knowledge of their good performance.

Wilson's view is based on the role conflict situation whereby the role incumbent is faced with the dilemma of choosing between self-interest and the interest of others. Little research has been done in relation to this role conflict.

Another important area of concern for the teacher is value conflict. W. Waller (1961, p. 42) comments on the idealistic outlook of many teachers:

The teacher goes out with a vigorous idealism determined to pass his values on to others, eager to find his own place in the give and take of the universe. But he finds

the world without comprehension of his values, unready to receive them, interested in coarser things managed by duller, harder men.

Teachers in Britain and America have been expected not only to demonstrate religious and moral characteristics, but also to transmit these values to their pupils. Wilson (1962, p. 31) observes that:

Traditionally he [the teacher] represents moral virtues, integrity of mind, honest criticism, tolerance, loyalty, sensitivity, appreciative imagination, consideration for others--but in a society with an intense achievement-orientation, with the commercial exploitation of what were once manifestations of personal relationships, these values are frequently under attack. Children are exposed to television and other mass-media for almost as much of their time as they are in school, and generally the values which the mass-media present are not those of the teacher.

This situation creates conflict in the teacher's role as value model confronted by the clash between 'traditional' values and 'emergent' values (Spindler, 1963).

Wilson also points out conflict which arises from the marginal role. Most role incumbents want to believe that their duties are not only appreciated but also considered important by the organizations where they are employed; however, conflict can develop when they think that their role has only marginal status. Wilson gives the example of the humanities teacher in a technical college where "his subject is thought of--by colleagues and clientele alike--as a trimming, a piece of ministerial whitewash with no significance for the real business of the institution."<sup>6</sup> Teachers of nonacademic subjects are often faced with marginal role conflict, but this conflict is not only limited to them. In some educational institutions, the principal's educational

orientation and support of various activities could be important determinants of teacher satisfaction or dissatisfaction in this domain.<sup>7</sup>

In recent literature there is very little empirical evidence to substantiate Wilson's theoretical analysis of teacher role conflict. Nevertheless, there are several studies that are worth mentioning. The results of L. W. Drabick and J. B. Brooks' (1972) study of vocational education teachers revealed that 50 percent of the sample perceived role conflict in teaching situations, especially in relation to those peripheral activities rather than primary or secondary education acts. R. K. Massengale (1977) reported in his study that occupational role conflicts for teacher/coaches are due to both school organizational expectations and personal professional expectations. S. Browman (1981) used Grace's model for a small scale study of 41 teachers of a secondary school in a suburb of Montreal. Contrary to Grace's results, she discovered that her sample was least disturbed by role commitment vs. career orientation. Both samples had the highest role conflict levels for divergent values. Sutton (1984) and Bacharach et al. (1986) study the incidence of stress among primary and secondary school teachers but their results are somewhat confusing and contradictory.

Role conflict has been widely reported in Subsaharan Africa, particularly with regard to chiefs, village headmen, and other local officials in tribal societies.<sup>8</sup> With reference to teachers, C. Orpen (1982) conducted a study of teaching members of two South African and two Nigerian



universities in order to discover how much role conflict there is in the job of university lecturer. It is interesting to note that there appears to be no research concerning secondary school teachers in relation to role conflict in West Africa.

This chapter has attempted to present the conceptual framework for this study with reference to the approaches to the study of role conflict in general and to teachers in particular; moreover, a historical background and present context of the teaching situation in the Ivory Coast was briefly described. The last part of this chapter proposed several possible role conflict situations for the teacher. Grace underlines the fact that, "The extent to which teachers actually perceive these situations as problems or feel personally troubled by them will depend upon a considerable number of mediating variables" which he states as '(a) characteristics of the conflict', '(b) characteristics of the teacher', and '(c) characteristics of the school'.<sup>9</sup> It can be seen that more research needs to be done in this area of teacher role conflicts, especially to discover which categories of role conflict are actually perceived as problem situations for teachers and to what extent.

## CHAPTER 2

### METHODOLOGY

The ensuing chapters give the results of an exploratory study conducted in the period of 1987-89 into the intrarole conflicts of thirty-one secondary school teachers in a lycée. Although some research on teacher role conflicts has been done in England and America, nothing has been done so far in West Africa. Furthermore, very little empirical research has been done to discover relevant areas of role conflict for teachers. Grace's (1972) study, which was based on Wilson's (1962) analysis of teacher role conflicts, served as a model for this study and was followed quite closely with a view to determining what are the role conflict areas for teachers in a lycée in the Ivory Coast.

Before starting the study, I had to obtain permission from the principal of the lycée. He appeared to be willing, but informed me that I would have to ask for official permission from the Minister of Education. I knew that it could take several months before I received an answer and, consequently, it would delay the study. Therefore, the principal suggested that I write a letter and take it personally to the regional director of education of the school district. He hesitated, but, when I explained that the study

would affect only one lycée, he gave me unofficial permission to start the study.<sup>10</sup>

### The Instruments

In order to investigate both the perception and personal experience of role conflict by the sample, the same schedules were used as in Grace's study, in questionnaire form. Schedule I was used to measure role conflict perception (RCP), and Schedule II was used to measure role conflict experience (RCE). Each schedule was made up of four areas of role conflict; and each area of role conflict consisted of two items each; therefore, each schedule had eight (8) items. The four areas of possible role conflict presented were: area (I): problems concerned with role diffuseness; area (II): problems concerned with role vulnerability; area (III): problems concerned with tension between role commitment and career orientation; area (IV): problems concerned with value conflicts.

The teachers were requested to reply to each item in Schedule I (RCP), using the following scale:

This seems to me to be:

1. Not a problem at all
2. A problem of little importance
3. A problem of moderate importance
4. A problem of great importance
5. A problem of very great importance

On Schedule II (RCE), the same items were repeated but the teachers were requested to answer in the following manner:

I have personally felt this to be:

1. Not a problem at all
2. A problem of little importance

3. A problem of moderate importance
4. A problem of great importance
5. A problem of very great importance

The answers of those respondents who chose not to answer certain items were classified as "0."

Each respondent filled out the two schedules as well as a short personal questionnaire at the end (see Appendix 1, pp. 101-109) to gather data about characteristics (age, sex, seniority, etc.) which was later to be related to role conflict perception and experience for the purposes of evaluation and analysis. At the end of the questionnaire space was provided so that the respondents could write their comments or observations about problems referred to in the schedules or any related problem which they felt was important in the teaching situation.

#### Administration of the Questionnaire

I was a teacher at this lycée for four years and the respondents are my former colleagues. I was still on the staff when the schedules were distributed into the teachers' mailboxes in the staff room by one of the secretaries in late February 1988. Although the regional director of education of the school district gave unofficial permission to conduct this study and the principal of the lycée as well, the latter informed me that there would be no time to have a staff meeting concerning this research. Although the schedules were distributed at the beginning of the second semester when the teachers would be expected not to be so busy, many of the teachers were nevertheless very busy and overworked.

The teachers had been instructed to put completed questionnaires into my mailbox (in the staff room) anonymously. Teacher interviews were not possible as the majority of teachers do not frequent the staff room; however, some teachers approached me personally after filling out the questionnaires to give me their remarks; and, others, wrote in comments in the space provided at the end of the questionnaire. Responses were slow in coming in. Many teachers said that they had no time, others had lost the questionnaire, others said that the questionnaire was too complicated. I had to personally remind some teachers to complete the questionnaires. One teacher remarked that I could have conducted my research on students rather than on teachers.

In analyzing the schedules, the distribution of scores over the whole range was first examined for each area of role conflict, with particular reference to the percentage of teachers scoring 1 to indicate rejection of the area as an actual problem (Schedule I) or to indicate total lack of personal experience of the conflict (Schedule II). The basic question of whether the suggested conflicts were meaningful in the teaching situation was involved in this analysis. Scores were dichotomized on a low-high classification for each role conflict area and the results were compared with Grace's.

Since only 31 out of 103 of the teachers returned their questionnaires, it was not possible to do a statistical analysis of the study. The first part of the study attempted to follow Grace's analysis to a certain extent; but after

looking at the results and considering that there were only 31 respondents, it was felt that it was more appropriate to proceed in a different manner. Therefore, the distribution of scores over the whole range was examined for each schedule, for each question and for each respondent which resulted in an average test score for each question and for each respondent. Then the average test score was found for each question in each schedule; after which a general average of all test scores was found for each schedule. Next, average test scores were found for Schedule I and II mixed for each question and a general average test score was found from these figures (see Appendix 2, p. 102). As there was a high coefficient correlation between Schedule I and II (0.97 or 97%), it was not necessary to make a separate analysis of Schedule I and II. Therefore, the second part of this analysis made a comparative study between the different questions (Schedule I and II mixed).

After the general results were presented, we looked at each different variable (i.e., sex, civil status, age, seniority, literary/scientific, and religion) in order to discover significant differences according to different variables to find out which groups of teachers were bothered by different areas of role conflict. This was done in the following manner: the average was calculated for each variable and was compared to the average of the question and a percentage of deviation was found for each question" in order to find out which categories of teachers were most affected by different role conflicts so that we could point

out definitive problem areas for further research to be done in this field.

### CHAPTER 3

#### DESCRIPTION OF THE SAMPLE

##### The School

This study was conducted in Bouaké, the second largest city in the Ivory Coast with a population of approximately eight hundred thousand inhabitants. Its strategic central location at the crossroads has helped its development since independence as a commercial and transportation centre in the heart of the country. In the west end is a national airport, a textile industry, and a military air force base. There are also several international agricultural research institutes and a small commercial area downtown which covers approximately twenty city blocks wherein are located banks, hotels, and many Lebanese shops. Just off the downtown area is a large African market and a lorry park. However, Bouaké is most reputed as an educational centre with numerous public and private schools.

There are ten public secondary schools, including one professional school, one technical school, three mixed lycées, one girls' lycée, and four junior secondary schools. There are twelve major private schools, including one commercial school, six junior secondary schools, a French lycée for the children of the French cooperants, a Baptist school for the children of American missionary children, two confessional



schools, and a semi-private lycée. During the school year, Bouaké has a large pupil population.<sup>12</sup>

Bouaké is also a city of contrasts, namely between the European and African cultures. For example, one of the suburbs (Kennedy), is inhabited by African or foreign doctors, lawyers, teachers, scientists, and businessmen, living in large European style homes; whereas, the district just beside it (Sokoura), is mainly inhabited by African traders, industrial workers, small time farmers, or the unemployed living in crowded village-like conditions where chickens, cows, or sheep roam the streets. Most Ivorian teachers, however, live in low cost apartments, some of which are located near the schools where they teach.

A public secondary school was chosen for this study, a mixed lycée of about 2,000 pupils and 103 teachers. This school is respected for its well-qualified teachers and strict discipline.

#### Characteristics of the Sample

Schedules had been distributed to all the 103 full-time teachers, of which 31 were returned. The reasons for this low turnout were provided in chapter two. The sample of 31 teachers consisted of 26 men and 5 women; of which 16 are single (1 woman and 15 men) and 14 are married (3 women and 11 men) and 1 divorced (1 woman); 13 teachers have less than 7 years of teaching experience (2 women and 11 men) and 17 teachers have 7 or more years of teaching experience (3 women and 15 men, 1 teacher did not answer this question); 22

teachers are classified as teaching literary subjects (4 women and 18 men) and 9 teachers are classified as teaching scientific subjects (1 woman and 8 men); 17 are graduate teachers (3 women and 14 men) and 14 are certified (2 women and 12 men); 7 teachers are less than 31 years old (1 woman and 6 men), 16 teachers are between 31 to 35 years old (3 women and 13 men) and 7 teachers are 36 years old or over (1 woman, 6 men and 1 teacher did not answer this question). Concerning religion, it was considered best to make three categories in order to facilitate the analysis. Three teachers are animists and 6 are atheists (9 men); 9 teachers are Catholic and 7 are Christian (3 women and 13 men); and 5 teachers are Muslim (1 woman and 4 men, 1 teacher did not answer this question). With reference to nationality, 2 teachers are French (2 men); 25 teachers are Ivorian (4 women and 20 men); 1 Belgian teacher (a man); 2 Senegalese teachers (2 men); 1 woman teacher with dual nationality, Franco-Ivorian.

Generally speaking, this sample of teachers is representative of most secondary schools and more specifically of lycées, with reference to age structure, education, and sex.

The approximate average age of the sample is 34 years old. Most teachers are relatively young as the government's policy for Ivorization in all sectors for the past fifteen years has placed more and more graduate Ivorians on the market, and, consequently there are fewer and fewer foreigners.

Before independence in 1960, the majority of teachers were foreigners. However, the representation of foreigners in this study is somewhat lower than the national average; perhaps this is due to the fact that they did not feel concerned about the issues mentioned in the schedules. As they are in the Ivory Coast on a temporary basis, they tend to put up with inconsistencies more than the Ivorian teachers. More literary teachers returned their schedules than the scientific because most of the literary teachers are Ivorians and the majority of scientific teachers are French. It should also be noted that no physical education nor art teachers returned their schedules. I had no opportunity to ask them why. The male representation is considerably higher than the female in this sample which is also consistent with the national average as there are more male teachers in the educational system in general, but especially in the secondary and university levels.

### The Results

The results of this study indicate that the sample found the four areas of role conflict proposed in Schedule I (Area I--diffuse role; Area II--role vulnerability; Area III--role commitment v. career; Area IV--value conflicts) as valid problem and conflict situations for teachers. The percentage of respondents in each role conflict area scoring 1 to indicate 'no problem at all' was relatively small (I--8.1%; II--21%; III--16%; IV--4.8%). Although these areas can be considered as valid for teachers, some were perceived as more

important than others.

TABLE 1  
PERCEIVED IMPORTANCE OF ROLE CONFLICTS (n = 31)

<u>Conflict area</u>	<u>% Scoring</u>	
	<u>High</u>	<u>Low</u>
Divergent value orientations	82.3	17.7
Role diffuseness	71	29
Role vulnerability	62.9	37.1
Role commitment vs. career orientation	51.6	48.4

Table 1 indicates that conflicts of divergent value orientations (82.3%) and conflicts of role diffuseness (71%), were regarded by the sample as being of greater importance than the two other areas of role conflict, as these areas scored the highest--more than two-thirds of the sample. The first conflict is related to 'moral orientation' and the second to 'self orientation'. Although it is part of the historical background and tradition of the teaching profession to regard conflicts of a moral orientation as more important, we notice here that this is only partly true of the this sample. No matter how important teachers felt divergent values to be as a conflict situation, they were still bothered considerably by the diffuseness of the role. Comments made by teachers in the space provided at the end of the questionnaire expressed this inquietude by many teachers.

It should be noted that all the percentage scores in Table 1 are over 50% which indicates that our sample has perceived high role conflict in the teaching situation. Some

of the teachers perceived that conflicts arising from role vulnerability were less important as they felt more secure in their professional status than, say, American teachers. In Ivorian society teachers are generally highly regarded and among the best paid; therefore, there may be a tendency to ignore or shrug off conflictual opinions about the teaching profession. One reason why many teachers perceived role commitment vs. career orientation as the least important problem area is the fact that promotion occurs automatically every two years with a salary increase; however, there is not much chance of advancing in any other way. Another reason why some teachers are not bothered by Area III (career vs. commitment) is the fact that the lycée is preferred by teachers. The students are thought to be more intelligent and teachable; therefore, there are fewer discipline problems than in other secondary schools. Teachers at lycées are the most respected in the educational system after university teachers.<sup>13</sup> In the comments, at the end of the questionnaire, only one teacher remarked that he was directly, seriously concerned about promotion. The following comments demonstrate some of the teachers' concerns and reactions:

#### Values

On exige du professeur qu'il enseigne à ses élèves des valeurs morales comme le goût de l'effort, la probité, la conscience professionnelle, l'honnêteté, le respect de la chose publique . . . alors que la société offre une autre image: corruption et favoritisme sont des règles de réussite; l'argent donne le pouvoir et l'impunité, les inégalités de chances sont entretenues par les grands, vols et détournements de biens publics sont fréquents chez les responsables . . . Le professeur apparaît comme un utopiste aux yeux de ses élèves prêts à lui démontrer le contraire avec des exemples plus que convaincant.

(Man, certified, age 31-35).

On demande de professeurs de montrer les méfaits de l'alcool ou de la drogue, alors que les mass-media font des publicités pour l'achat de ces produits. (Man, certified, age 31-35).

Il faut noter l'inadéquation entre une société laxiste où les valeurs traditionnelles de courage, d'abnegation, d'effort soutenu sont bafoués et une école où l'on réclame équité et dont on veut faire la gardienne de ces memes valeurs. Le résultat est que le professeur se trouve toujours confronté à ce double appel. Il est ballotté car subissant toujours des pressions. Si on ne prend garde, l'école risque d'être une pâle copie de la pratique sociale avec ses tares qui sont nepolisme, et favoritisme. (Man, graduate, age 31-35).

Il est de plus en plus difficile d'enseigner car ce qui se passe à l'école vu à l'encontre d'idées de valeurs recu et acceptés. Ainsi on m'a appris et je considère cela comme bon: qu'il faut travaillé pour arriver, qu'il ne faut pas tricher, qu'il faut respecter celui qui t'enseigne . . . . Or maintenant on s'aperçoit qu'on sanctionne de moins en moins, qu'on laisse faire meme et qu'on favorise dans la société le vol, la tricerie, le mensonge, l'hypocrisie, la paresse, la prostitution. (Woman, graduate, age 36-40).

### Diffuseness

L'un des problèmes auxquels le professeur est confronte est celui de la basse du niveau des élèves. Est-ce dû aux élèves, aux parents ou aux enseignants? Dans tous les cas le professeur se sent coupable. Il se pose de multiples questions. Seul un seminaire national pourrait permettre de répondre à cette interrogation. (Man, certified, age 36-40).

La réussite du professeur ne dépend pas uniquement de son aptitude à transmettre le message et de ses capacités intellectuelles. En effet il doit compter avec le niveau de base des eleves et également avec les structures mises sur pied pour le travail. Les élèves viennent de différentes écoles, ce qui rend les niveaux de base disparate. Il est donc difficile de donner un cours a des gens dont le niveau differe. En plus, il est a noter que les élèves sont de milieux sociaux différents--les moyens (livres, cahier, etc.) différent, donc, logiquement, ceux qui ont un bon niveaux de base et des manuels travailleront mieux que les autres. Que faire? Le professeur doit essayer d'individualiser son enseignement en fonction de ces groupes. Mais, encore faut-il que les effectifs le lui permettent! (Man, certified, age 26-30).

