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An investigation of bicultural and role conflict factors affecting the African-American female manager in EuroAmerican male-dominated organizations

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AN INVESTIGATION OF BICULTURAL AND ROLE CONFLICT
FACTORS AFFECTING THE AFRICAN-AMERICAN FEMALE
MANAGER IN EUROAMERICAN MALE-DOMINATED ORGANIZATIONS

by

Carnella J. Hardin

A DISSERTATION

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FACTORS AFFECTING THE AFRICAN-AMERICAN FEMALE
MANAGER IN EUROAMERICAN MALE-DOMINATED ORGANIZATIONS

by
Carnella J. Hardin

We hereby certify that this Dissertation submitted by
Carnella J. Hardin conforms to acceptable standards, and as
such is fully adequate in scope and quality. It is therefore
approved as the fulfillment of the Dissertation requirements
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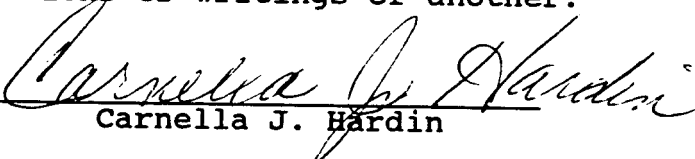

Nova University
February, 1993

CERTIFICATION STATEMENT

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions or writings of another.

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Carnella J. Hardin

ABSTRACT

AN INVESTIGATION OF BICULTURAL AND ROLE CONFLICT FACTORS AFFECTING THE AFRICAN-AMERICAN FEMALE MANAGER IN EUROAMERICAN MALE-DOMINATED ORGANIZATIONS

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Traditional EuroAmerican male-dominated organizations are faced with the task of managing a new type of work force in which, by the year 2000, the majority will be composed of women and minority groups (Jamieson and O'Mara, 1991). Therefore, it is imperative that future managers acknowledge individual differences and recognize factors that may impact job satisfaction.

This study compared 100 African-American female managers to 100 EuroAmerican female managers in the State of Arizona, Maricopa County, to determine the relationship between bicultural role conflict and job satisfaction. A causal role conflict model was developed from the role conflict theory (Kahn, et al., 1964). A role conflict variable was introduced to support the causal role conflict model, and to describe the type of role conflict experienced by subjects in this study. Results indicated that African-American female managers experience bicultural role conflict based on one or a combination of the following: (1) incompatible expectations from either their superior and the black community, (2) conflicting expectations between two roles played by them, and (3) incongruencies between expectations from their superior and the black community, and their own internal role expectations. The study revealed that bicultural role conflict and job satisfaction are inversely related.

ACKNOWLEDGMENTS

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INTRODUCTION

Managers in traditional organizations, who aspire for upward mobility, are expected to assume explicit roles, norms and behaviors that are consistent with the dominant organization's culture. Until 1970, the traditional organization's culture was shaped almost exclusively by the values of the EuroAmerican male (Fernandez, 1975 and Jamieson and O'Mara, 1991). Thus, his expectations were reflective of his perceived role for his employees. However, when role expectations by the role sender (supervisor) are not congruent with the expectations held by the focal person (employee), they can result in role conflict. Role conflict may affect the well-being of employees as well as organizational success.

Research has shown that employees suffering from role conflict have lower job satisfaction and higher job-related tension (Kahn, 1964; and Rizzo et al., 1970). Additional research found that the greater the authority of the person sending the conflicting role message, the more role conflict - produced job dissatisfaction (Cooper, 1981).

Therefore, it is imperative that organizations seeking to remain successful in today's highly competitive

environment promote a productive work force by seeking to change their culture from the traditional sovereign position to one that is more sensitive to the projected composition of the 21st century work force.

Recent research has shown that today's corporate demographics are changing from the traditional EuroAmerican, male-dominated culture to one that is more diversified (Rizzo and Mendez, 1990; Loden and Rosener, 1991; and Higgins, Duxbury and Irving, 1992).

Increasingly, traditional organizations are faced with the task of managing this new type of work force in which, by the year 2000, the majority will be composed of women and minority groups (Johnston and Packer, 1987; Geber, 1990; Jamieson and O'Mara, 1991; and Cox, Lobel & McLeon, 1991).