L'enseignement des langues dans les écoles par exemple l'anglais. Le problème est que les élèves apprennent l'anglais depuis la classe de sixième et en terminale les trois quarts des élèves n'arrivent pas à former une phrase correcte ni même tenir une conversation. Les élèves des classes dites scientifiques qui négligent carrément les langues au profit de leurs matières de base. (Woman, certified, age 31-35).

It can be seen from the analysis of Schedule I that the sample perceived role conflicts in the four areas as valid. Moreover, they found divergent values and role diffuseness were more important in the teaching situation; however, the extent of the personal experience of these conflicts was not revealed. This is shown in Schedule II.

The percentage of respondents in each role conflict area scoring 1 to indicate 'no problem at all' was considerably higher than in Schedule I. 24.2% (15) of the teachers indicated that they had not experienced any problems related to the role diffuseness area (14 men and 1 woman). 27.4% (17) had not been troubled at all by the area of role vulnerability (16 men and 1 woman). 32.3% (2) of the respondents found that conflicts between role commitment and career were not troubling to them at all (18 men and 2 women). As for the role conflict area concerning divergent value orientations, 17.7% (11) of the teachers had no experience of this conflict (10 men and 1 woman).

Table 2 reveals that the sample has experienced high role conflict in relation to divergent value orientations 74.2% and role diffuseness 61.3%; however, it should be noted that the other two areas of role conflict are not negligible. The respondents scored 56.5% in role vulnerability and 48.4%

in role commitment vs. career orientation. This means that almost 50 percent and more of the respondents have experienced the four suggested areas of role conflict in the teaching situation.

TABLE 2

EXTENT OF PERSONAL EXPERIENCE OF ROLE CONFLICT (n = 31)

<u>Conflict area</u>	<u>% Scoring</u>	
	<u>High</u>	<u>Low</u>
Divergent value orientations	74.2	25.8
Role diffuseness	61.3	38.7
Role Vulnerability	56.5	43.5
Role commitment vs. career orientation	48.4	51.6

The following pages present Tables 3 to 10 in order to show the distribution of low (1-2), medium (3), and high (4-5) scores in Schedules I and II; which are followed by a discussion of the results examined by area.

Area I: Role Diffuseness (Tables 3 & 4)

For question 1: "Whereas many occupations give clear knowledge of results to practitioners, teaching by its very nature can do this only to a limited extent." Experienced conflict is slightly higher 45.2% (14) when compared to perceived conflict 42% (13).

For question 2: "The teacher's work requires a considerable input of energy yet for all this, the teacher can never be certain of what has been accomplished with the pupils." Out of 31 respondents 8 (25.8%) score low; 6 (19.4%) score medium and 17 (54.9%) score high on perceived role



TABLE 3

## AREA I: PERCEIVED ROLE DIFFUSENESS (Schedule I)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 1</u>		<u>Question 2</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	1	3.2	0	
Low 1-2	9	29.1	8	25.8
Medium 3	8	25.8	6	19.4
High 4-5	13	42	17	54.9

TABLE 4

## AREA I: EXPERIENCED ROLE DIFFUSENESS (Schedule II)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 1</u>		<u>Question 2</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	1	3.2	0	
Low 1-2	11	35.5	12	38.7
Medium 3	5	16.1	5	16.1
High 4-5	14	45.2	14	45.2

diffuseness; whereas 12 (38.7%) score low, 5 (16.1%) score medium and 14 (45.2%) score high for experienced role conflict as measured by this question.

Area II: Role Vulnerability (Tables 5 & 6)

For question 3: "The teachers, unlike many professional practitioners, are subject to a variety of conflicting opinions as to how one's professional work has to be carried out." Seven (22.6%) respondents score low, 7 (22.6%) score medium and 17 (54.8%) score high for perceived conflict in this area. Experienced conflict was somewhat lower as 10 (32.3%) score low, 7 (22.6%) score medium and 14 (45.2%) score high.

For question 4: "The teacher is a professional practitioner but despite this, the teacher is generally treated as if teaching were not a professional practice." Sixteen respondents (51.6%) perceived low conflict, 2 (6.5%) medium, and 13 (42%) high conflict; on the other hand 17 (54.9%) experienced low conflict, 2 (6.5%) medium and 12 (38.7%) high conflict.

Area III: Role Commitment vs. Career Orientations (Tables 7 & 8)

Question 5: "To obtain promotion the teacher must be mobile and 'gain experience' yet the nature of the work requires a sustained relationship with particular groups of pupils." The RCP scores revealed that 13 (42%) felt this was low, 7 (22.6%) medium and 10 (32.3%) high; while the RCE scores revealed that 14 respondents (45.2%) felt this was low, 5 (16.1%) medium and 11 (35.5%) high.

TABLE 5

## AREA II: PERCEIVED ROLE VULNERABILITY (Schedule I)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 3</u>		<u>Question 4</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	0		0	
Low 1-2	7	22.6	16	51.6
Medium 3	7	22.6	2	6.5
High 4-5	17	54.8	13	42

TABLE 6

## AREA II: EXPERIENCED ROLE VULNERABILITY (Schedule II)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 3</u>		<u>Question 4</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	0		0	
Low 1-2	10	32.3	17	54.9
Medium 3	7	22.6	2	6.5
High 4-5	14	45.2	12	38.7

TABLE 7

## AREA III: PERCEIVED ROLE COMMITMENT VS.

## CAREER ORIENTATIONS (Schedule I)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 5</u>		<u>Question 6</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	1	3.2	1	3.2
Low 1-2	13	42	15	48.4
Medium 3	7	22.6	5	16.1
High 4-5	10	32.3	10	32.3

TABLE 8

## AREA III: EXPERIENCED ROLE COMMITMENT VS.

## CAREER ORIENTATIONS (Schedule II)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 5</u>		<u>Question 6</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	1	3.2	1	3.2
Low 1-2	14	45.2	16	51.6
Medium 3	5	16.1	5	16.1
High 4-5	11	35.5	9	29.1

Question 6: "In this society which stresses 'getting on' it is becoming increasingly difficult for the teacher to stay committed to a particular school." Fifteen respondents (48.4%) felt this was low, 5 (16.1%) medium and 10 (32.3%) high; whereas sixteen respondents (51.6%) experienced this area of conflict as low, 5 (16.1%) as medium and 9 (29.1%) as high.

#### Area IV: Divergent Value Orientations (Tables 9 & 10)

Question 7: "The teacher is expected to maintain traditional values and standards yet at the same time society in general largely ignores these values and standards." The RCP scores show that 7 (22.6%) of the respondents found this conflict area as low, 4 (13%) as medium and 20 (64.5%) as high. It should be noted that RCE scores are exactly the same; this means that a high percentage of the respondents had both perceived and experienced this area to a great extent.

Question 8: "In a society which is becoming sceptical and permissive, it is increasingly difficult for teachers to maintain traditional values and attitudes." The RCP scores reveal that 4 (13%) felt this area was low, 7 (22.6%) medium and 20 (64.5%) high. The RCE scores are almost the same but some respondents had a low experience of this conflict area 9 (29.1%), 3 (9.7%) medium and 19 (61.3%) had a high experience of this conflict area.

#### General Observations of Results

An analysis of the results shown in the preceding tables reveals that the RCP (role conflict perception) scores are

TABLE 9

## AREA IV: DIVERGENT VALUE ORIENTATIONS (Schedule I)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 7</u>		<u>Question 8</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teacher</u>	<u>%</u>
No response 0	0		0	
Low 1-2	7	22.6	4	13
Medium 3	4	13	7	22.6
High 4-5	20	64.5	20	64.5

TABLE 10

## AREA IV: DIVERGENT VALUE ORIENTATION (Schedule II)

## Frequencies and Percentages

<u>Conflict Scores</u>	<u>Question 7</u>		<u>Question 8</u>	
	<u>No. of Teachers</u>	<u>%</u>	<u>No. of Teachers</u>	<u>%</u>
No response 0	0		0	
Low 1-2	7	22.6	9	29.1
Medium 3	4	13	3	9.7
High 4-5	20	64.5	19	61.3

always slightly higher than the RCE (role conflict experience) scores; except for questions 1 (RCP 42%; RCE 45.2%) and 5 (RCP 32.3%; RCE 35.5%) and question 7 where it is the same (RCP and RCE 64.5%). This means that the sample did not make a great difference between RCP and RCE. In Grace's study the respondents, generally speaking, found the role conflict areas valid for teachers, but tended not to have personally experienced the role conflicts themselves to a large extent. Perhaps this can be explained by the fact that Ivorians, as most Africans, do not tend to distinguish between the group and the individual. In other words, if something is a problem for the group in general, then it is a problem for the individual too. Furthermore, it should be noted that all high scores in the table (for RCP and RCE) are over 30% meaning that one-third of the respondents or more either perceived or experienced high role conflict levels in the teaching situation. In addition to this, the respondents tended to answer either low (1-2), or high (4-5); few responded 0 or medium (3). The total number of low answers on both schedules were 181 (35.3%); the total medium scores were 82 (61.5%); the total number of high answers were 233 (47%); no response totalled 6 (1.2%). This means that the respondents felt quite strongly about the issues in the schedules.

The tables were presented in order to show the distribution of low (1-2), medium (3) and high (4-5) scores in both schedules, however, it can be seen that this analysis alone is not sufficient due to the fact that there are only 31 respondents in this sample; therefore, a statistical

analysis cannot be done. Furthermore, because the analysis revealed similar results between schedules, we could not proceed with the same method of analysis as in Grace's study which was based on comparing RCP and RCE scores in general and as affected by variables.

From the number of answers for each question, the respondents that answered 0, 1, 2 were considered low; and those who answered 3, 4, or 5 were considered high. The percentages were calculated from the number of high answers in relation to the total of answers (31 for each schedule and 62 for both schedules mixed). Looking at Table 11, it can be noted that the curves for Schedule I and II are quite similar. Table 12 shows the general curve for Schedules I and II mixed with the following percentages:

<u>Question #</u>	<u>% of High Answers</u>
8	79.03
7	77.42
3	72.58
2	67.74
	<u>% of Low Answers</u>
1	64.52
5	53.23
4 & 6	46.77

The general average of the percentages mentioned above is 63.51% which indicates, as mentioned earlier, that the respondents of the sample have high levels of role conflict in the teaching situation.

The coefficient correlation between Schedule I and II is 0.97 (or 97%) which is a very strong correlation. This



TABLE 11

GENERAL RESULTS: PERCENTAGE OF HIGH ANSWERS  
(Schedule I & II)

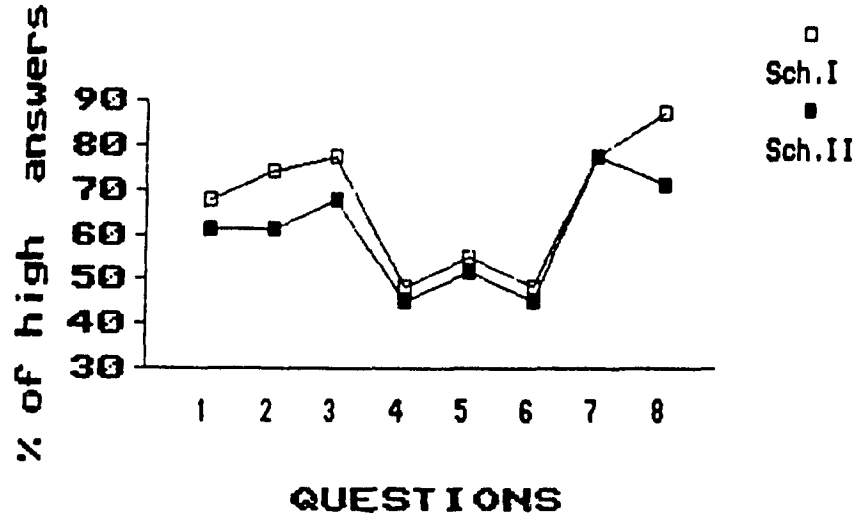
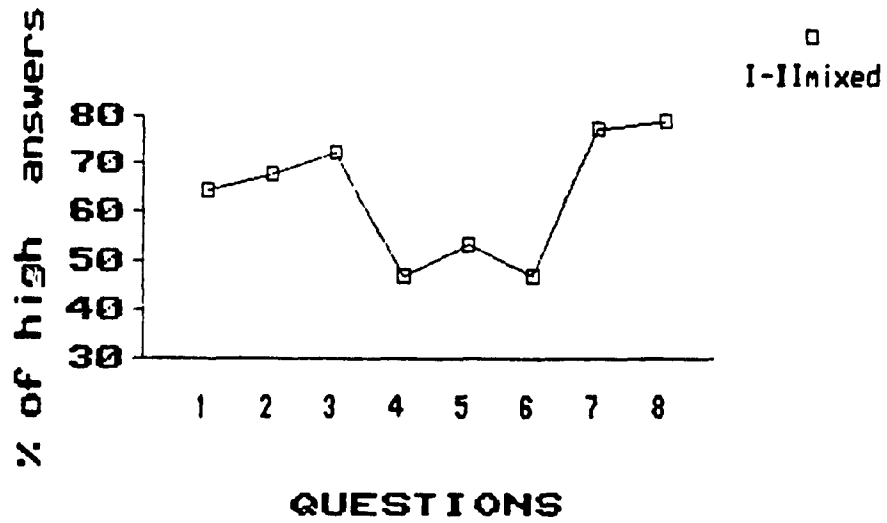


TABLE 12

GENERAL RESULTS: PERCENTAGE OF HIGH ANSWERS  
(Schedule I & II Mixed)



means that the sample did not differentiate between perception and experience. On a whole they felt that if the suggested role conflicts were a problem for the group then it was a problem for them as well; this was explained by the African context. Therefore, it is believed unnecessary to study Schedule I and II separately but henceforth they will be analyzed together.

The next phase of the analysis was a comparative study of the different questions whereby the distribution of scores over the whole range was examined for each schedule, for each question and for each respondent which resulted in an average test score for each question and for each respondent.

TABLE 13

DISTRIBUTION OF AVERAGE TEST SCORES

<u>Question #</u>	<u>Schedule I</u>	<u>Schedule II</u>	<u>Schedule I &amp; II Mixed</u>
1	3.13	2.90	3.02
2	3.39	3.10	3.24
3	3.42	3.23	3.32
4	2.84	2.65	2.74
5	2.68	2.55	2.61
6	2.74	2.48	2.61
7	3.87	3.81	3.84
8	3.94	3.55	3.74

Table 13 presents the average test scores for each question in Schedule I and II. The general average of the above test scores are: 3.25 (Schedule I), 3.03 (Schedule II), 3.14 (Schedule I and II mixed). It is believed that using average test scores will give a more accurate analysis than using percentages as has been explained earlier.

A percentage of deviation was calculated for each

question in relation to the general average 3.14 (Schedule I and II mixed).

<u>Question #</u>	<u>Deviation</u>
7	22.21
8	19.13
3	5.78
2	3.21
1	-3.98
4	-12.7
5 & 6	-16.8

Only the percentages of deviation of 10% or more were taken into consideration; for example, questions 7, 8, 4, 5 and 6. This means that these questions posed the most problems for the sample; either they were especially troubled or the contrary. Tables 15, 16, and 17 show the results of this analysis.

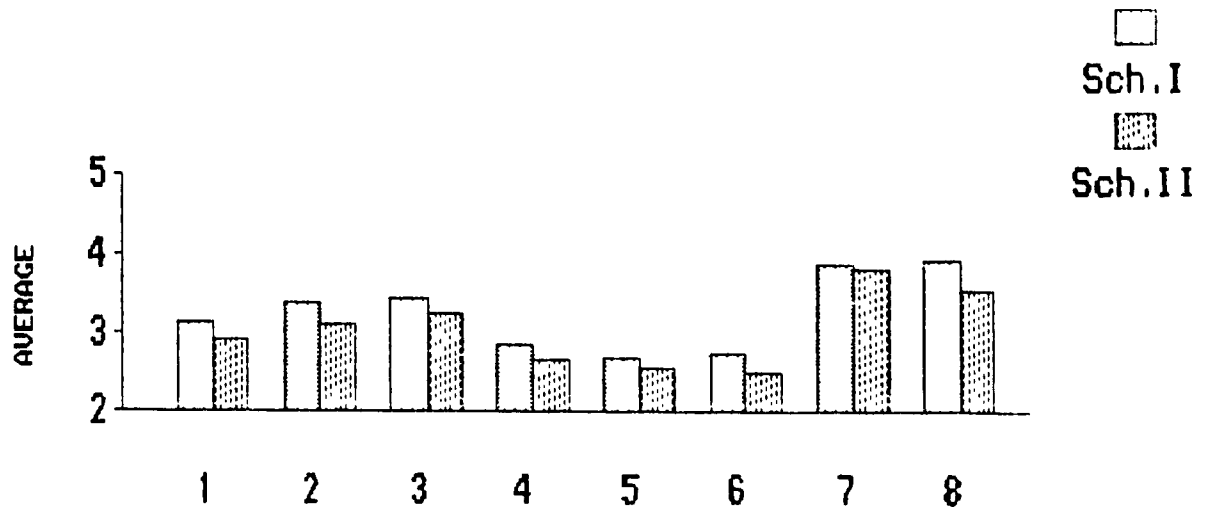
Next, the coefficient correlation was calculated between questions from the numbers of answers to the values (1-5). Table 14 presents these results:

TABLE 14  
COEFFICIENT CORRELATION OF COMPARED QUESTIONS

<u>Compared Questions</u>	<u>Coefficient Correlation</u>
7 - 8	96
1 - 2	94
1 - 3	86
2 - 3	81
1 - 5	76
4 - 6	74
4 - 5	71
3 - 7	69
5 - 6	68
2 - 5	61
2 - 4	59