African-American females are members of both groups, women and minorities, who will experience major population growth within the next decade. As minorities increase in organizations, so will minority managers. African-American females, who become managers of organizations, are expected to assimilate into the organization's culture and become part of its system. However, they are also part of another system - the black community, which is external to the organization and has its own culture. These systems are interrelated and are embedded in social, cultural, political and economic systems (Katz and Kahn, 1978). The organizational structure, composed of individuals and/or

groups, has formal goals and role expectations, while the black community has informal goals and role expectations. African-American women occupy boundary roles (Cooper and Payne, 1980) within each system as they perform tasks based on each structure's prescribed norms and role expectations.

As African-American females advance into management roles within the organization, they are challenged with the task of conforming to the norms of the dominant culture and

maintaining their own cultural norms. Whereas   concomitantly

the dominant culture has been shaped by the EuroAmerican male, the African-American's culture has been shaped by "the black community". The black community can consist of dominate African-American individuals and/or groups that are considered to be leaders within the community.

African-American female managers are expected to function within both cultures according to often opposing cultural norms (Mack, 1983; Smith, 1990, and Bell, 1990). These perceived expectations can create forms of role conflict. Cooper (1981) found that the situation for individuals occupying boundary roles - that is, "between departments or between the company and the outside world - is one of high role conflict" (p. 25).

According to role theory, the outcomes of role conflict can result in negative consequences for the organization and its members (Kahn et al, 1964). Job

satisfaction, turnover, absences and intention to quit, as well as physical and mental symptoms have been identified as outcome variables (Cranny, Smith and Stone, 1992). As previously stated, researchers have found a linkage between role conflict and job satisfaction, and additional researchers have determined that role conflict increases and job satisfaction decreases dramatically at different management levels depending on the amount of the employee's needs and supervisor's authority (Katz and Kahn, 1966; Howell, 1987; Wiley, 1987; and Johnston, Parasuraman, and Futrell, 1989).

The Problem

Until the 1970s, there was little change in the composition of the work force, especially in managerial ranks. American corporations have traditionally been dominated by EuroAmerican males because, according to Fernandez (1975), "the majority of leaders of the corporations are white, and white male managers will promote the individuals who are most like them".

As the work force continues to change, organizations are likely to experience interpersonal conflict as a result of multi-cultural relationships. These changes promote an examination of the diversified work force, the organizational culture, its climate and the external environment.

As the EuroAmerican, male-dominated corporations become diversified, managers will need to be cognizant of unique

cultural problems of the work force. For example, African-American females experience racial problems and inter-role conflict as they assimilate into the dominate organizational culture, and neglect or reject black community norms. They experience person role conflict when the role sender's (superior's) expectations are incongruent with their cultural identity (Mack, 1983). African-American female managers also experience gender bias when their superior's expectations are congruent with the image of black women as depicted in social science literature but are incongruent with the image African-American women have of themselves (Nkomo and Cox, 1989). They are then placed into a bicultural mode as they simultaneously attempt to maintain identity in two cultures -- their own ethnicity and the dominant corporate culture.

Future traditional managers will need to become more sensitive to individual differences in the multicultural work force as white males decrease and other groups, such as women and minorities, increase. The National Institute of Business Management reported in 1990 that "47 percent of the work force in 1985 was made up of white males, the remainder was made up of women, minorities and immigrants." However, by the year 2000, "white males will make up only fifteen percent of the 25 million new workers. The remaining 85 percent will be women, minorities and

immigrants" (Johnston and Packer, 1987; National Institute of Business Management, 1990; Cox, Lobel & McLeon, 1991; and Mullens, 1992). Of the number of new workers entering the work force by the year 2000, "almost 61 percent will be women, and 29 percent will be minorities" (Geber, 1990, p. 23-24). African-American men and women represent a major portion of growth in the ethnic minority labor force. African women will more than double by the year 2000 to 8.5 million from 4.0 million in 1970 (U.S. Census, 1990).

Need for the Study

This is a correlational research study that investigates role conflict, African-American female managers and their bicultural life structure. In all of the research examined on role conflict, gender and race, one position has been neglected. Researchers failed to discuss the combinations of pressures evolving from two independent but inter-related systems, and the consequences of these pressures on the focal person, African-American female managers.