TABLE 15

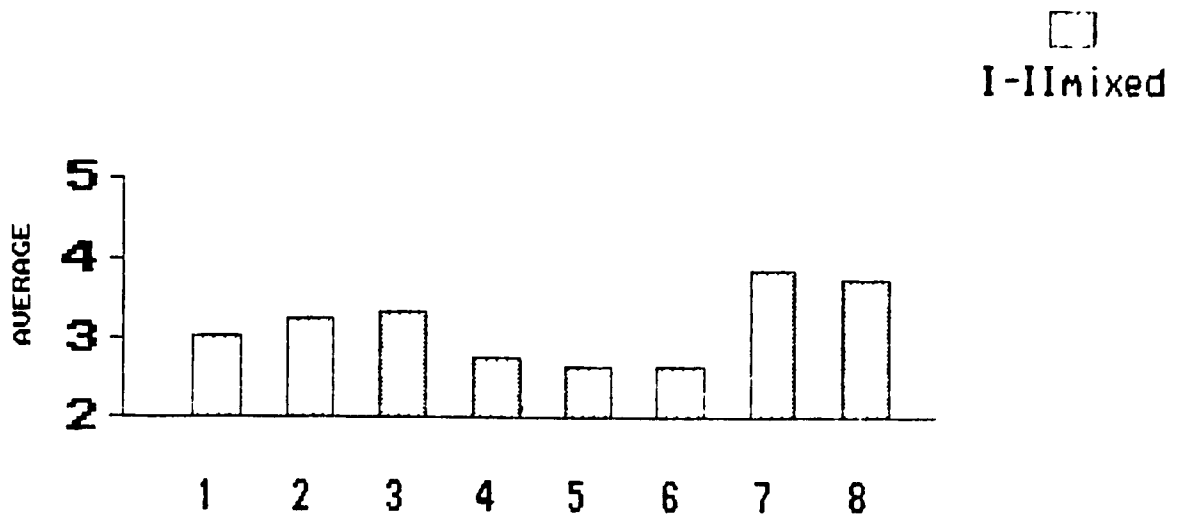
GENERAL RESULTS: AVERAGE TEST SCORES  
(Schedule I & II)



## QUESTIONS

TABLE 16

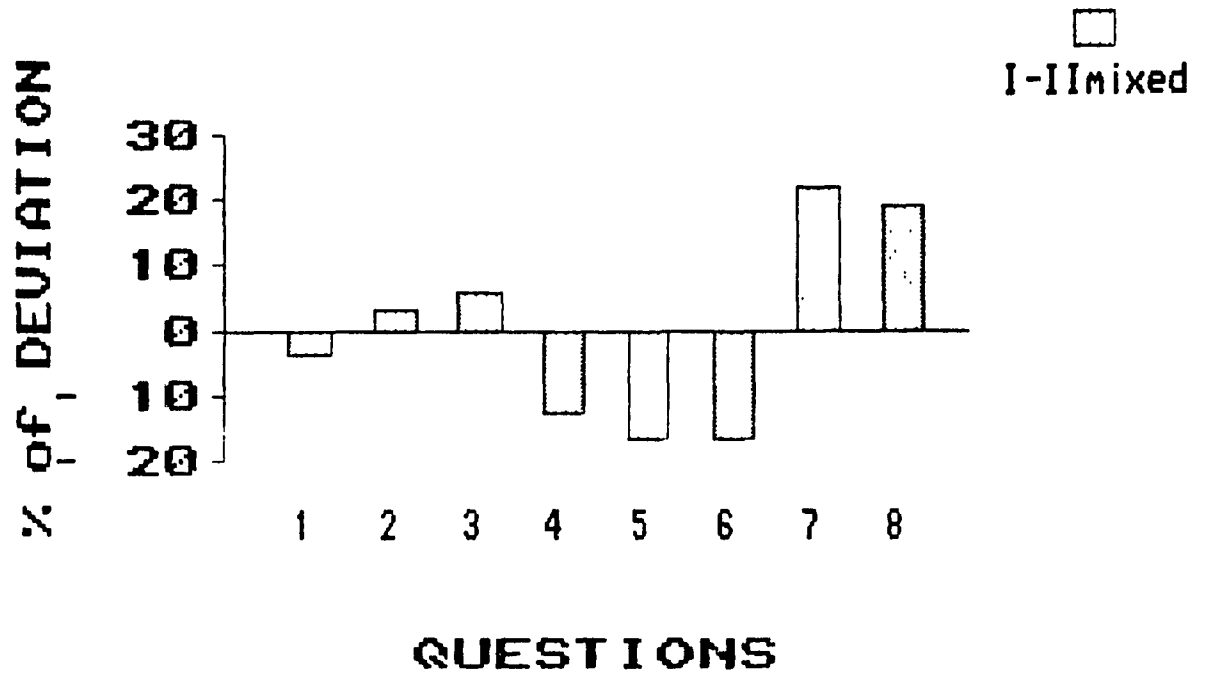
GENERAL RESULTS: AVERAGE TEST SCORES  
(Schedule I & II Mixed)



## QUESTIONS

TABLE 17

GENERAL RESULTS: PERCENTAGE OF DEVIATION  
(Schedule I & II Mixed)



As can be seen, only questions 7 and 8 (.96) and questions 1 and 2 (.94) have a high coefficient correlation which means that there are no significant differences between these questions.

#### The Results of this Study Compared with Grace's Results

The results of this study are quite different from Grace's results. The latter revealed a marked difference in the percentages of scores between perceived and experienced role conflict. His sample perceived that role commitment and divergent values were problems of greater importance than vulnerability and diffuseness. Also, his sample had experienced these conflict areas to a lesser extent than our sample as are indicated in Tables 18 and 19.

It can be noted from Table 18 that the British sample felt that the highest perceived role conflict was Area III (Career Orientation vs. Role Commitment); however, this was the lowest area of perceived role conflict for the Ivorian sample. It is worth noting that in the results of Browman's (1981) study this was also the lowest area of conflict both perceived and experienced for the Quebec sample. Moreover, the British sample perceived Area I (role diffuseness) as the least important area of role conflict. The Ivorian sample felt that this area of role conflict was quite important in the teaching situation, next in importance to Area IV (divergent value orientations) which they believed to be the most important area of role conflict.

With reference to the extent of personal experience of

TABLE 18

PERCEIVED IMPORTANCE OF ROLE CONFLICT--COMPARISON BETWEEN  
GRACE'S RESULTS (N=150) AND THE RESULTS OF THIS STUDY (N=31)  
(Results given in percentages)

Conflict Area	<u>Grace's Results</u>		<u>The Results of this Study</u>	
	High	Low	High	Low
1. Role Diffuseness	35.3	64.7	71	29
2. Role Vulnerability	47.3	52.7	62.9	37.1
3. Career Orientation vs. Role Commitment	64	36	51.6	48.4
4. Divergent Value Orientations	63.3	36.7	82.3	17.7

TABLE 19

EXTENT OF PERSONAL EXPERIENCE OF ROLE CONFLICT--COMPARISON  
BETWEEN GRACE'S RESULTS (N=150) AND THE RESULTS OF THIS STUDY  
(N=31)  
(Results given in percentages)

Conflict Area	<u>Grace's Results</u>		<u>The Results of this study</u>	
	High	Low	High	Low
1. Role Diffuseness	26	74	61.3	38.7
2. Role Vulnerability	22	78	56.5	43.5
3. Career Orientation vs. Role Commitment	26	74	48.4	51.6
4. Divergent Value Orientations	36	64	74.2	25.8

role conflict, Table 19 indicates that the Ivorian sample has experienced considerably more role conflict in all four areas than the British sample. Both samples agreed that the highest experienced role conflict was Area IV (divergent value orientations); however, the Ivorian sample has experienced this conflict area to a greater degree.

In the next chapter we shall examine and try to discover which role conflict areas posed the most problems for different categories of teachers according to the various variables.



CHAPTER 4  
ANALYSIS OF THE ROLE CONFLICT AREAS  
IN RELATION TO THE VARIABLES

In this chapter we will try to explore which role conflict areas are greater problems in the teaching situation and for whom for a sample of teachers in a lycée in the Ivory Coast. It has been shown that the Ivorian sample was the most troubled by the divergent values role conflict (Area IV) with an average test score of 3.79 for questions 7 and 8. The second largest role conflict area was diffuseness (Area I) with an average test score of 3.13. This was followed by role vulnerability 3.03 (Area II). The sample as a whole was least bothered by the role commitment vs. career orientation conflict 2.61 (Area III). In the following analysis we shall examine the mediating variables to find out which groups of teachers were bothered by different areas of role conflict. The variables analyzed were: sex, civil status, age, seniority, literary/scientific and religion. The averages are calculated for each variable and for each question; then are compared to the average of the question under consideration in order to find the percentage of deviation.<sup>14</sup> It should be noted that all the averages are based on Schedules I and II mixed for reasons explained earlier.

## 1. Sex

Table 20 clearly illustrates that for question one as well as for all the other questions, women score higher than men. For questions 7 and 8 (Area IV: divergent values) the scores are quite similar for both men and women. We have already seen that these are the questions that have troubled the sample as a whole the most. However, it should be remarked that in Schedule I, the men perceived questions 7 and 8 (Area IV: divergent values) as greater problems than did the women. However, in Schedule II the women had experienced this area of role conflict to a greater degree.

	<u>Schedule I</u>		<u>Schedule II</u>	
	<u>Question 7</u>	<u>8</u>	<u>Question 7</u>	<u>8</u>
Men	3.92	3.96	3.69	3.50
Women	3.60	3.80	4.40	3.80

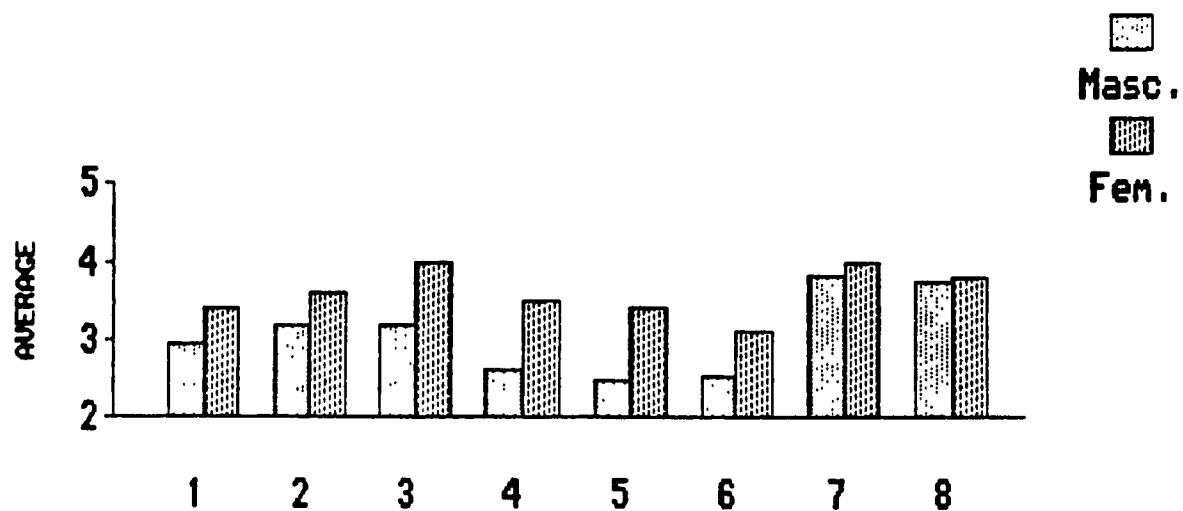
Table 21 indicates that for questions 1 to 6 the percentage of deviation for women is over 10% which means that they have higher role conflict in the teaching situation than men. Questions 4 (Area II: vulnerability) and 5 (Area III: commitment vs. career orientation) indicate the highest percentage of deviation.

In Britain as in America, the teaching profession is generally considered a woman's profession. Getzels and Guba (1955, p. 37) in commenting on significantly higher scores for men in comparison with women, remark:

since teaching is often thought of as a woman's profession it is not surprising to find that men should be more liable to the conflicts in the teaching situation than

TABLE 20

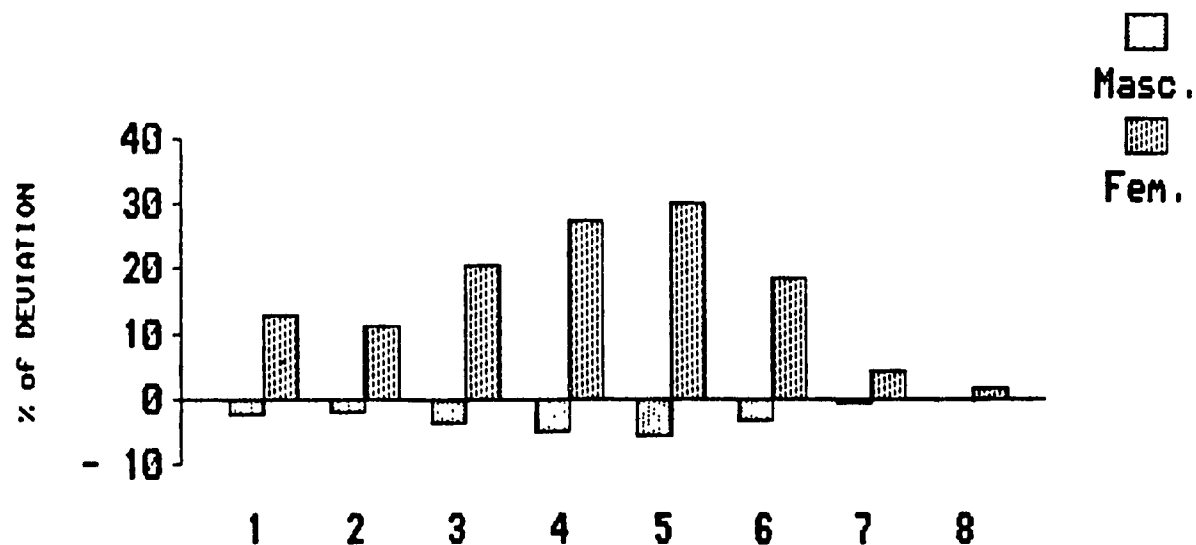
SEX: AVERAGE TEST SCORES



## QUESTIONS

TABLE 21

SEX: PERCENTAGE OF DEVIATION



## QUESTIONS

women. For women, teaching is a respected occupation often representing a top level vocational goal. They can be more tolerant of the inconsistencies in expectations since it is not likely that they could do better professionally elsewhere.

Grace's (1972) study substantiated this suggestion of higher levels of tolerance by women of incompatibilities in teaching. However, the opposite is true of the Ivorian sample. Teaching in the Ivory Coast is still considered a man's profession, especially secondary education. Does this mean that men exhibit more tolerant attitudes towards inconsistencies because they feel they have accomplished their career objective in life? Why are the Ivorian women less tolerant of incompatibilities than British women?

Perhaps this could be explained by the fact that African women are still expected to stay at home, prepare meals and take care of the children. The majority of pupils are males; women teachers have more disciplinary problems with pupils than men teachers do. Moreover, perhaps women feel more attached to their pupils than men teachers; if this is true, women teachers have more role involvement and thus more role conflict.

## 2. Civil Status

For seven questions out of eight, the scores for the single respondents (16) were lower than for the married respondents (14, 1 divorced). The single respondents general average of role conflict was 2.99 and the married respondents 3.21. It can be seen here that the married respondents have higher role conflict levels in the teaching experience than the single respondents. Questions 2, 3 and 5 indicate a

percentage of deviation greater than 10%. Although single respondents were concerned about role diffuseness (Area I), the married respondents were more concerned; perhaps this could be due to the fact that they have more responsibilities at home and are overwhelmed by the teaching work load. It is interesting to note that the single respondents scored higher than the married respondents only for question 3 (Area II: vulnerability). Although the single respondents are bothered by conflicting opinions about the teaching profession (3.44), and to a greater degree than the married respondents (3.07), they still feel relatively secure as a profession (2.63 for question 4). The largest percentage of deviation, as shown in Table 22 is for question 5 (role commitment vs. career commitment). The married respondents found this to be more of a problem, the conflict being between a promotion and maintaining a continued relationship with the pupils.

### 3. Age

The sample was divided into three age groups. First, those who are younger than 31 ( $<31$ ); second, those who are between the ages of 31 and 36 ( $\geq 31$  &  $<36$ ); and third, those who are 36 years old and over ( $\geq 36$ ). The average age of the sample is thirty-four years old. The  $\geq 36$  group generally has lower scores than the younger respondents with an average of 3.07; the  $\geq 31$  &  $<36$  group 3.19; and the  $<31$  group 3.38. This means that the younger teachers have higher levels of role conflict than the older teachers; however, question 4 (vulnerability) shows the opposite (Table 23). The  $\geq 36$  group has more role vulnerability conflict (3.36) than the other two