This study will investigate the theory of role conflict (Kahn, Wolfe, Quinn, Snoek, and Rosenthal, 1964), and how it relates to African-American female managers - mainstreamed in traditional organizations. These women are expected to conform to the norms of the dominant organizational culture and also maintain their own cultural identity (Bell, 1990). Cultural identity, for many African-American

female managers, has been adopted from the black community - an environment that has shaped their lives by providing the prescribed standards of behavior for African-Americans.

Previous research on career women usually excludes African-American women either because the samples are too small or because gender is considered subordinate to race. The lack of research is also attributed to the fact that "black women are a minority hidden within two more conspicuous minority groups, women and blacks" (Allen, 1979, p. 79). Therefore, there is a need for research to investigate concomitantly roles of gender (women) and race (African-American) to determine the consequences of continual conformity to pressures resulting from often opposing expectations within two independent but interrelated systems - the organization and the black community.

These pressures are more evident as African-American females advance into management positions in the traditional organization. Their desires to become successful require them to assimilate into the mainstream culture. To assimilate, they are expected to adopt the roles that are prescribed by the majority population. However, these roles may require them to reject or neglect their own cultural roles.

Assimilating into the dominant organizational culture may create conflict for African-American female managers as

they advance in the corporation because they are expected by the black community to remember their roots. They may be required to support and function as a role model at various black community activities: social, political and/or religious. Some individuals find it professionally beneficial to provide financial support for community functions. For example, many of them acknowledge the value of conformity to black community expectations because they may need the support of the black community should they experience racial problems in the traditional corporate setting.

As a result of a review of the relevant literature, a model was developed to test the antecedents and consequences of role conflict as they relate to African-American female managers in EuroAmerican, male dominated corporations. The model was then tested for accuracy and completeness by surveying a sample of African-American and EuroAmerican female managers.

The findings of this study should contribute to a better understanding of the relationship between the two cultural norms to which African-American women are expected to conform. It will add to the growing body of knowledge in the corporate environment, and enable future managers to understand the consequences that can result from the conflict of conforming to two cultural norms - the organization and the black community. It will also add to

the body of knowledge of women of color as they aspire to become leaders in the dominant corporate environment and enhance their awareness of role conflict.

Delimitations

Specific results of this study may only be applicable to the participating groups of African-American female managers. However, it is expected that results can be generalized to all women of color with similar education and experience and who are employed in managerial roles.

Limitations

This study will focus on Maricopa County, the largest of the fourteen counties in Arizona. One-third of all African-Americans in Arizona reside in Maricopa County. However, only approximately 3% of the population in the State of Arizona are African-Americans. Therefore, because of the small numbers of African-Americans residing within the Arizona population, this study is limited to the availability of samples employed in EuroAmerican male-dominated organizations in Maricopa County.

The Static-Group Comparison model was used for this study. According to Campbell and Stanley (1963), the internal threats that indicate a definite weakness to a quasi-experimental design are history, maturation, selection and mortality. However, only two of these weaknesses apply to The Static-Group Comparison model -- selection and

mortality. The study recognizes the limitations and lack of control of differential recruitment of persons making up the groups (selection) and differences in groups due to the differential dropout of persons from the groups (mortality).

The research instrument contained scales for role conflict that could also be used for job satisfaction scales. This limitation could be due to common methods and commonality of scales.

Definition of Terms

African-American -- the most current term used to describe black Americans. It will be used interchangeably with the term "blacks" in this study.

Assimilation -- the complete merging of an individual into a separate culture.

Bicultural -- an individual who maintains identity in two cultures.

Black community -- does not necessarily refer to a particular geographical location. Can be a group of individuals who share a common interest such as race, sex, political, social and/or religious values.

Corporate climate -- shared perceptions by its members of the way things are done.

Corporate culture -- sometimes used interchangeably with corporate climate, refers to systems of shared meanings, assumptions, and underlying values.

<u>Culture Conflict</u> -- mental conflict within an individual living between two cultures, both of which are partially accepted and which provide certain contradictory standards and opposing loyalties.

<u>Culture, explicit</u> -- recognized standards or typical behavior standards of a group.

<u>Culture, Implicit</u> -- underlying assumptions, not usually verbalized, often not even recognized because they form for a group the way things are done.

<u>Mainstreaming</u> -- a process by which an unfavored racial or ethnic group is provided opportunities to fulfill occupational roles in the same manner as members of the most favored or dominant group in a desegregating American society.

Summary

Chapter one has provided an introduction for this study. As stated in the problem, the traditional work force is changing to encompass more women and ethnic minorities. However, new workers are demanding to be recognized for individual differences. They can contribute special talents and skills that can be assets for the organization. African-American female managers possess unique talents and skills but experience role conflict when they are required to assume the roles of the dominant corporate culture without regard for their unique talents inherent within their own culture. The pressures to conform

to often opposing cultures can result in negative consequences for African-American managers as well as the organization. Factors such as diminished job performance, propensity to leave, poor attitude towards the company and/or supervisor, poor interpersonal relationships with co-workers, and physiological and psychological symptoms can be measured by testing forms of role conflict. The four forms of role conflict can result in diminished job satisfaction.

This study will investigate the African-American female manager and concomitant role conflict as it relates to biculturalism. EuroAmerican female managers will also be investigated to determine if there is a significant and unique relationship between role conflict and biculturalism. Job satisfaction will be investigated to determine to what extent it is affected by role conflict.

Chapter II will provide a theoretical foundation for the study by providing literature discussion on topics such as the changing work force and methods that can be used to manage a diversified work force, the theory of role stress and its relationship to role conflict, job satisfaction and its relationship to gender roles and role conflict, gender and racial roles and how these roles are affected by the black community and the corporate environment, and finally, a discussion of biculturalism and African-American female managers.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of literature relative
to African-American female managers, role conflict and
biculturalism.

Changing Work Force

With the increase of non-traditional workers (e.g.
women, senior citizens, younger managers and people of
color) entering the work force, managers need to be
cognizant of these changes so that they can utilize these
individuals as well as their varied talents and skills in
the most productive manner.

The 1990s workgroup, according to Dana Robinson, will
consist of 50% female and 43% minority, with 20% "guest"
workers from foreign countries. The average worker's age
will be 40 years, and the labor force will reflect people
who want autonomy, flexibility and "psychological
ownership" (Robinson, 1989, p. 6).

The next decade presents an even higher percentage of
minorities. By the year 2000 "almost 62% of new workers
will be women, and 29% will be minorities" (Geber, 1990,
p. 23-24). Because white males account for most retirees,
another study revealed that 88% of the future work force
growth will come from women, blacks and people of Hispanic
or Asian origin (Rizzo and Mendez, 1990, p. 1).

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Managing Cultural Diversity

Cultural diversity and cross-cultural management dictates that managers will be cognizant of cultural differences and the impact these "differences" have on the behavior of individuals within organizations and their relationship with one another (Shaw, 1990, p. 626). Not all organizations have either accepted or acknowledged the need to recognize cultural diversity.

Beverly Geber, in her study of managing diversity said that to manage diversity requires "wrenching personal changes from the top on down" (Geber, 1990, p. 26). It is for these reasons that researchers have begun studies to identify methods managers can use to effectively manage the diversified work force. Studies focus on management behaviors related to communication patterns, expectations, racism, skills, attitudes, leadership styles, and relationships with other employees.

Abramms-Mezoff and Johns concluded in their study of dealing with diversity in communication that:

> White male managers who continue to try to
> fall back along traditional and comfortable
> white communication patterns may be doomed
> in the domestic economy as well as in the
> global marketplace (Abramms-Mezoff and Johns,
> 1989, pp. 14-15).

They also indicated that because of a lack of alternative management/communication styles by white managers, women

and minorities have not been able to progress through the corporate ladder beyond the mid-range level.

A number of corporations have implemented training programs to train managers and workers on the importance of recognizing different attitudes and values of minorities. According to Shari Caudron in her study of the Monsanto Agricultural Company, a company who has taken the lead in this approach, the company states, "we have to teach employees how to work with people from all cultures and lifestyles, despite the barriers involved". Their method is to embrace differences between employees and to use diversity to create a more competitive market advantage.

Other researchers offer guidelines for managers to follow to help them effectively manage a diversified work force. A comparison of methods by three researchers (Luke and Goldstein and Leopold) is provided in Table 1.1.