TABLE 22

CIVIL STATUS: PERCENTAGE OF DEVIATION

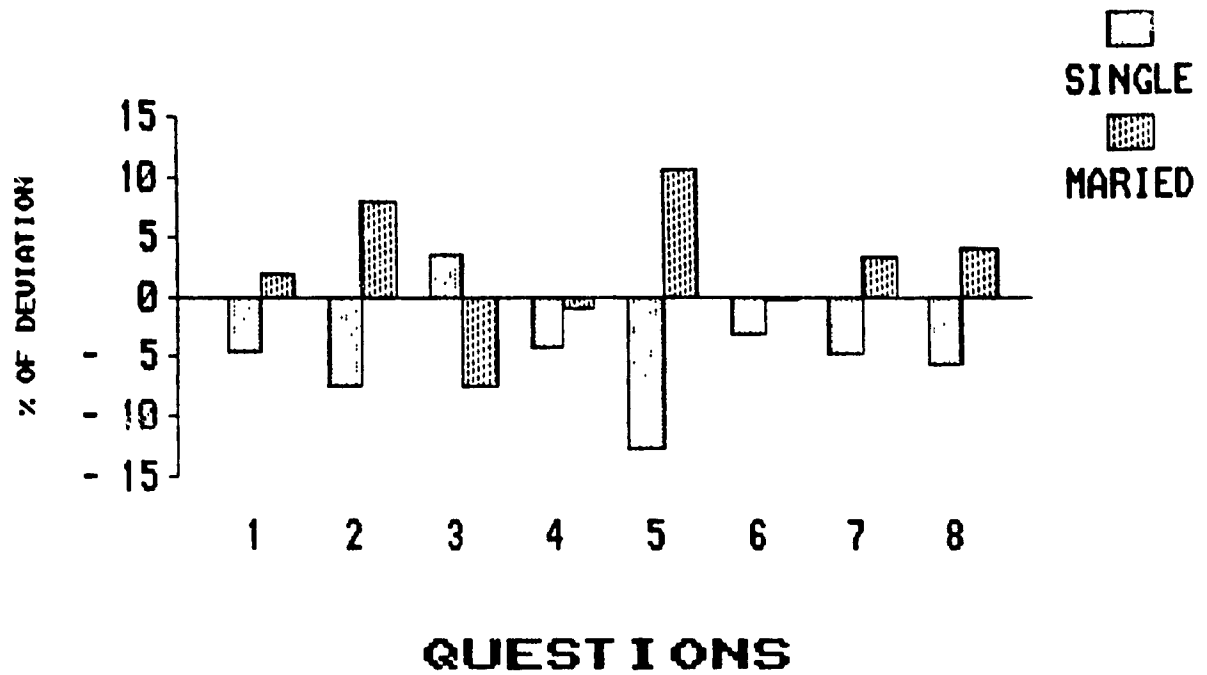
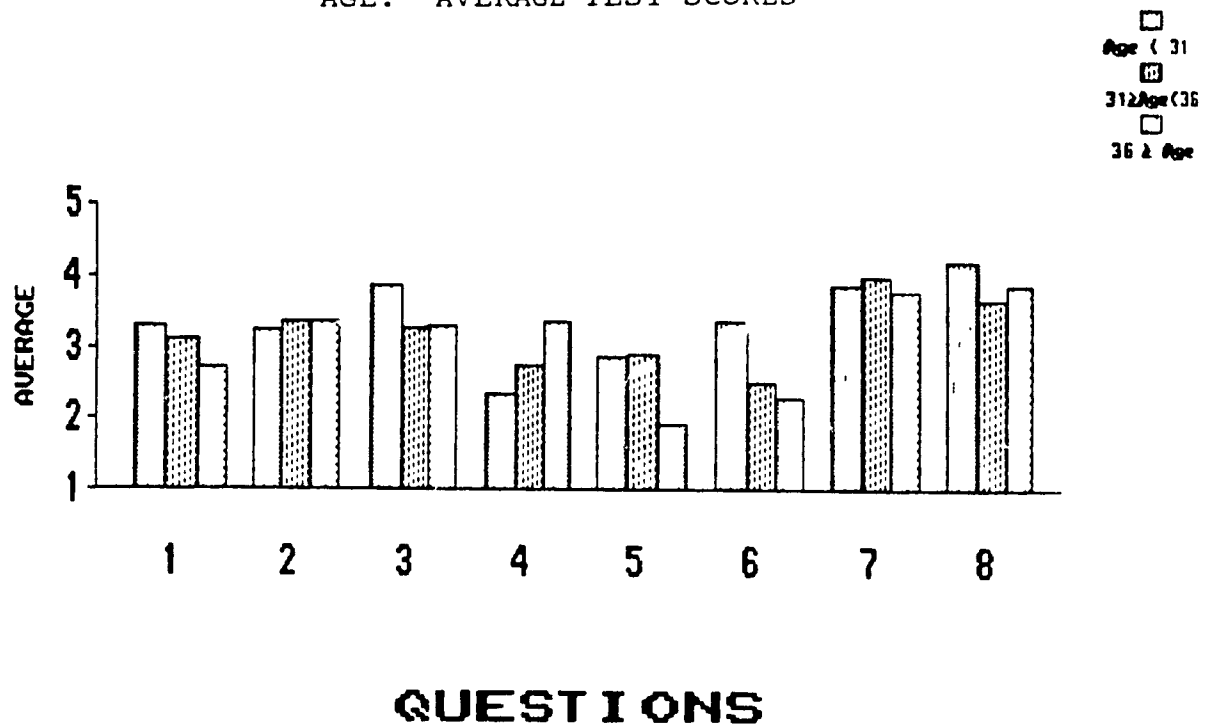


TABLE 23

AGE: AVERAGE TEST SCORES



groups. Although the <31 group is more disturbed by conflicting opinions about the teaching profession(3.87), they feel more secure in the teaching profession than the ≥36 group as Table 23 indicates. There is a high percentage of deviation among the three groups for questions 4 and 5. The ≥36 group have the lowest scores (1.93; 2.29); which means that they are the least concerned; whereas the <31 group are the most concerned about advancing in their careers.

At this point we can ask if there is a correlation between the <31 or single group and the ≥36 married group?

	<u>% Married</u>
<31 group	28.57
≥31 & <36 group	43.75
≥36 group	71.43

It can be seen that there are more married respondents in the ≥36 group. Is there a correlation between these groups? The following averages show contrary results.

<u>Variable</u>	<u>&lt;31</u>	<u>≥36</u>	<u>Single</u>	<u>Married</u>
<u>Average</u>	3.38	3.07	2.99	3.21

As the following figures show, there is no correlation between the answers of the ≥36 and the married group or between the answers of the <31 single group.

<u>Coefficient Correlation:</u>	<31	≥36
Single	0.82	0.82
Married	0.70	0.74

#### 4. Seniority

On a whole the average number of years of experience for the sample is 7.1 years (n = 31). The sample was divided into two groups: those with less than 7 years experience (13) and those with 7 or more years of experience (17). One of the respondents did not give his age, however, the general averages and averages for questions were always calculated using 31 individuals. The following figures demonstrate that the <7 and >7 groups are almost homogeneous with regard to the sex and civil status of the individuals; which we have already seen above are not related to age. The differences obtained for seniority will, therefore, be independent of those two variables (sex and civil status).

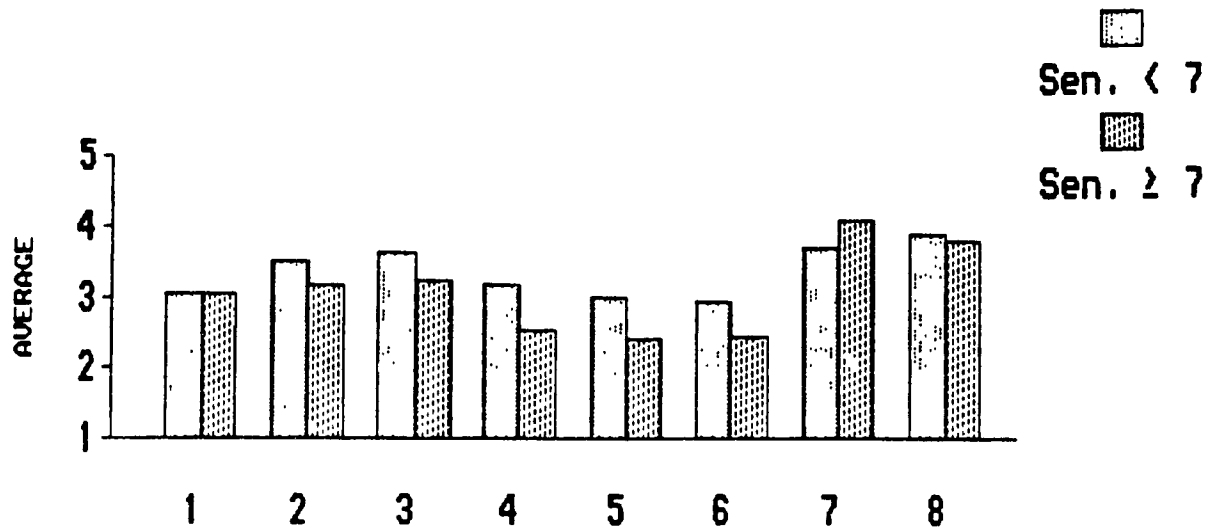
	<u>% Men</u>	<u>% Single</u>
Seniority <7	84.6	61.5
Seniority >7	82.4	47.1

The average of the answers for the respondents with less than 7 years experience is 3.35 and for those with 7 or more years of experience is 3.09. These general averages are similar to those on the study of age. Table 24 indicates that the >7 group has lower scores for questions 2, 3, 4, 5, 6 and 8. There is a significant percentage of deviation for questions 4, 5 and 6 as can be seen in Table 25. Questions 4 (Area II: vulnerability) and 7 (Area IV: values) are very different from the study on age. For example, the following figures show that for question 4 there are contrary results for the study on seniority and for the one on age. The



TABLE 24

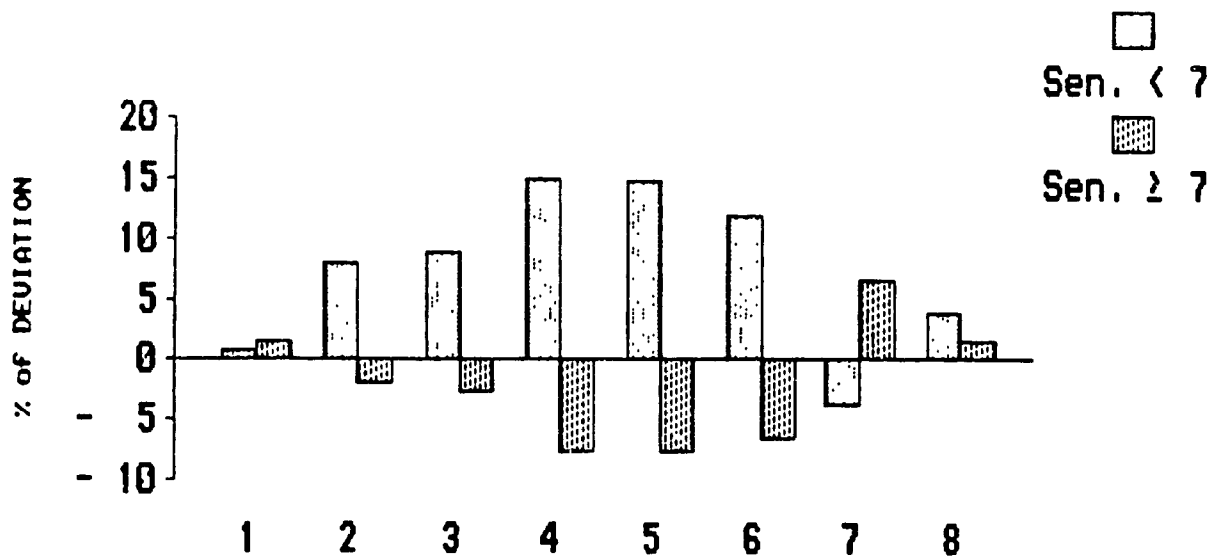
SENIORITY: AVERAGE TEST SCORES



## QUESTIONS

TABLE 25

SENIORITY: PERCENTAGE OF DEVIATION



## QUESTIONS

respondents with less seniority have more role conflict concerning vulnerability. They feel less secure in the

Seniority <7	3.15	<31	2.36
Seniority >7	2.53	≥31 & <36	2.75
		≥36	3.36

teaching profession than those with more seniority and there is a significant percentage of deviation; whereas in the study on age, it was the ≥36 age group that felt less secure and there is also a significant percentage of deviation.

Question 7 also presents contrary results:

Seniority <7	3.69	<31	3.86
Seniority >7	4.09	≥31 & <36	4.00
		≥36	3.79

For seniority there is a significant percentage of deviation. Those with more seniority were more concerned with value conflict (Area IV); whereas in the study on age it was the ≥31 & <36 age group which was more disturbed but it should be noted that the percentage of deviation is not significant. There is no correlation in the fact that the respondent is in the <7/<31 groups as shown below.

<u>Coefficient correlation:</u>	<31	≥36
Seniority <7	0.73	0.87
Seniority >/7	0.78	0.81

It is also interesting to note that the average test scores for those teachers with less than seven years experience for

perception of role conflict are higher than for the more experienced teachers. Grace (1972) explained that the contrary was usually true. The significantly higher perception of role conflict by the more experienced teachers was to be expected in terms of exposure to problem situations in teaching. He said that it could be argued that the longer a teacher serves the more likely he is to perceive high levels of role conflict, though this was not true of role conflict experience. This was not true of the Ivorian sample who not only perceived but also experienced higher levels of role conflict than the teachers with more than seven years teaching experience.

##### 5. Literary/Scientific

The general averages, scientific (2.89) and literary (3.24) resemble the general averages for seniority and civil status.

	<u>Average (Seniority)</u>	<u>% Single</u>
9 Scientific	8.6	77.8
22 Literary	6.4	45.5

It should be noted that the scientific group has not only more seniority but also more single individuals.

	<u>Sc./Lit.</u>	<u>Sen. &lt;7/Sen. &gt;7</u>	<u>Single/Married</u>
Average	2.89/3.24	3.35/3.09	2.99/3.21

The literary group has higher scores for all questions except for questions 3, 7 and 8 (Table 26). The scientific group was more disturbed by conflicting opinions (Area II:

vulnerability) about the teaching profession as were the single respondents which was measured by question 3: however,

<u>Single/Married</u>	<u>Literary/Scientific</u>
3.44/3.07	3.25/3.50

they still felt secure in the teaching profession. For question 7 (Area IV: values), both the scientific and literary groups were equally concerned. For question 8 (Area IV: values), the scientific group was slightly more concerned and the averages are similar to those in the study on seniority.

<u>&lt;7 / &gt;7</u>	<u>Lit./Sc.</u>
Average 3.69/4.09	3.84/3.83

Table 27 indicates that the scientific group was the least bothered by questions 5 and 6 (Area III: role commitment vs. career orientation) and 1 and 2 (Area I: role diffuseness) as the percentage of deviation is more than 10% below the average test scores.

## 6. Religion

This variable was chosen to see if the religious education received by the sample affected their scores. The sample was divided into three groups. First, the Animists (3) and Atheists (6) were grouped together; second, the Catholics (9) and Christian (7) formed another group; and the last group consisted of Muslims (5). The average role conflicts per groups were as follows: Animists and Atheists, 2.86; Catholics and Christians, 3.20 and Muslims, 3.43. It should be noted that the third group, the Muslims, score the highest levels of role conflict.

TABLE 26

LITERARY/SCIENTIFIC: AVERAGE TEST SCORES

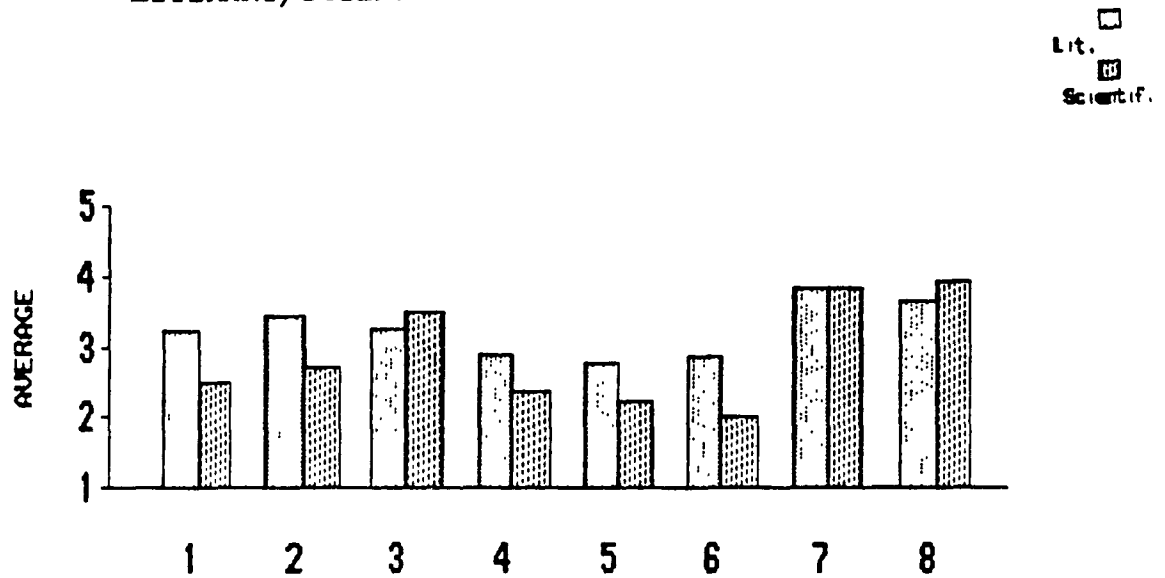
**QUESTIONS**

TABLE 27

LITERARY/SCIENTIFIC: PERCENTAGE OF DEVIATION

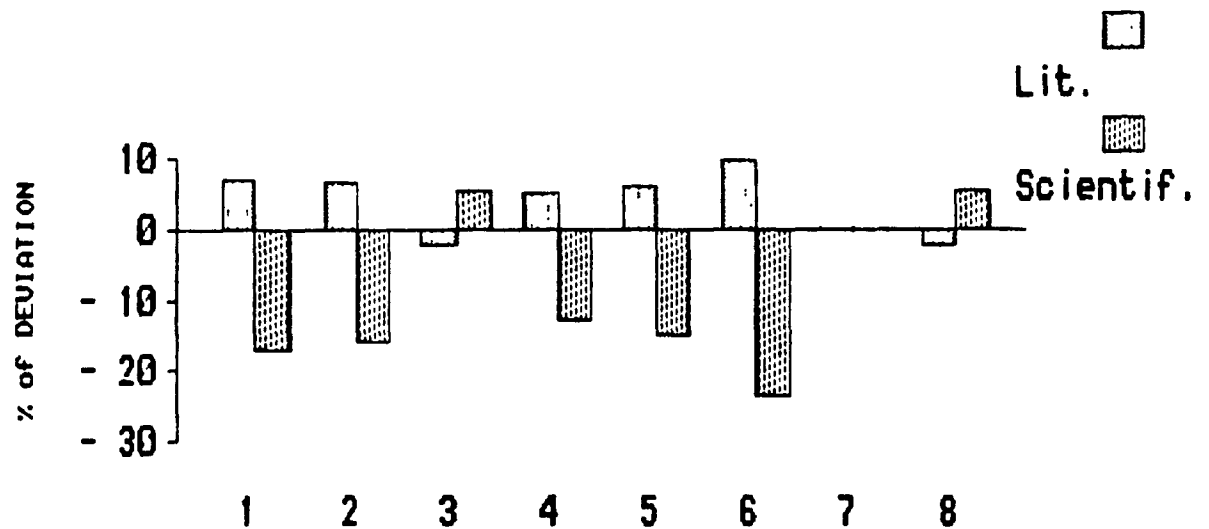
**QUESTIONS**

Table 28 indicates that for questions 1, 3, 5, 6 and 8 the following order prevails: Muslims, Catholics + Christians, Animists + Atheists.