Luke (1990) reported that with the increased diversity of cultures and belief systems presently in today's workplace, managers who do not manage diversity well will contribute to productivity drops. This will result in isolation, conflict, suspicion, and distrust (p. 4).

Goldstein and Leopold (1990) conducted a study to help managers reduce the conflict between corporate and ethnic cultural differences. The conflict results from individual differences that are unique in values, attitudes and

perceptions, and are shaped by social, ethnic, racial and cultural backgrounds. "Ignoring these differences is tantamount to discounting" the uniqueness as individuals (p. 18).

Table 2.1

Guidelines for Managing a Culturally Diversified Work Force

<u>LUKE</u>	<u>GOLDSTEIN/LEOPOLD</u>
Recognize Employee Differences	Be an Inter-Cultural Ambassador
Respect Diversity	Don't Avoid the Issue of Diversity
Let Your Employees Get to Know You	Understand Yourself in Order to Understand the Uniqueness of Employees
Know the Laws that Govern Sexual Harassment and Discrimination	Don't Tolerate Racist or Sexist Behaviors
Maintain an Open-Ear Policy	Mediate Between Personal and Professional Goals
Reward Performance not Diversity	

Loden and Rosener (1991), elaborated on this issue by noting that until recently, managers did not consider the notion of attempting to understand subtle and not so subtle differences, but followed a universal, all-encompassing approach to people management - the "tried and true" way. However, as employee diversity continues to increase, the tried and true way will become obsolete which can impact the employee's competitive advantage in the work place as well as the organization's competitive advantage in the marketplace.

Loden and Rosener noted that leading organizations will reject the tried and true way of people management and make a commitment to valuing diversity. However, these organizations should not attempt to change the employee's culture in order to achieve an organizational "fit", instead, they should emphasize changing the organization's culture. That is, by examining the current organization's environment, these organizations can modify existing policies and systems to support employee diversity.

In their study of organizations who are faced with managing employee diversity and changing corporate culture rather than ethnic culture, they reported:

> Managing this increased workforce diversity
> is already posing tremendous challenges for
> U.S. organizations. No longer willing to
> deny their cultural identities to fit into
> the organization mainstream, today's employees
> want to maintain their unique ethnic and

cultural heritages while receiving the respect and support of their bosses, colleagues, and organizations (1991, p. 5).

They further offered, The Two Dimensions of Diversity Theory, as a method of managing and understanding individual differences in a culturally diversified work force. The theory utilizes primary and secondary factors to describe properties and characteristics among human beings. Figure 2.1 illustrates this theory.

Primary dimensions of diversity are immutable human differences that are innate and/or have impacted lives during early socialization and have continued throughout adulthood. These dimensions represent the core of individual identities and shape the individual's basic self image as well as fundamental world views. The six primary dimensions of diversity are age, ethnicity, gender, race, physical abilities/qualities and sexual/affectional orientation.

Secondary dimensions of diversity consists of mutable differences that are acquired, discarded and/or modified thoughout one's life. They are less salient, have less impact during socialization stages and can be modified during adulthood. Secondary dimensions of diversity con- sist of, but are not limited to, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and

work experience. Although they "add an additional layer of complexity to the way we see ourselves and others, presence or absence does not usually change our fundamental core identity" (Loden and Rosener, 1991, pp. 19-20).