Table 28 indicates a different order, however, for question 4 (Area II: vulnerability). Here, the Muslims were the least concerned (2.10). The Atheists and Animists were the most concerned (3.00), followed by the Catholics and Christians (2.72). Question 4 deals with role vulnerability and it is interesting to note that while the Muslims were the most concerned about conflicting opinions about the teaching profession (question 3, 3.90) they feel the most secure in the teaching profession. Questions 5 and 6 reveal the highest percentage of deviation (See Appendix 2, p. 109):

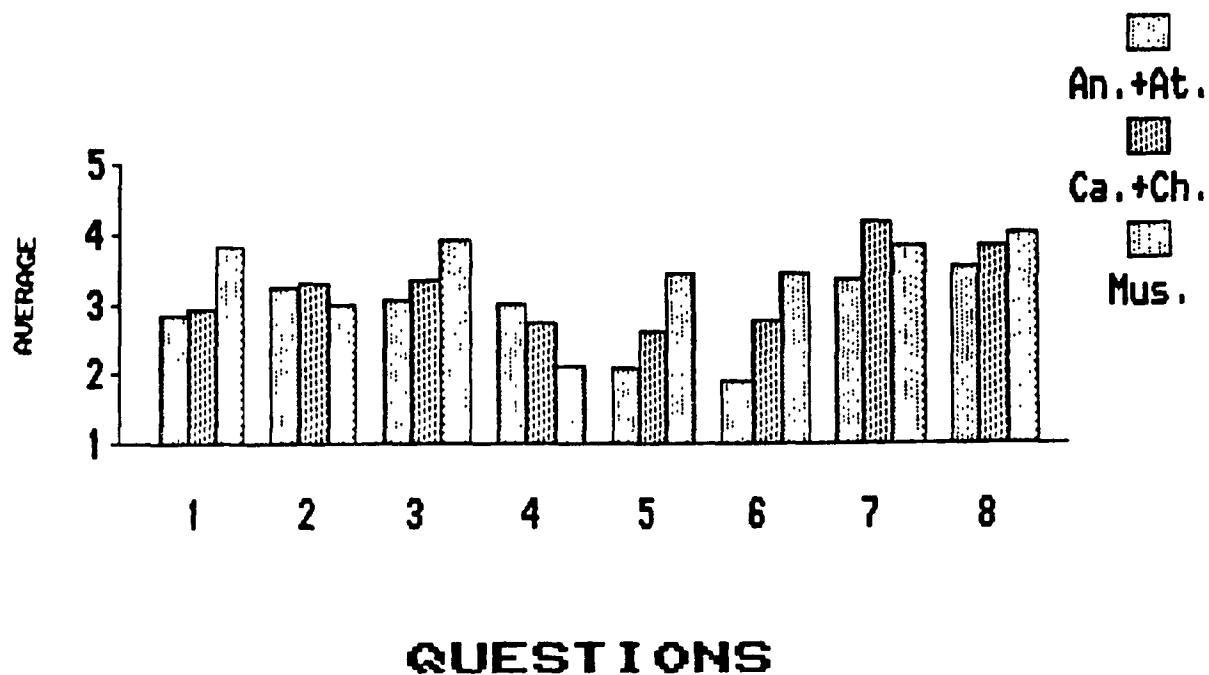
An. + At.	2.06	1.89	-21.3	-27.7
Ca. + Ch.	2.59	2.75	-.7	5.2
Mus.	3.40	3.40	30.1	30.1

If we look at the figures for Schedule I, we notice that the Muslims perceived this to be a problem of particular importance for teachers (3.20), but they have experienced this area of role conflict to a larger extent (3.60) than the other two groups in the sample. At this point the question can be asked, do Muslims feel more committed to their pupils than the other two groups, but at the same time want to get ahead in their profession?

#### Discussion of the Results

The results of this investigation indicate that women

TABLE 28  
RELIGION: AVERAGE TEST SCORES



(3.60) have the highest levels of role conflict, followed by Muslims (3.43); whereas the Animists and Atheists (2.86) and the Scientific group (2.89) have the lowest levels of role conflict.

Throughout this analysis it has been seen that the lower the average to a question, the more the answers present significant differences in relation to the variables. Table 29 presents the most controversial questions (or the highest percentage of deviation that was observed for each variable). Table 30 illustrates the least controversial questions in relation to the variables.

Referring to Table 29, question 4 (vulnerability) was the most controversial question for the seniority variable. Those teachers with less than seven years experience feel less secure as a profession than those with more seniority. The following comment illustrates this conflict:

De plus en plus, l'enseignant doit remplacer la famille, en un mot, être l'Educateur dont on rêve. Mais en même temps qu'il doit être considéré comme l'Educateur, dans le même la société a tendance à minimiser le travail de l'enseignement. Toute la société se doit de participer à l'éducation de tous. (Man, 4 years teaching experience, age 26-30).

Those teachers with more seniority perhaps have found methods of coping with this role conflict.

For the sex variable, question 5 (Role Commitment vs. Career Orientation) had the highest percentage of deviation. The difference in percentage of deviation, in relation to the average test score for the question (2.61) for men (-5.8) and women (30.1) is quite high. This result raised the question why are women in the Ivorian sample more concerned about this



TABLE 29  
THE MOST CONTROVERSIAL QUESTIONS

	1	2	3	4	5	6	7	8
<u>Seniority</u>					+			
<u>Sex</u>					+			
<u>Religion</u>						+		
<u>Civil Status</u>					+			
<u>Age</u>					+			
<u>Literary/Scien.</u>					+			

TABLE 30  
THE LEAST CONTROVERSIAL QUESTIONS

	1	2	3	4	5	6	7	8
<u>Seniority</u>		+						
<u>Religion</u>			+					
<u>Civil Status</u>						+		
<u>Age</u>							+	
<u>Sex</u>								+
<u>Literary/Scien.</u>							+	

issue when normally in other samples men have been more troubled about their career.

Question 6 (Role Commitment vs. Career Orientation) revealed the highest percentage of deviation for Muslims (30.1%) and Animists/Atheists (-27.7%). It would be interesting to discover why Muslims were more concerned in this area.

For civil status, the controversy centred on question 5 (Role Commitment vs. Career Orientation). The average test score for question 6 is 2.61. The percentage of deviation for single teachers is -12.7% and for married teachers 10.7%. This means that married teachers found this to be more of a problem than single teachers.

We find similar results for the age group and literary/scientific group. Question 6 (Role Commitment vs. Career Orientation) showed the highest percentage of deviation. Those teachers less than 31 years old (28.5%) had a higher percentage of deviation than those between the ages of 31 and 36 (4.3%) and the teachers over 36 years old (12.5%). These results indicate that the youngest teachers were the most concerned about this role conflict area. The literary teachers (9.6%) had a higher percentage of deviation than the scientific teachers (-23.5%).

Although Area IV: Role Commitment vs. Career Commitment was the role conflict which troubled the Ivorian sample the least, the above analysis demonstrates which categories of teachers were the most disturbed in relation to the different variables.

Table 30 indicates the least controversial questions according to the percentages of deviation. It should be noted that questions 1 and 2 (Area I: Role Diffuseness) and question 7 and 8 (Area IV: Divergent Values) were the conflict areas that disturbed the Ivorian sample the most.

#### Resolving Role Conflict

It has been demonstrated that the Ivorian sample of teachers has high levels of role conflict in the teaching situation. How do they cope with role conflicts? Some teachers have expressed their views in informal conversations with the writer.

Different teachers have different ways of coping with role pressures. It has been observed that most of the respondents spoken to used one of three methods outlined by Grace (1972) adaptive, compromise, or retreatist. It is in the staff room during recess that teachers compare their teaching experiences of success or frustration. Some teachers become overly critical of the government, administration, and students. Others try to adapt themselves to the situation at hand and try to cope in spite of all the role pressures and incompatibilities. Some try to compromise, in that they ignore those duties or obligations which the administration deems important and consequently demonstrate a tolerant attitude to some of the inconsistencies inherent in the teaching situation. Another group of teachers become indifferent to teaching and resign.

In the Ivorian sample, more teachers cope by

compromising. Those who are dissatisfied with the salary find a second profession. It is not unusual to find some teachers bringing shoes, cloth, or jewelry to the staff room in order to sell these items to their colleagues. Others open boutiques in town or serve as part-time teachers in private schools. Those who are unhappy with all the bureaucratic duties fulfil the bare minimum of their responsibilities. Some confronted by the diffuseness of the role cope in a similar manner to this teacher:

L'enseignement est avant tout l'art de la communication. Ceci pose deux problèmes: la maîtrise réelle du sujet et l'enthousiasme dans ce que l'on fait. Les deux s'impliquent mais le premier aspect est de loin le plus important. Même si on n'est pas sûr du résultat on peut tirer une satisfaction quand on sait qu'on a fait objectivement ce qu'il fallait faire. (Man, graduate, age 36-40).

This teacher finds satisfaction in the knowledge that he did his best in the teaching situation.

Other teachers become ambivalent to the teaching situation and resign. A philosophy teacher observed that many teachers stop educating themselves once they become teachers:

Il faut que l'enseignant se donne les moyens de se mettre au niveau de l'évolution des connaissances afin de renouveler le contenu de son enseignement. On remarque généralement un laxisme de la part de certains de nos collègues une fois qu'il sont titularisés à tel point qu'on a raison de se demander s'il ne sont pas uniquement des lecteurs de cours. Exemple: rares sont les collègues qui s'intéressent aux conférences et d'autres lieux de rencontre intellectuelle. Car il est important pour un enseignant d'être informé sur ce qui se passe dans le monde, donc d'avoir une culture générale. (Man, graduate, age 36-40).

This teacher had tried on several occasions to organize philosophical conferences at the lycée and the cultural centre but his efforts were hindered by the headmaster. This

individual's personal need for intellectual stimulation and enrichment were not fulfilled in his role as teacher at the lycée. He subsequently resigned and found another position at the university. Wilson (1962 p. 27) underlines the importance of creativity in the teacher profession:

In few roles is the need for creative and alternative activity so necessary. When the teacher is given a heavy teaching load and little inducement to keep alive his own mind the quality of teaching deteriorates.

Wilson's statement is quite relevant to the Ivorian teaching situation. Teachers are so overworked that they often are too tired to pursue educational or cultural activities after school hours. Perhaps this state of affairs explains why so many teachers do not appear to be interested in educational conferences and seminars. Another teacher had informed me that he wanted to leave the teaching profession and become a lawyer; he could no longer tolerate the pressures and monotony.

Many of the coping strategies mentioned above result in ineffective, dissatisfied, and frustrated teachers. In the last chapter we shall make some conclusions, implications and suggestions for change.

## CHAPTER 5

### CONCLUSION

Anyone who is familiar with the educational system in Africa realizes the problems inherent in that system which is permeated with political, economic and social pressures. It was for these reasons that the majority of teachers in the Ivorian sample experienced high levels of role conflict in the four areas studied. Nevertheless, within the context and limitations of the findings of this investigation, we shall attempt to point out areas for further study and offer some suggestions for areas of change.

The results of this study indicate that the majority of secondary school teachers found role diffuseness--the need to see the results of their work-- a major source of strain and conflict. No matter how hard some teachers tried to teach effectively, their efforts often ended in frustration and fatigue in light of overcrowded classes, discipline problems, and dull pupils. These problems are inherent in the educational system due to political, social, and economic factors.

After Independence in 1960 the government made education its top priority and aimed at universal primary education for the nation. In so doing, the government has to a certain extent, opened pandora's box. Due to the government's

national examination system, the majority of pupils are eliminated after grade six and the rest after grade 10; leaving an educated élite in higher education. In spite of these measures, the educational system is still saturated with pupils due to the accelerating public demand for education. Like the rest of Africa, it is faced with the problem of primary school leavers. In relation to this situation, Malinowski (1976, p. 48) makes an important observation:

education can never stand alone. You educate a man or woman not merely to be more efficient, to be morally and intellectually superior, but also to have greater demands --spiritual, social, and economic. Education combined with opportunities is the greatest patrimony of a civilized man or woman of whatever race or colour he or she might be.

As mentioned earlier, traditional education prepared each individual to occupy a certain role in society; there was no unemployment. Modern education has left a void in society. Many of the youth have high aspirations (Clignet and Foster, 1966) but there are not enough opportunities. Ivory Coast's economic absorptive capacity (Clignet and Foster, 1966) is quite limited; and the government is faced with the problem of what to do with its graduates. Most of the burden, however, is placed on the teachers who are confronted with overcrowded classrooms daily and feel that their work is being poured down the drain.

While the Ivorian government was engaged in rapidly expanding its educational system it failed to investigate "what kind of role schools play in development" (Clignet and Foster, 1966, p. vii). It replicated the European system of academic education but it did not have the same social,

political, economic and cultural structures. While it was Africanizing the curriculum, it overlooked Africanizing teaching methods within the Ivorian context. Most educational reforms fail. Grace (1972, p. ix) believes that:

"The reason for this may well be that programmes of innovation which lack empirical evidence on the teacher's role, fail to chart fully the consequences of change and as a result are likely to founder."

To reduce access to the university, the government changed the coefficients of the principle subject matters in the secondary schools. For example they increased the coefficient of philosophy from 5 to 7 and decreased the coefficient of English from 7 to 5. The government realized that philosophy was the pupils' weakest subject. Both pupils and teachers were dissatisfied with this measure as it increased pressures on both groups. This solution was like putting a bandage on a cancer sore.

To solve this problem the government needs to examine the educational system from the Ivorian context keeping in mind the everyday problems of teachers and pupils. Further investigation needs to be done as to how to improve teaching methods for large classes.

The Ivorian sample also showed high levels of conflict in relation to role vulnerability which is related to status anxiety. Teachers recognized the fact that they were exposed to conflicting expectations with reference to their role performance. They felt immediate pressures to meet these expectations from the school administration. If a teacher did not fill out the "cahier de texte" or the presence book or



some other administrative task, he would get a letter from the headmaster and failure to accomplish these tasks could affect his administrative mark at the end of the year and his chances for promotion. Moreover, teachers are especially vulnerable to political pressures and decisions. For example, teachers were directly affected by the government's decision to reintroduce the instruction of civics and moral education. This meant an increase in the work load. Teachers had nothing to say and the headmasters made sure that teachers complied with this ruling. Pupil spies were appointed by the administration to make sure that the teachers were adhering to government policies.

The leaders of the teachers' syndicate that had gone on strike in 1983, were severely sanctioned. Some were sent to prison on false charges, and others were reassigned to small, isolated secondary schools in the north of the Ivory Coast. One teacher commented on the problem of lack of freedom in the Ivorian teaching situation:

Il s'agit du probleme de la liberte de l'enseignement. Il faut qu'on recorde une liberte à l'enseignant de lettres. Cela lui permettra d'être honnête et d'accentuer l'acquisition de l'esprit civique à ses élèves. (Man, graduate, age 31-35).

In order to cope with role vulnerability, Ivorian teachers have to subjugate their own opinions and beliefs and demonstrate patriotism in front of their pupils. However, teaching under these constraints limits teacher motivation and autonomy which are especially prized and guarded in other professions. Those teachers who are not able to do this usually cope using retreatist tactics which, of course, result

in ineffectiveness in role performance or role abandonment.

For the time being, the Ivory Coast has a one-party system and teachers are expected to support the government's policies and ideology. There is no easy solution to this problem.

Slightly over half of the Ivorian sample was troubled by the conflict related to expectations for commitment to a school and the well-being of its pupils and career advancement. Generally speaking, promotion in the Ivorian educational system is not related to job mobility but occurs automatically every two years with reference to a salary increase. Those teachers who want to be headmasters or administrators have to pass a competitive test; chances of passing are very small.

Teachers who are assigned to small rural schools will normally try to change to a school in a large town or city; near cultural centres, schools, and other conveniences. Perhaps some teachers did not feel troubled by this role conflict because they were satisfied with the location of the school and with the quality of city life.

The majority of teachers in this study found themselves to be in a value conflict situation. While they were trying to maintain the values of honesty, truthfulness, respect for persons and public property, and working hard, they saw a society wherein these values are rapidly deteriorating. Most teachers felt it was their duty to maintain these values and that society expected them to do so. However, some teachers felt that parents were not fulfilling their roles as educators

in the home. Others felt that teachers were not good role models either, as the following statement indicates:

L'ideal serait en effet pour le professeur qui est avant tout un educateur chargé de completer l'action des parents de pouvoir maintenir les valeurs traditionnelles de son pays d'origine. Mais, il se trouve que ces valeurs qui disparaissent de plus en plus sont mal maitrisés par le professeur lui même, ce qui rend presque impossible pour ce dernier de transmettre quoi que ce soit à ses élèves. (Woman, graduate, age 26-30).

Sosoo (1986, p. 58) writes about the negative effects of modern education on society:

Des mutations sociales incontrôlées s'opèrent, inquiétantes pour notre avenir commun. Une mentalité nouvelle est née, faite d'insouciance et de désinvolture, nourrie d'individualisme et d'égoïsme parfois sordide, issue d'un monde inconnu où la loi du "sauve qui peut" et du "chacun pour soi", l'esprit de facilité, ont tué, sans leur substituer rien de nouveau qui vaille, le sens de la solidarité du "Clan" et les sentiments de dignité, de sacrifice et d'honneur qui sont les vertus cardinales qui personnifiaient jusque-la l'Africain.

Of course these findings reveal nothing new. Teachers in all generations have found themselves in value conflict with their societies; but in the Ivory Coast this has been the case especially since Independence in 1960 when modern European education was implemented on a massive scale throughout the country.

One teacher has offered a new perspective with reference to the problem of value conflict:

Concernant les "valeurs traditionnelles", il n'est pas evident que le rôle du professeur voit de les "maintenir", mais plutôt de les apprécier. D'ailleurs, par sa nature même, le professeur est, par le fait de l'éducation, orienté vers l'avenir, c'est-à-dire vers des valeurs nouvelles. Par conséquent, la "censure culturelle" fait partie de la fonction du professeur. Dès lors, il apparaît un conflit entre les professeurs et les "traditionnalistes" d'une part et un conflit entre les professeurs et l'Etat d'autre part, même si, à certains egard, le corps professoral peut apparaître comme "allié"

de l'idéologie du pouvoir. En conséquence de tout cela, la fonction du professeur reste encore à définir surtout que de nombreux n'ont pas véritablement conscience du rôle social, culturel, politique et éducatif qui est le leur.

In the above mentioned comment, the teacher's role "of custodian of traditional values and standards" (Grace, 1972) is being questioned. The teacher's role with its future orientation implicates emergent values which the teacher must analyze and interpret.

So that teachers may adequately cope with value conflicts, they must be prepared professionally. Teacher training colleges should offer sociological and philosophical courses to help teachers analyze and evaluate current value issues and propose alternative value approaches in order to meet the challenges in the classroom. It is not sufficient for the government to ask the teachers to teach civics and moral education in the schools and expect them to turn out more responsible and honourable citizens while society is ignoring the values maintained in school.

This study was limited to only one secondary school. Further research needs to be done in the various types of secondary schools in both the private and public sector if positive and reliable changes to the Ivorian educational system are to be proposed. However, it can be said that areas of change are needed with reference to educational aims, programs, a redefinition of the teacher role, new teaching methods, and, in other words, a new vision for Ivorian education.