Figure 2.1

Primary and Secondary Dimensions of Diversity
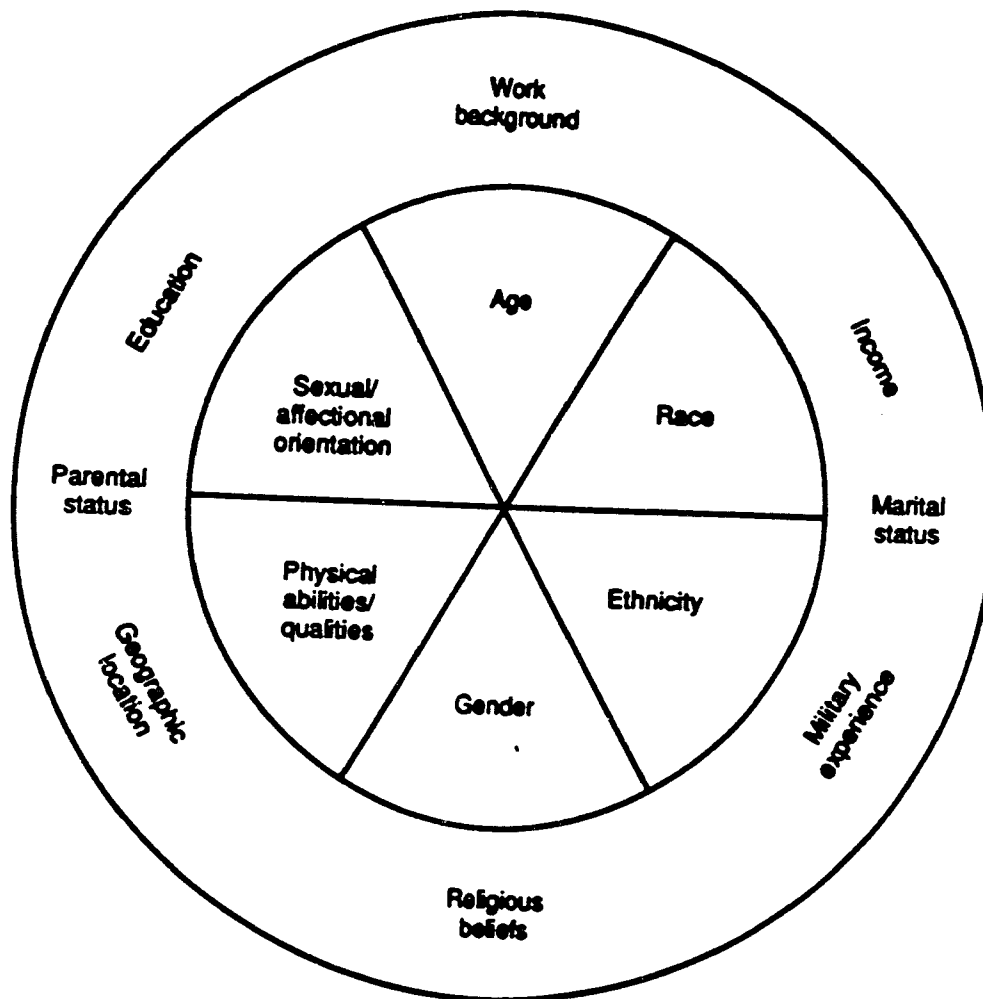
Source: Marilyn Loden and Judy B. Rosener, Workforce America!, Homewood, Illinois, Business One Irwin, 1991, p. 20.

Recognizing individual differences is important to ethnic minorities working within the diversified work force because they constitute an organizational climate that is different from the traditional or white majority climate. This climate encompasses complex factors that can affect the interface between the white majority or mainstream culture and ethnic minority cultures. Successful minorities have had to learn two distinct behavioral repertoires for utilization in the minority and majority environment.

De Anda (1984) presented six factors to explain the degree to which members of an ethnic minority group learn to become bicultural. They are: (1) the degree to which the amount of overlap or commonality of values, norms, and beliefs are alike between the two cultures; (2) the availability of cultural role models; (3) the amount and type of feedback provided to each culture regarding the acceptable behaviors; (4) the conceptual style and problem-solving approach of the minority and their ability to be incorporated into the value system of the majority culture; (5) the individual's degree of bilingualism; and (6) the degree of dissimilarity in physical appearance from the majority culture, such as skin color and facial features.

The ability to conform to various roles is also important to minorities who are confronted with bicul-tralism. Ethnic minorities and women managers employed in

traditional corporations are challenged with the task of conforming to the roles prescribed by the majority culture. Their success in the dominant or white majority work force depends on their ability to minimize the gap between two cultures. The wider the gap, the more they experience role conflict.

Role Stress Theory

Role conflict is one of the most widely investigated organizational conditions in stress research (Seyle, 1956; Kahn et. al., 1964; Katz and Kahn, 1966; Rizzo et al., 1970; Sethi and Schuler, 1984; Riley and Zaccar, 1987; Quick et. al., 1987; and King and King, 1990). Role conflict is only one of the frequently researched role characteristics associated with stress. Other characteristics are role ambiguity, role overload, role underload and role status.