## NOTES

1. Secondary school grievances are outlined in a manual entitled SYNESCI (Syndicat National des Enseignants du Second Degre de Côte d'Ivoire). (1982) Theme: Les batailles revendicatives du SYNESCI pour sauver l'école et la démocratie. 12ème Congrès Ordinaire, Les 27, 28, 29, 30 Juillet 1982 à l' E.N.S. d'Abidjan. These grievances are as follows:

La plateforme revendicative arrêtée par le 11<sup>e</sup> Congrès ordinaire de notre organisation comprend:

1. Les problèmes généraux (logement et ameublement, acces a la propriété immobilière, nomination, note administrative et avancement, indemnité, ivoirisation des postes).

2. Les problèmes spécifiques à la fonction enseignante (problème des décisionnaires, Commission de l'Education du PDCI-RDA, Enseignement Tlissuel, effectifs, programmes scolaires, Formation des Formateurs).

3. Les problèmes purement organisationnels (édition des organes de presse, création de sous-sections, relation avec les autres organisations de travailleurs.

2. P. Desalmand writes about the formation of the first secondary school: "Cependant, grace a l'apport des instituteurs formés à Ponty, puis dans les écoles normales rurales, et à l'augmentation de la population scolaire dans laquelle elle pouvait puiser, l'école progressa et devint l'une des meilleurs EPS de l'AOF. De ce fait, sa transformation en collège au lendemain des années de guerre (1947) ne posera pas de problèmes particuliers." (pp. 280, 281).

3. Sosoo (1986) remarks that a large portion of the Ivorian budget has been devoted to education:

Depuis 1960 la part du Budget Général (Budget de fonctionnement, à l'exclusion des dépenses d'investissement) dévolue l'Education Nationale est passée de trois milliards de francs à près de sept milliards soit une augmentation de l'ordre de 120% en cinq ans. . . .

Notre pays détient donc sans le savoir, un record en matière d'effort financier en faveur de l'Education.

4. Sosoo (1986) comments on the housing problem:

La grève des enseignants fut consécutive à la décision du parti et du gouvernement consistant assainir une situation pénible qui plongeait ses racines dans l'affaire des baux administratifs. Oui! Vues les irrégularités inadmissibles dans la gestion et l'attribution des baux de l'Etat, le gouvernement decida purement et simplement de résilier tous les baux administratifs, et d'attribuer en lieu et place une indemnité contributive aux ayants-droits statutaires ou associés, tels les enseignants du secondaire et du supérieur. Cette décision qui s'imposait par des circonstances particulières c'est-à-dire la mauvaise situation de nos produits d'exportation ne fut pas bien accueillie par des enseignants, alors il se mirent en grève. Le 29 Avril, les professeurs concernées furent requisitionnés, aussi les cours reprirent-ils trois jours après, normalement. (p. 215).

5. Because of the competitive nature of the national examinations on all educational levels, the success rate is very low. This situation has resulted in a lot of corruption during examinations. Some teachers or administrations falsify results in favour of their friends or relatives so that Ivorian diplomas are not highly regarded in West Africa today.

6. Wilson (1962), p. 28.

7. The headmaster of the lycée in this study had a tendency to emphasize scientific subjects; so that many scientific pupils tended to neglect literary subjects, especially English. This caused some English teachers to feel their subject matter was more difficult to teach to scientific pupils and they tried not to teach these classes. No one likes to feel that the subject matter they teach is marginal.

8. See A. Magid (1976) page 3 for a detailed bibliography with reference to role conflict and local African officials in tribal societies.

9. Grace (1972), see page 28.

10. Although I had addressed an official letter to the Minister of Education requesting permission to conduct this study, I never received an answer to my request.

11. The following calculation is an example for question 1:

$$\frac{2.94 - 3.02}{3.02} \times 100 = 2.4 \text{ (men)}$$

$$\frac{3.40 - 3.02}{3.02} \times 100 = 12.7 \text{ (women)}$$

12. In the Ivory Coast, most pupils go to primary school in their own villages. This is not the case for secondary education. As most high schools are located in large towns, the majority of pupils leave their parents and stay with guardians during the school year. Therefore, during the school year the population of Bouaké is considerably higher than during the holidays.

13. Clignet and Foster (1966, p. 74) explain why lycées are so popular:

As in Europe, the academic system has a considerably higher status than have programs of a technical or narrowly vocational nature for two major reasons: First, students taking academic courses have in the past had a virtual monopoly on access to universities and other higher institution. Second, a greater number of graduates from academic programs have been enabled to enter the more rewarding occupations. The very generality of academic studies facilitates both vertical and horizontal occupational mobility.

14. i.e. Question 1:  $\frac{2.94 - 3.02}{3.02} \times 100 = 2.4 \text{ (men)}$

$$\frac{3.40 - 3.02}{3.02} \times 200 = 12.7 \text{ (women)}$$

## BIBLIOGRAPHY

- Bacharach, S. B., S.C. Bauer, and S. Conley. 1986. Organizational analysis of stress: the case of elementary and secondary schools. Work and Occupations 13 (1) (Feb.): 7-32.
- Bantock, G.H. 1963. Education in an Industrial Society. London: Faber and Faber.
- \_\_\_\_\_. 1969. Social and cultural values in the seventies. In Aspects of Education, ed. F. W. Garforth. Hull: Institute of Education.
- Biddle, B. J. and E. Thomas, eds. 1966. Role Theory: Concepts and Research. New York: Wiley.
- Bloch, A. M. 1978. Combat neurosis in inner-city schools. The Amer. J. of Psychiatry, 135:1189-1192.
- Bredemeier, M. E. 1979. Role theory and educational practice: contingencies of statuses for persons. Journal of Teacher Education, 30 (6) (Nov.-Dec.):13-16.
- Browman, S. 1981. Role conflict and the teacher: a case study. Masters, Concordia University.
- Brown, G. N. and M. Hisket eds. 1975. Conflict and Harmony in Education in Tropical Africa. London: George Allen and Unwin Ltd.
- Burchard, W. 1954. Role conflict of military chaplains. American Sociological Review 19:528-535.
- Busia, K. A. 1964. Purposeful Education for Africa. London: Moutin and Co.
- Carver, F. and T. Sergiovanni. 1969. Organizations and Human Behaviour: Focus on Schools. McGraw-Hill.
- Charters, W. W. 1963. The social background of teaching. In Handbook of Research on Teaching, ed. N. Gage, Rand McNally.
- Clignet, R. and P. Foster. 1966. The Fortunate Few: A Study of Secondary Schools and Students in the Ivory Coast. Northwestern University Press.
- \_\_\_\_\_. 1971. Convergence and divergence in educational



- development in Ghana and the Ivory Coast. In Ghana and the Ivory Coast, eds. P. Foster and A. R. Zolberg. Chicago: The University of Chicago Press.
- Coldwell, D. A. L. 1985. A dialectical approach to investigating role conflict, job satisfaction and situational anxiety in an African industrial context. International Journal of Psychology 20 (2):179-198.
- Cooley, Charles H. 1909. Social Organization. New York: Scribner's Sons.
- Corwin, R. G. 1965. A Sociology of Education. Appleton-Century-Crofts.
- Coser, L. 1964. The Functions of Social Conflict. New York: Free Press.
- Decker, J. I. 1986. Role conflict of teacher/coaches in small colleges. Sociology of Sport Journal 3 (4) (Dec.):356-365.
- Desalmand, P. (sous la direction de N'Guessan Konan-Doure). 1983. Histoire de l'Education en Côte d'Ivoire: Des Origines à la Conférence de Brazzaville, 1944. Tome 1. Abidjan: Editions CEDA.
- Drabick, L. W., and J. B. Brooks. 1972. Perception of role conflict and its effects by the vocational education teacher. Indian Journal of Social Research 13 (1) (April):53-60.
- Edgerton, S. K. 1977. Teachers in role conflict: the hidden dilemma. Phi Delta Kappan 59 (2) (Oct.):120-22.
- Fafunwa, A. B. 1967. New Perspectives in African Education. Lagos: Macmillan and Co. (Nigeria) Ltd.
- Fafunwa, A. B. and J. U. Aisiku. (eds). 1982. Education in Africa: A Comparative Survey. London: George Allen and Unwin.
- Fisher, C. D. and R. Gitelson. 1983. A meta-analysis of the correlates of role conflict and ambiguity. Journal of Applied Psychology 68 (2):320-333.
- Floud, J. 1962. Teaching in the affluent society. British Journal of Sociology 13:299-307.
- Gehrke, N. J. 1982. Teacher's role conflicts: a grounded theory-in-process. Journal of Teacher Education 33 (1) (Jan.-Feb.):41-46.
- Gerstl, J. E. 1967. Education and the sociology of work. In On Education: Sociological Perspectives, eds. D. Hanson

and J. Gerst. Wiley.

Getzels, J. W. and J. G. Guba. 1954. Role Conflict and effectiveness: an empirical study. American Sociological Review 19:164-175.

Getzels, J. W. 1955. The structure of role and role conflict teaching situations. Journal of Educational Sociology 29 (1):30-39.

\_\_\_\_\_. 1963. Conflict and role behaviour in the educational setting. In Readings in the Psychology of Education, eds. W. Charters and N. Gage. Allyn and Bacon.

Gitelson, R. J. 1981. Antecedents of role conflict and ambiguity in the National Park Service. (Doctoral dissertation, Texas A & M University, 1981). Dissertation Abstracts International. 41, 3259A. (University Microfilms No. 81-01596).

Goode, W. J. 1960. Theory of role strain. American Sociological Review 25:483-496.

Grace, R. G. 1972. Role Conflict and the Teacher. London and Boston: Routledge & Kegan Paul.

Gray, J. Drefus. 1983. The married professional woman: an examination of her role conflicts and coping strategies. Psychology of Women Quarterly 7 (3) (Spring):235-243.

Gross, N., W. S. Mason, and A. W. McEachern. 1958. Explorations in Role Analysis: Studies of the School Superintendency Role. New York: Wiley.

Gullahorn, J. T. and J. E. Gullahorn. 1963. Role Conflict and its resolution. Sociological Quarterly 4:32-48.

Hargreaves, D.H. 1967. Social Relations in a Secondary School. Routledge & Kegan Paul.

House, R. J., E. Levanoni, and R. S. Schuler. (1983). Role conflict and role ambiguity scales: reality or artifacts? Journal of Applied Psychology 68 (2):334-337.

House, R. J. and J. R. Rizzo. 1972. Role conflict and ambiguity as critical variables in a model of organizational behavior. Organizational Behavior and Human Performance 7:467-505.

Hoyle, E. 1965. Organizational analysis in the field of education. Educational Research 7:97-114.

\_\_\_\_\_. 1969. The Role of the Teacher. London: Routledge & Kegan Paul.

- Jackson, S. E. and R. S. Schuler. 1985. A meta-analysis and conceptual critique of research on role ambiguity and role conflict in work settings. Organizational Behaviour and Human Decision Processes 36:16-78.
- Johnson, T. W., and J. E. Stinson. 1975. Role ambiguity, role conflict, and satisfaction: moderating effects of individual differences. Journal of Applied Psychology 60:329-333.
- Kahn, R. L., D. M. Wolfe, R. P. Quinn, J. D. Snoek, and R. A. Rosenthal. 1964. Organizational Stress: Studies in Role Conflict and Ambiguity. New York: Wiley.
- Katz, D. and R. L. Kahn. 1966. The Social Psychology of Organizations. New York: Wiley.
- Linton, R. 1963. The Study of Man. New York: Appleton-Century.
- Magid, A. 1976. Men in the Middle: Leadership and Role Conflict in a Nigerian Society. Manchester: Manchester University Press.
- Malinowski, B. 1976. Native education and culture. In eds. J. I. Roberts and S. K. Akinsaya. Educated Patterns and Cultural Configurations.
- Manwiller, L. V. 1958. Expectations regarding teachers. J. Exp. Educ. 26:319-324.
- Massengale, J. D. 1977. Occupational role conflict and the teacher/coach. Physical Educator 34 (2):64-69.
- Maté, C. M. O. 1969. Addis Ababa in retrospect: an evaluation of experience since the 1961 conference. In Education in Africa: Research and Action, ed. R. Jolly. Nairobi, Kenya: East African Publishing House.
- Mead, G. H. 1947. Mind, Self, and Society. Chicago: University of Chicago Press.
- Moeller, G. H. 1964. Bureaucracy and teacher's sense of power. School Review 72:137-143.
- Morris, J. H., R. M. Steers, and J. L. Koch. 1979. Influence of organization structure on role conflict and ambiguity for three occupational groupings. Academy of Management Journal 22:58-71.
- Morrison, A. and McIntyre. 1969. Teachers and Teaching. Middlesex, England: Penguin Books Ltd.
- Moumouni, Abdou. 1968. Education in Africa. Trans. by Phyllis

- N. Ott. New York: Frederick A. Praeger.
- Musgrove, E. 1967. Teachers' role conflicts in the English grammar and secondary modern school. International Journal of Educational Sciences 2:61-68.
- Musgrove, F., and P. H. Taylor. 1969. Society and the Teacher's Role. London: Routledge & Kegan Paul.
- Neill, A. S. 1939. The Problem Teacher. Jenkins.
- Orpen, C. 1982. How much role conflict is there in the job of university lecturer? An international comparison. Research in Higher Education 17 (4):321-332.
- Parsons, Talcott. 1949. The Structure of Social Action. Glencoe, Ill.: The Free Press.
- \_\_\_\_\_. 1951. The Social System. New York: Free Press.
- Peterson, W. A. 1964. Age, teacher's role and the institutional setting. In Contemporary Research on Teacher Effectiveness, eds. B. J. Biddle and W. J. Ellena. Holt, Rinehart & Winston.
- Regoli, R. M. and E. D. Poole. 1980. Professionalism and role conflict: A comparison of rural and urban departments. Human Relations 33 (4) (April):241-252.
- Rizzo, J. R., R. J. House, and S. I. Lirtzman. 1970. Role conflict and ambiguity in complex organizations. Administrative Science Quarterly 15:150-163.
- Sarbin, T. R. 1954. Role theory. In G. Lindzey (ed). Handbook of Social Psychology. Addison-Wesley.
- Scanlon, David G. (ed) 1964. Traditions of African Education. New York: Teachers' College, Columbia University.
- Schuler, R. S., R. J. Aldag, and A. P. Brief. 1977. Role conflict and ambiguity: a scale analysis. Organizational Behaviour and Human Performance 20:111-128.
- Schwab, R. L., E. F. Iwanick, and D. A. Pierson. 1983. Assessing role conflict and role ambiguity. Educational and Psychological Measurement 43 (1, 2):587-593.
- Seeman, M. 1953. Role conflict and ambivalence in leadership. American Sociology Review 23:633-642.
- Sosoo, L. 1986. Enseignement en Côte d'Ivoire: De 1954 à 1984. Tome II. Belgique: La Société GEDIT.
- Spindler, G. D. ed. 1963. Education and Culture. Holt, Rinehart, & Winston.

- Stout, J. K. and J. L. Posner. 1984. Stress, role ambiguity, and role conflict. Psychological Reports 55 (3):747-753.
- Sutton, R. I. 1984. Job stress among primary and secondary school teachers: It's relationship to ill-being. Work and Occupations 11 (1) (Feb.):7-28.
- Taylor, W. 1969. Society and the Education of Teachers. London: Faber and Faber.
- Tuinder, B. A. 1978. Ivory Coast: The Challenge of Success. Baltimore: The Johns Hopkins University Press.
- Waller, W. 1961. The Sociology of Teaching. New York: Wiley.
- Westwood, L. J. 1967a. The role of the teacher--I. Educational Research 9 (2):122-134.
- \_\_\_\_\_. 1967b. The role of the teacher--II. Educational Research 10 (1):21-37.
- Wilson, Bryan. 1962. The teacher's role: a sociological analysis. British Journal of Sociology 13 (1):15-32.
- Zolberg, V. and A. 1962. The Ivory Coast. In The Educated African: A Country-by-Country Survey of Educational Development in Africa, ed. H. Kitchen and compiled by R. Sloan Associates. London: Heinemann.

APPENDIX 1

QUESTIONNAIRE  
(Schedule I & II)

Q. 1 Les énoncés suivants se rapportent aux problèmes éventuels inhérents au travail du professeur. Indépendamment de votre expérience personnelle de ces problèmes, veuillez indiquer si vous les trouvez réels pour les professeurs et s'il en est ainsi, quelle importance vous leur accordez dans l'enseignement. Veuillez marquer la case appropriée pour indiquer votre réaction sur chaque énoncé.

	Pas de problème du tout 1	Un problème de peu d'importance 2	Un problème d'importance modérée 3	Un problème de grande importance 4	Un problème d'une très grande importance 4
Alors que beaucoup de professions donnent une connaissance claire des résultats aux praticiens, l'enseignement par sa nature même ne peut faire ceci que dans une certaine mesure.					
Le travail de professeur requiert une débauche considérable d'énergie et pourtant malgré cela le professeur ne peut jamais être certain de ce qui a été fait avec ses élèves.					
Le professeur contrairement à beaucoup de praticiens professionnels, est sujet à une variété d'opinions conflictuelles sur la manière dont le travail professionnel doit être accompli.					
Le professeur est un praticien professionnel mais en dépit de cela, le professeur est généralement traité comme si l'enseignement n'était pas une pratique professionnelle.					

	1 Pas de problème du tout	2 Un problème de peu d'importance	3 Un problème d'importance modérée	4 Un problème de grande importance	5 Un problème d'une très grande importance
Pour obtenir une promotion le professeur doit être mobile et "avoir de l'expérience" cependant la nature du travail requiert une relation soutenue avec des groupes particuliers d'élèves.					
Dans cette société qui insiste sur la réussite, il est de plus en plus difficile au professeur de rester engagé dans une école particulière.					
On attend du professeur le maintien des valeurs traditionnelles et pourtant dans le même temps la société en général ignore largement ces valeurs.					
Dans une société qui est en train de devenir sceptique et laxiste il est de plus en plus difficile pour le professeur de maintenir les valeurs traditionnelles.					



Q. 2. Dans le document précédant, on vous demandait si vous voyiez certains problèmes suggérés comme problèmes réels à la situation de l'enseignant. Vous indiquerez ici si aucun de ces problèmes ne vous a causé aucune inquiétude personnelle (c'est-à-dire que vous avez "sentí" ce problème et vous en avez été affecté dans une certaine mesure). S'il est en ainsi, vous indiquerez dans quelle mesure. Veuillez faire ceci encore une fois en marquant la case qui indique le mieux votre réaction à chaque énoncé.

	Pas de problème du tout	Un problème de peu d'importance	Un problème d'importance modérée	Un problème de grande importance	Un problème d'une très grande importance
Alors que beaucoup de professions donnent une connaissance claire des résultats aux praticiens, l'enseignement par sa nature même ne peut faire ceci que dans une certaine mesure.					
Le travail de professeur requiert une débauche considérable d'énergie et pourtant malgré cela le professeur ne peut jamais être certain de ce qui a été fait avec ses élèves.					
Le professeur contrairement à beaucoup de praticiens professionnels, est sujet à une variété d'opinions conflictuelles sur la manière dont le travail professionnel doit être accompli.					
Le professeur est un praticien professionnel mais en dépit de cela, le professeur est généralement traité comme si l'enseignement n'était pas une pratique professionnelle.					

	1 Pas de problème du tout	2 Un problème de peu d'importance	3 Un problème d'importance modérée	4 Un problème de grande importance	5 Un problème d'une très grande importance
Pour obtenir une promotion le professeur doit être mobile et "avoir de l'expérience" cependant la nature du travail requiert une relation soutenue avec des groupes particuliers d'élèves.					
Dans cette société qui insiste sur la réussite, il est de plus en plus difficile au professeur de rester engagé dans une école particulière.					
On attend du professeur le maintien des valeurs traditionnelles et pourtant dans le même temps la société en général ignore largement ces valeurs.					
Dans une société qui est en train de devenir sceptique et laxiste il est de plus en plus difficile pour le professeur de maintenir les valeurs traditionnelles.					

Q. 3. Dans l'espace laissé ci-dessous discutez s'il vous plaît assez largement l'un des problèmes précédemment mentionnés ou un autre supplémentaire que vous sentez important de votre vie de chaque jour en tant que professeur.

Vous trouvez ci-dessous une série de questions sur votre origine. Cette information est très importante en vue de mon analyse. Encore une fois soyez rassuré que l'information reste strictement confidentielle. Je ne vous remercie pas assez pour avoir accepté de le faire pour moi.

1. Sexe: 1. Masculin\_\_\_\_  
2. Féminin\_\_\_\_
2. Situation de famille: 1. Célibataire\_\_\_\_  
2. Marié\_\_\_\_  
3. Divorcé\_\_\_\_  
4. Séparé\_\_\_\_  
5. Veuf\_\_\_\_
3. Age: 1. Moins que 20\_\_\_\_  
2. 20-25\_\_\_\_  
3. 26-30\_\_\_\_  
4. 31-35\_\_\_\_  
5. 36-40\_\_\_\_  
6. 41-45\_\_\_\_  
7. 46-50\_\_\_\_  
8. 51 ou plus\_\_\_\_
4. Date d'entrée dans l'Administration en qualité:  
d'agent temporaire:\_\_\_\_\_ de fonctionnaire:\_\_\_\_\_
5. Corps: 1. Agrégé\_\_\_\_  
2. Certifié\_\_\_\_  
3. Licencié\_\_\_\_  
4. Stagiaire ENS\_\_\_\_  
5. Autre\_\_\_\_\_
6. Nombre d'années dans l'enseignement\_\_\_\_\_

7. Nombre d'année au Lycée Classique I \_\_\_\_\_
8. Nombre d'année ailleurs: 1. Collège \_\_\_\_\_  
2. Lycée \_\_\_\_\_
9. Diplômes (specifié: enphilosophie, en français, etc.)
1. Licence \_\_\_\_\_
2. Maîtrise \_\_\_\_\_
3. D.E.A. \_\_\_\_\_
4. Doctorat \_\_\_\_\_
5. Autre \_\_\_\_\_
10. Où avez-vous été formé? \_\_\_\_\_  
En quoi \_\_\_\_\_  
CAPES: Oui \_\_\_\_\_ Non \_\_\_\_\_
11. Enseignez-vous un matière particulière?
1. Oui (laquelle? \_\_\_\_\_
2. Non (lesquelles? \_\_\_\_\_
12. Nationalité \_\_\_\_\_
13. A quelle religion appartenez-vous? \_\_\_\_\_
14. Les langues que vous parlez, lisez et écrivez (specifié):
- Orale: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_
- Lecture: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_
- Ecriture: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

## APPENDIX 2

GENERAL RESULTS: TABLES 31 - 38

TABLE 31

GENERAL RESULTS OF AVERAGE TEST SCORES AND  
PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	Sch. I	1	2	3	4	5	6	7	8	Sch. II	
N°	Schedule I								AVE	Schedule II								AVE	
1	3	4	3	2	2	3	3	3	3,63	3	4	3	2	2	3	3	3	3,63	
2	4	1	4	1	4	4	5	5	3,50	1	1	4	1	4	4	5	5	3,50	
3	2	4	5	4	2	2	4	4	3,38	1	1	1	1	2	2	4	4	2,00	
4	0	5	2	3	3	1	5	5	3,25	0	5	5	5	3	2	4	5	3,63	
5	5	4	5	3	1	4	5	5	4,00	5	4	5	4	5	1	3	4	3,88	
6	5	5	1	1	4	3	5	3	3,38	5	5	1	1	4	3	5	3	3,38	
7	1	4	1	1	5	5	5	5	3,38	1	1	4	1	3	5	5	5	3,13	
8	4	4	3	2	3	3	5	5	3,63	4	4	3	2	3	3	5	5	3,63	
9	2	5	1	5	2	2	5	5	3,38	1	1	1	1	1	1	1	1	1,00	
10	3	2	4	1	4	2	3	4	2,88	3	2	4	1	4	2	3	4	2,88	
11	3	3	3	1	1	1	3	4	2,38	2	2	2	1	1	1	3	4	2,00	
12	5	4	5	4	5	1	5	5	4,25	5	4	5	4	5	1	5	5	4,25	
13	2	4	3	4	4	4	2	3	3,25	4	5	5	4	5	4	5	1	4,13	
14	4	5	5	2	4	5	3	3	3,88	4	5	5	2	4	5	3	3	3,88	
15	5	2	5	5	3	2	5	5	4,00	2	1	5	5	1	2	5	5	3,25	
16	2	1	1	2	1	5	5	5	2,75	4	5	3	4	1	2	5	5	3,63	
17	3	2	3	4	2	4	2	3	2,88	1	2	1	3	1	1	1	2	1,50	
18	4	3	4	5	3	2	5	5	3,88	1	4	3	4	2	2	2	1	2,38	
19	3	3	5	1	2	2	2	3	2,63	4	2	3	1	1	1	4	1	2,13	
20	3	2	4	3	2	2	4	4	3,00	3	3	3	4	1	1	5	5	3,13	
21	2	3	4	2	1	1	1	1	1,88	5	3	1	3	1	4	1	1	2,38	
22	3	1	1	1	1	2	2	1	1,50	1	1	1	1	1	1	1	1	1,00	
23	1	2	2	1	1	3	5	5	2,50	1	2	2	1	1	3	5	5	2,50	
24	5	5	4	4	2	2	4	2	3,50	5	5	5	5	4	4	4	4	4,50	
25	2	5	3	4	3	2	4	5	3,50	1	5	4	2	3	2	5	5	3,38	
26	4	3	3	2	0	0	3	3	2,25	2	2	3	2	0	0	2	2	1,75	
27	4	4	4	2	3	4	4	4	3,67	4	4	2	1	1	1	5	1	2,38	
28	4	3	4	2	4	3	2	3	3,17	4	3	4	2	4	3	2	3	3,13	
29	3	4	4	4	4	2	2	2	3,13	1	4	2	4	4	4	5	5	3,63	
30	2	4	5	5	3	3	5	5	4,00	3	3	5	5	3	3	5	5	4,00	
31	4	4	5	5	4	4	5	5	4,50	5	3	5	5	4	4	5	5	4,50	
a) Average Test Scores																		GENERAL AVERAGE	
Sch. I	Schedule I								Sch. I	3,13	3,39	3,42	2,84	2,68	2,74	3,87	3,94		
Sch. II	Schedule II								Sch. II	2,90	3,10	3,23	2,65	2,55	2,48	3,81	3,55		
I-Mixed	Schedule I and II mixed								I-Mixed	3,02	3,24	3,32	2,74	2,61	2,61	3,84	3,74		
b) Percentage of deviation										(in relation to the general average)									
Sch. I	Schedule I								Sch. I	-3,72	4,22	5,2	-12,7	-17,6	-15,6	19,11	21,09		
Sch. II	Schedule II								Sch. II	-4,26	2,13	6,38	-12,8	-16,0	-18,1	25,5	17,02		
I-Mixed	Schedule I and II mixed								I-Mixed	-3,98	3,21	5,78	-12,7	-16,8	-16,8	22,21	19,13		
c) Number of each value for each question																			
Value scale	Schedule I								sum.	Schedule II									sum.
0	1	0	0	0	1	1	0	0	3	1	0	0	0	1	1	0	0		3
1	2	3	5	8	6	4	1	2	31	9	6	6	11	11	9	4	7		63
2	7	5	2	8	7	11	6	2	48	2	6	4	6	3	7	3	2		33
3	8	6	7	2	7	5	4	7	46	5	5	7	2	5	5	4	3		36
4	8	11	9	7	8	6	5	5	59	8	7	5	7	8	6	4	5		50
5	5	6	8	6	2	4	15	15	61	6	7	9	5	3	3	16	14		63
Schedule I and II mixed																			
0	2	0	0	0	2	2	0	0	6										
1	11	9	11	19	17	13	5	9	94										
2	9	11	6	14	10	18	9	4	81										
3	13	11	14	4	12	10	8	10	82										
4	16	18	14	14	16	12	9	10	109										
5	11	13	17	11	5	7	31	29	124										

TABLE 32

GENERAL RESULTS: PERCENTAGES OF HIGH ANSWERS ACCORDING  
TO THE NUMBER OF ANSWERS TO THE VALUES

QUESTIONS.	1	2	3	4	5	6	7	8	Nov.	1	2	3	4	5	6	7	8	Nov.
Values	c) Number of answers to the values																	
	Schedule I								sub.	Schedule II								sub.
0	1	0	0	0	1	1	0	0	3,00	1	0	0	0	1	1	0	0	3,00
1	2	3	5	8	6	4	1	2	31,00	9	6	6	11	11	9	4	7	63,00
2	7	5	2	8	7	11	6	2	48,00	2	6	4	6	3	7	3	2	33,00
3	8	6	7	2	7	5	4	7	46,00	5	5	7	2	5	5	4	3	36,00
4	6	11	9	7	8	6	5	5	59,00	8	7	5	7	8	6	4	5	50,00
5	5	6	8	6	2	4	15	15	61,00	6	7	9	5	3	3	16	14	63,00
LOW	22,26	25,61	22,58	51,61	45,16	51,61	22,58	12,90		32,71	36,71	32,26	54,84	48,39	54,84	22,58	29,03	
HIGH	67,74	74,19	77,42	48,39	54,84	48,39	77,42	87,10		61,29	61,29	67,74	45,16	51,61	45,16	77,42	70,97	
	Schedule I and II mixed																	
0	2	0	0	0	2	2	0	0	6,00									
1	11	9	11	19	17	13	5	9	94,00									
2	9	11	6	14	10	16	9	4	81,00									
3	13	11	14	4	12	10	8	10	82,00									
4	16	18	14	14	16	12	9	10	105,00									
5	11	13	17	11	5	7	31	29	124,00									
LOW	35,46	31,26	27,42	53,23	46,77	51,23	22,58	20,97										
HIGH	64,52	67,74	72,58	46,77	53,23	46,77	77,42	79,03										

TABLE 33

SEX: GENERAL RESULTS OF AVERAGE TEST SCORES AND  
PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1= Sex Mascul	2= Sex Femin	
ANSWERS	Schedule I								Schedule II								Di.Se.Sit.AGE Sex.Ma.Rel		
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0 M M 26 4 L Mu		
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0 M S 31 8 S Mu		
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12 M M 41 12 L Ca		
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	5 M S 31 5 S Cr		
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11 M S 26 4 L		
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0 M M 31 7 L Ca		
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8 M S 26 1 L Ca		
8	4	4	3	2	3	3	5	5	4	4	3	2	3	3	5	5	0 M M 31 6 L Cr		
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19 M M 31 7 L An		
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0 M M 31 7 S Mu		
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3 M S 26 7 S Ca		
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0 M M 31 3 L		
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11 M S 31 9 L Cr		
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0 M S 26 4 L Ca		
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6 M S 26 6 L Ca		
16	2	1	1	2	1	5	5	5	4	5	3	4	1	2	5	5	13 M M 36 9 L Ca		
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11 M S 36 2 L		
18	4	3	4	5	2	2	5	5	1	4	3	4	2	2	2	1	14 M S 31 6 S		
19	3	3	5	1	2	2	2	3	4	2	5	1	1	1	4	1	10 M S 31 8 S Cr		
20	3	2	4	3	2	2	4	4	3	3	2	4	1	1	5	5	7 M S 31 10 L Ca		
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10 M S 31 3 L		
22	5	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4 M M L Cr		
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0 M S 31 7 S An		
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8 M M 36 10 L Mu		
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5 M M 36 11 L An		
26	4	3	5	2	0	0	3	3	2	2	3	2	0	0	2	2	4 M S 36 17 S		
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	9	12 F S 31 9 L Ca		
28	4	3	4	2	4	3	2	3	4	3	4	2	4	3	2	3	0 F M 26 2 L Mu		
29	3	4	4	4	4	2	2	2	1	4	2	1	4	4	5	5	12 F M 31 6 L		
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2 F M 36 12 S Cr		
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2 F D 31 10 L Cr		
a) Averages of test scores																			
3,13 3,39 3,42 2,84 2,68 2,74 3,87 3,94									2,90 3,10 3,23 2,65 2,55 2,48 3,81 3,55									Sch.I / Sch.II	
AVG: 3,14									3,02 3,24 3,32 2,74 2,61 2,61 3,84 3,74									I and II mixed	
b) Average according to the specific parameter																			
Masc.	3,08 3,31 3,23 2,69 2,50 2,65 3,92 3,96								2,81 3,04 3,15 2,50 2,42 2,38 3,69 3,50								Sch.I / Sch.II		
Fem.	3,40 3,80 4,40 3,60 3,60 3,20 3,60 3,80								3,40 3,40 3,60 3,40 3,20 3,00 4,40 3,00										
Masc.	AVG: 3,05								2,94 3,17 3,19 2,60 2,46 2,52 3,81 3,73								I and II mixed		
Fem.	AVG: 3,60								3,40 3,60 4,00 3,50 3,40 3,10 4,00 3,80										
c) Percentage of deviation																			
(in relation to the average of the question)																			
Masc.	-1,7 -2,3 -5,5 -5,2 -6,6 -3,2 1,3 ,7								-3,3 -1,9 -2,2 -5,5 -4,9 -4,0 -3,0 -1,4								Sch.I / Sch.II		
Fem.	8,7 12,2 28,7 26,8 34,5 16,7 -7,0 -3,4								17,1 9,8 11,6 28,5 25,6 20,8 15,6 7,1										
Masc.									-2,4 -2,1 -3,9 -5,3 -5,8 -3,6 -,8 -,3								I and II mixed		
Fem.									12,7 11,0 20,4 27,6 30,1 18,6 4,2 1,6										



TABLE 34

CIVIL STATUS: GENERAL RESULTS OF AVERAGE TEST SCORES  
AND PERCENTAGES OF DEVIATION (SCH. II & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1= SINGLE 2= MAR.
ANSWERS	Schedule I								Schedule II								Di. Se. Civ. AGE Sen. Ma. Re
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0 M B 31 0 S Mu
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	9 M B 31 9 S Cr
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11 M B 26 4 L
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8 M B 26 1 L Ca
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3 M B 26 7 S Ca
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11 M B 31 9 L Cr
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0 M B 26 4 L Ca
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6 M B 26 6 L Ca
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11 M B 36 2 L
18	4	3	4	5	3	2	5	5	1	4	3	4	2	2	2	1	14 M B 31 6 S
19	3	3	5	1	2	2	2	3	4	2	3	1	1	1	4	1	10 M B 31 8 S Cr
20	3	2	4	3	2	2	4	4	3	3	3	4	1	1	5	5	7 M B 31 10 L Ca
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10 M B 31 3 L
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0 M B 31 7 S An
26	4	3	3	2	0	0	3	3	3	2	3	2	0	0	2	2	4 M B 36 17 S
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	1	12 F B 31 9 L Ca
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0 M B 26 4 L Mu
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12 M B 41 12 L Ca
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0 M B 31 7 L Ca
8	4	4	3	2	3	3	5	5	4	4	3	2	3	3	5	5	0 M B 31 6 L Cr
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19 M B 31 7 L An
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0 M B 31 7 S Mu
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0 M B 31 3 L
16	2	1	1	2	1	5	5	5	4	5	3	4	1	2	5	5	13 M B 36 9 L Ca
22	3	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4 M B L Cr
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8 M B 36 10 L Mu
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5 M B 36 11 L An
28	4	3	4	2	4	3	2	3	4	3	4	2	4	3	2	3	0 F B 26 2 L Mu
29	3	4	4	4	4	2	2	2	1	4	2	4	4	4	5	5	12 F B 31 6 L
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2 F B 36 12 S Cr
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2 F B 31 10 L Cr
a) Averages of test scores																	
3,13 3,39 3,42 2,84 2,68 2,74 3,87 3,94									2,90 3,10 3,23 2,65 2,55 2,48 3,81 3,55								Sch. I / Sch. II
3,14 (avg)									3,02 3,24 3,32 2,74 2,61 2,61 3,84 3,74								I and II mixed
b) Average according to the specific parameter																	
SINGLE MAR.	3,00	3,13	3,56	2,63	2,44	2,75	3,69	3,94	2,75	2,88	3,31	2,63	2,13	2,31	3,63	3,13	Sch. I / Sch. II
	3,21	3,64	3,14	2,93	2,86	2,64	4,00	3,86	2,93	3,36	3,00	2,50	2,93	2,57	3,93	3,93	
SINGLE MAR.	2,99 (avg)								2,88	3,00	3,44	2,63	2,28	2,53	3,66	3,53	I and II mixed
	3,21								3,07	3,50	3,07	2,71	2,89	2,61	3,96	3,89	
c) Percentage of deviation																	
									(in relation to the average of the question)								Sch. I / Sch. II
SINGLE MAR.	-4,1	-7,7	4,2	-7,5	-9,0	,3	-4,7	,1	-5,3	-7,2	2,7	-,8	-16,6	-6,9	-4,8	-11,9	
	2,7	7,6	-8,1	3,2	6,7	-3,6	3,3	-2,0	,9	8,4	-7,0	-5,5	14,9	3,5	3,2	10,7	
SINGLE MAR.	-4,9 (avg)								-4,7	-7,5	3,5	-4,3	-12,7	-3,1	-4,8	-5,6	I and II mixed
	2,4								1,8	8,0	-7,6	-1,0	10,7	-,2	3,3	4,0	

TABLE 35

AGE: GENERAL RESULTS OF AVERAGE TEST SCORES AND  
PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1= Age < 31 2= 31≥Age<36 3= 36 ≥ Age	
ANSWERS	Schedule I								Schedule II									
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0 M M 26 4 L Mu	
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11 M S 26 4 L	
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8 M S 26 1 L Ca	
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3 M S 26 7 S Ca	
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0 M S 26 4 L Ca	
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6 M S 26 6 L Ca	
28	4	3	4	2	4	3	2	3	4	3	4	2	4	3	2	3	0 F M 26 2 L Mu	
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0 M S 31 8 S Mu	
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	5 M S 31 5 S Cr	
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0 M M 31 7 L Ca	
8	4	4	3	2	3	3	5	5	4	4	3	2	3	3	5	5	0 M M 31 6 L Cr	
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19 M M 31 7 L An	
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0 M M 31 7 S Mu	
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0 M M 31 3 L	
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11 M S 31 9 L Cr	
18	4	3	4	5	3	2	5	5	1	4	3	4	2	2	2	1	14 M S 31 6 S	
19	3	3	5	1	2	2	2	3	4	2	3	1	1	1	4	1	10 M S 31 8 S Cr	
20	3	2	4	3	2	2	4	4	3	3	3	4	1	1	5	5	7 M S 31 10 L Ca	
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10 M S 31 3 L	
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0 M S 31 7 S An	
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	1	12 F S 31 9 L Ca	
29	3	4	4	4	4	2	2	2	1	4	2	4	4	4	5	5	12 F M 31 6 L	
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2 F D 31 10 L Cr	
16	2	1	1	2	1	5	5	5	4	5	3	4	1	2	5	5	13 M M 36 9 L Ca	
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11 M S 36 2 L	
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8 M M 36 10 L Mu	
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5 M M 36 11 L An	
26	4	3	3	2	0	0	3	3	3	2	3	2	0	0	2	2	4 M S 36 17 S	
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2 F M 36 12 S Cr	
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12 M M 41 12 L Ca	
22	3	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4 M M L Cr	
a) Averages of test scores																		
3,13 3,39 3,42 2,84 2,68 2,74 3,87 3,94									2,90 3,10 3,23 2,65 2,55 2,48 3,81 3,55									Sch.I / Sch.II
3,14 (avg)									3,02 3,24 3,32 2,74 2,61 2,61 3,84 3,74									I and II mixed
b) Average according to the specific parameter																		
Age < 31	3,57	3,57	3,71	2,29	2,86	3,57	4,00	4,29	3,00	2,86	4,00	2,43	2,86	3,14	3,71	4,14	Sch.I / Sch.II	
31≥Age<36	3,06	3,44	3,44	2,88	3,06	2,50	3,94	4,00	3,13	3,25	3,06	2,63	2,75	2,50	4,06	3,31		
36 ≥ Age	2,86	3,43	3,43	3,57	1,86	2,57	3,86	3,86	2,57	3,29	3,14	3,14	2,00	2,00	3,71	3,86		
Age < 31	3,38								3,29	3,21	3,86	2,36	2,86	3,36	3,86	4,21	I and II mixed	
31≥Age<36	3,19 (avg)								3,09	3,34	3,25	2,75	2,91	2,50	4,00	3,66		
36 ≥ Age	3,07								2,71	3,36	3,29	3,36	1,93	2,29	3,79	3,86		
c) Percentage of deviation																		
									(in relation to the average of the question)									
Age < 31	14,1	5,4	8,6	-19,5	6,7	30,3	3,3	8,9	3,3	-7,7	24,0	-8,2	12,1	26,5	-2,4	16,8	Sch.I / Sch.II	
31≥Age<36	-2,1	1,5	,5	1,3	14,4	-8,8	1,7	1,6	7,6	4,9	-5,1	-,8	7,9	,6	6,7	-6,6		
36 ≥ Age	-8,7	1,2	,3	25,8	-30,6	-6,2	-,4	-2,0	-11,4	6,1	-2,6	18,8	-21,5	-19,5	-2,4	8,7		
Age < 31	7,63								8,9	-,9	16,1	-14,0	9,3	28,5	,5	12,6	I and II mixed	
31≥Age<36	1,58 (avg)								2,6	3,1	-2,2	,3	11,2	-4,3	4,2	-2,3		
36 ≥ Age	-2,77								-10,0	3,6	-1,1	22,4	-26,2	-12,5	-1,4	3,1		

TABLE 36

SENIORITY: GENERAL RESULTS OF AVERAGE TEST SCORES AND  
PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	Seniority < 7 Seniority ≥ 7 Ds.Sr.Civ.AGE Sen.No.Re
ANSWERS	Schedule I								Schedule II								
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8 M C 26 1 L Ca
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11 M C 36 2 L
28	4	3	4	2	4	3	2	3	4	3	4	2	4	3	2	3	0 F M 26 2 L Mu
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0 M M 31 3 L
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10 M C 31 3 L
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0 M M 26 4 L Mu
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11 M C 26 4 L
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0 M C 26 4 L Ca
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	5 M C 31 5 S Cr
8	4	4	3	2	3	3	5	5	4	4	3	2	3	3	5	5	0 M M 31 6 L Cr
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6 M C 26 6 L Ca
18	4	3	4	5	3	2	5	5	1	4	3	4	2	2	2	1	14 M C 31 6 G
29	3	4	4	4	4	2	2	2	1	4	2	4	4	4	5	5	12 F M 31 6 L
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0 M M 31 7 L Ca
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19 M M 31 7 L An
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0 M M 31 7 S Mu
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3 M C 26 7 S Ca
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0 M C 31 7 S An
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0 M C 31 8 S Mu
19	3	3	5	1	2	2	2	3	4	2	3	1	1	1	4	1	10 M C 31 8 S Cr
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11 M C 31 9 L Cr
16	2	1	1	2	1	5	5	5	4	5	3	4	1	2	5	5	13 M M 36 9 L Ca
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	1	12 F C 31 9 L Ca
20	3	2	4	3	2	2	4	4	3	3	3	4	1	1	5	5	7 M C 31 10 L Ca
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8 M M 36 10 L Mu
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2 F D 31 10 L Cr
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5 M M 36 11 L An
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12 M M 41 12 L Ca
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2 F M 36 12 S Cr
26	4	3	3	2	0	0	3	3	3	2	3	2	0	0	2	2	4 K C 36 17 S
22	3	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4 M M L Cr
a) Averages of test scores																	
	3,13	3,39	3,42	2,84	2,68	2,74	3,87	3,94	2,90	3,10	3,23	2,65	2,95	2,48	3,81	3,95	Sch.I / Sch.II
	3,14 (avg)								3,02	3,24	3,32	2,74	2,61	2,61	3,84	3,74	I and II mixed
b) Average according to the specific parameter																	
Sen. < 7	3,31	3,62	3,69	3,15	3,08	2,92	3,85	4,00	2,77	3,38	3,54	3,15	2,92	2,92	3,54	3,77	Sch.I / Sch.II
Sen. ≥ 7	3,00	3,35	3,35	2,71	2,47	2,65	4,00	4,06	3,12	3,00	3,12	2,35	2,35	2,24	4,18	3,53	
Sen. < 7	3,35 (avg)								3,04	3,50	3,62	3,15	3,00	2,92	3,69	3,88	I and II mixed
Sen. ≥ 7	3,09								3,06	3,18	3,24	2,53	2,41	2,44	4,09	3,79	
c) Percentage of deviation																	
									(in relation to the average of the question)								
Sen. < 7	5,7	6,7	8,0	11,1	14,9	6,6	-6	1,6	-4,6	9,3	9,7	19,2	14,7	17,7	-7,0	6,2	Sch.I / Sch.II
Sen. ≥ 7	-4,1	-1,0	-1,9	-4,7	-7,7	-3,5	3,3	3,1	7,4	-3,1	-3,4	-11,0	-7,7	-10,0	9,7	-5	
Sen. < 7	7,40 (avg)								,7	8,0	8,8	15,0	14,8	11,9	-3,8	3,8	I and II mixed
Sen. ≥ 7	-2,17								1,4	-2,0	-2,6	-7,8	-7,7	-6,6	6,5	1,4	

TABLE 37

LITERARY/SCIENTIFIC: GENERAL RESULTS OF AVERAGE TEST  
SCORES AND PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	Lit. Scientific											
ANSWERS	Schedule I								Schedule II								Di.	Se.	Civ.	AGE	Sen.	Ma.	Re					
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0	M	H	26	4	L	Mu					
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12	M	H	41	12	L	Ca					
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11	M	C	26	4	L						
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0	M	H	31	7	L	Ca					
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8	M	C	26	1	L	Ca					
8	4	4	3	2	3	3	5	5	4	4	3	2	3	3	5	5	0	M	H	31	6	L	Cr					
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19	M	H	31	7	L	An					
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0	M	H	31	3	L						
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11	M	C	31	9	L	Cr					
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0	M	C	26	4	L	Ca					
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6	M	C	26	6	L	Ca					
16	2	1	1	2	1	5	5	5	4	5	3	4	1	2	5	5	13	M	H	36	9	L	Ca					
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11	M	C	36	2	L						
20	3	2	4	3	2	2	4	4	3	3	3	4	1	1	5	5	7	M	C	31	10	L	Ca					
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10	M	C	31	3	L						
22	3	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4	M	H				Cr					
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8	M	H	36	10	L	Mu					
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5	M	H	36	11	L	An					
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	1	12	F	C	31	9	L	Ca					
28	4	3	4	2	4	3	2	3	4	3	4	2	4	3	2	3	0	F	M	26	2	L	Mu					
29	3	4	4	4	4	2	2	2	1	4	2	4	4	4	5	5	12	F	M	31	6	L						
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2	F	D	31	10	L	Cr					
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0	M	C	31	8	S	Mu					
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	5	M	C	31	5	S	Cr					
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0	M	H	31	7	S	Mu					
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3	M	C	26	7	S	Ca					
18	4	3	4	5	3	2	5	5	1	4	3	4	2	2	2	1	14	M	C	31	6	S						
19	3	3	5	1	2	2	2	3	4	2	3	1	1	1	4	1	10	M	C	31	8	S	Cr					
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0	M	C	31	7	S	An					
26	4	3	3	2	0	0	3	3	3	2	3	2	0	0	2	2	4	M	C	36	17	S						
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2	F	H	36	12	S	Cr					
a) Average Test Scores																												
3,13 3,39 3,42 2,84 2,68 2,74 3,87 3,94									2,90 3,10 3,23 2,65 2,55 2,48 3,81 3,55									Sch.I / Sch.II										
3,14 (avg)									3,02 3,24 3,32 2,74 2,61 2,61 3,84 3,74									I and II mixed										
b) Average according to the specific parameter																												
Lit.	3,32 3,59 3,36 3,00 2,82 3,05 3,82 3,77								3,14 3,32 3,14 2,77 2,73 2,68 3,86 3,55								Sch.I / Sch.II											
Scientif.	2,67 2,89 3,56 2,44 2,33 2,00 4,00 4,33								2,33 2,56 3,44 2,33 2,11 2,00 3,67 3,56																			
Lit.	3,24 (avg)								3,23 3,45 3,25 2,89 2,77 2,86 3,84 3,66								I and II mixed											
Scientif.	2,89								2,90 2,72 3,50 2,39 2,22 2,00 3,83 3,94																			
c) Percentage of deviation																					(in relation to the average of the question)							
Lit.	6,0 6,0 -1,6 5,7 5,3 11,1 -1,4 -4,1								8,0 7,1 -2,8 4,8 7,0 8,0 1,5 -1								Sch.I / Sch.II											
Scientif.	-14,8 -14,7 4,0 -13,9 -12,9 -27,1 3,3 10,1								-19,6 -17,5 6,8 -11,8 -17,2 -19,5 -3,7 2																			
Lit.	3,77 (avg)								7,0 6,6 -2,2 5,3 6,1 9,6 1 -2,2								I and II mixed											
Scientif.	-9,23								-17,1 -16,0 5,3 -12,9 -15,0 -23,5 -1 5,4																			

TABLE 38

RELIGION: GENERAL RESULTS OF AVERAGE TEST SCORES AND  
PERCENTAGES OF DEVIATION (SCH. I & II)

QUESTIONS	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1= An. + At. 2= Ca. + Ch. 3= Mus.
ANSWERS	Schedule I								Schedule II								
9	2	5	1	5	2	2	5	5	1	1	1	1	1	1	1	1	19 H M 31 7 L An
23	1	2	2	1	1	3	5	5	1	2	2	1	1	3	5	5	0 H C 31 7 S An
25	2	5	3	4	3	2	4	5	1	5	4	2	3	2	5	5	5 H M 36 11 L An
5	5	4	5	3	1	4	5	5	5	4	5	4	5	1	3	4	11 H C 26 4 L At
12	5	4	5	4	5	1	5	5	5	4	5	4	5	1	5	5	0 H M 31 3 L At
17	3	2	3	4	2	4	2	3	1	2	1	3	1	1	1	2	11 H C 36 2 L At
18	4	3	4	5	3	2	5	5	1	4	3	4	2	2	2	1	14 H C 31 6 S At
21	2	3	4	2	1	1	1	1	5	3	1	3	1	4	1	1	10 H C 31 3 L At
26	4	3	3	2	0	0	3	3	3	2	3	2	0	0	2	2	4 H C 36 17 S At
3	2	4	5	4	2	2	4	4	1	1	1	1	2	2	4	4	12 H M 41 12 L Ca
6	5	5	1	1	4	3	5	3	5	5	1	1	4	3	5	3	0 H M 31 7 L Ca
7	1	4	1	1	5	5	5	5	1	1	4	1	3	5	5	5	8 H C 26 1 L Ca
11	3	3	3	1	1	1	3	4	2	2	2	1	1	1	3	4	3 H C 26 7 S Ca
14	4	5	5	2	4	5	3	3	4	5	5	2	4	5	3	3	0 H C 26 4 L Ca
15	5	2	5	5	3	2	5	5	2	1	5	5	1	2	5	5	6 H C 26 6 L Ca
16	2	1	1	2	1	9	5	5	4	5	3	4	1	2	5	5	13 H M 36 9 L Ca
20	3	2	4	3	2	2	4	4	3	3	3	4	1	1	5	5	7 H C 31 10 L Ca
27	4	4	4	2	3	4	4	4	4	4	2	1	1	1	5	1	12 F C 31 9 L Ca
4	0	5	2	5	3	1	5	5	0	5	5	5	3	2	4	5	5 H C 31 5 S Ch
8	4	4	3	3	3	3	5	5	4	4	3	2	3	3	5	5	0 H M 31 6 L Ch
13	2	4	3	4	4	4	2	3	4	5	5	4	5	4	5	1	11 H C 31 9 L Ch
19	3	3	5	1	2	2	2	3	4	2	3	1	1	1	4	1	10 H C 31 8 S Ch
22	3	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	4 H M L Ch
30	2	4	5	5	3	3	5	5	3	3	5	5	3	3	5	5	2 F M 36 12 S Ch
31	4	4	5	5	4	4	5	5	5	3	5	5	4	4	5	5	2 F D 31 10 L Ch
1	3	4	3	2	2	5	5	5	3	4	3	2	2	5	5	5	0 H M 26 4 L Mu
2	4	1	4	1	4	4	5	5	4	1	4	1	4	4	5	5	0 H C 31 8 S Mu
10	3	2	4	1	4	2	3	4	3	2	4	1	4	2	3	4	0 H M 31 7 S Mu
24	5	5	4	4	2	2	4	2	5	5	5	5	4	4	4	4	8 H M 36 10 L Mu
28	4	3	4	2	4	3	3	3	4	3	4	2	4	3	2	3	0 F M 26 2 L Mu
29	3	4	4	4	4	2	2	2	1	4	2	4	4	4	5	5	12 F M 31 6 L
a) Averages of test scores																	
	3,13	3,39	3,42	2,84	2,68	2,74	3,87	3,94	2,90	3,10	3,23	2,65	2,55	2,48	3,81	3,55	Sch. I / Sch. II
	3,14 (avg)								3,02	3,24	3,32	2,74	2,61	2,61	3,84	3,74	I and II mixed
b) Average according to the specific parameter																	
An.+At.	3,11	3,44	3,33	3,33	2,00	2,11	3,89	4,11	2,56	3,00	2,78	2,67	2,11	1,67	2,78	2,89	Sch. I / Sch. II
Ca.+Ch.	2,94	3,44	3,31	2,75	2,81	3,00	4,00	4,00	2,94	3,13	3,31	2,69	2,38	2,50	4,31	3,63	
Mus.	3,80	3,00	3,80	2,00	3,20	3,20	3,80	3,80	3,80	3,00	4,00	2,20	3,60	3,60	3,80	4,20	
An.+At.	2,86							1	2,83	3,22	3,04	3,00	2,06	1,89	3,33	3,50	I and II mixed
Ca.+Ch.	3,20 (avg)							2	2,94	3,28	3,31	2,72	2,59	2,75	4,16	3,81	
Mus.	3,43							3	3,80	3,00	3,90	2,10	3,40	3,40	3,80	4,00	
c) Percentage of deviation																	
									(in relation to the average of the question)								
An.+At.	-6	1,7	-2,5	17,4	-25,3	-23,0	5	4,5	-12,0	-3,1	-13,9	8	-17,2	-32,9	-27,0	-18,6	Sch. I / Sch. II
Ca.+Ch.	-6,1	1,5	-3,1	-3,1	5,0	9,4	3,3	1,6	1,2	9	2,7	1,6	-6,8	6	13,3	2,2	
Mus.	21,4	-11,4	11,1	-29,5	19,5	16,7	-1,8	-3,4	30,9	-3,1	24,0	-16,8	41,3	44,9	-2	18,4	
An.+At.	-9,25							1	-6,1	-6	-8,0	9,4	-21,3	-27,7	-13,2	-6,5	I and II mixed
Ca.+Ch.	1,52 (avg)							2	-2,6	1,2	-3	-8	-7	5,2	8,3	1,9	
Mus.	9,83							3	26,0	-7,5	17,4	-23,4	30,1	30,1	-1,0	6,9	