Stress is often referred to in the same literature as role conflict; however, the two terms are not synonmous. Before role conflict is discussed, it is beneficial to distinguish the difference between the two terms. Stress, as defined by perhaps the most influential researcher,

> is the state manifested by a specific syndrome
> which consists of all the nonspecifically -
> induced changes within a biologic system.

It is the common denominator of all
adaptive reactions in the body.
(Seyle, 1956, p. 64).

Another definition of stress and how it can affect

individuals is offered by Quick et al, (1987).

They define stress as

the damaging stimuli in the environment,
to the internal process that results when
individuals are exposed to such stimuli and
attempt to deal with them, and to the immediate
or longer range results of such stimuli and
coping attempts.   (p. 311).

Rizzo et al, in their study of organizational and role

theory elaborated on the concept of stress by stating that

when the behaviors expected of an individual
are inconsistent - one kind of role conflict -
he will experience stress, become dissatisfied,
and perform less effectively than if the expecta-
tions imposed on him did not conflict. (p. 151).

Although stress can be negative and/or positive, there

is agreement among researchers that incessant stress can

diminish the health and quality of work for employees.

(Kahn, et al, 1964; Katz and Kahn, 1966; Greenhaus and

Beutell, 1985; and Leigh, Lucas and Woodman, 1988).

Role characteristics, one of the most widely investigated

organizational conditions in stress research, consists of

conflict and ambiguity. As defined by Rizzo et al, these

characteristics can prevent an individual from attaining or

completing a task. According to Sethi and Schuler, 1984,

they can also create a number of stress reactions that

impact productivity (Sethi and Schuler, 1984). Figure 2.2

on the next page illustrates the organizational factors that contribute to stress and their stress reactions. Stressors within the organization contributes to an environment of organizational stress.

What is Organizational Stress?

Anchored within the work force are attitudes, perceptions, beliefs, motivations, habits and expectations demonstrated by members of that social system. This system represents patterns of relationships that require coopera- tion from its members for continued success. When coopera- tion is not present, individual members experience frustration, and when frustration is not relieved, it creates stress (Katz and Kahn, 1966)

Organizational stressors, according to Sethi and Schuler in Figure 2.2, consist of organizational design, interpersonal and career variables. These variables are affected by the focal person's personality, the sociocultural and non-work environment. Individuals experiencing organizational stress react in one or several ways - physical and/or emotional disorders; or job related quality and quantity problems such as, diminished job satisfaction, absenteeism or propensity to leave and/or reduced job performance (1984, p. 255). The degree to which the individual experiences stress depends on the level of perceived expectations and role performance.

Figure 2.2

Organizational Factors Contributing to Stress

STRESSORS

STRESS REACTIONS

Organizational Design Variables

- physical work environment
  (noise,
  heat or cold,
  long working hours,
  hazardous job conditions,
  shift work,
  repetitive work)

- incentive system
- technology
- role pressures (role
  conflict, role ambiguity)

- work overload (qualitative,
  quantitative)

- boundary activities

Interpersonal Variable

- leadership style
- absence of group cohesion
- lack of participation
- responsibility for people

Career Variables

- occupational level
- entry
- mid-career
- retirement
- demotion
- stagnation
- sequence
- obsolescence

INDIVIDUAL

Cardio-vascular Reactions

- (high blood pressure, hypertension,
  elevated serum cholesterol, rapid
  heart beat, coronaries)

Gastro-intestinal Reactions

- (ulcer, colitis)

Allergy-Respiratory Reactions

- (asthma, skin disorders)

Oral Reactions

- (alcoholism, obesity, "pillpopping"
  excessive smoking, excessive
  coffee drinking, etc.)

Emotional Distress Reactions

- (depression, suicide, agitation,
  insomnia, job tension, etc.)

Low Self Esteem

Low Trust

ORGANIZATIONAL

Low Job Satisfaction

Job Tension

Turnover

Absenteeism

Strikes

Accident Proneness

Output Problems

- (quality and quantity)

Personality Effect
Sociocultural Effect
Non-Work Environment Effect

Source: Amarjit S. Sethi and Randall Schuler, ed.,
Handbook of Organizational Stress Coping Strategies,
Cambridge Massachusetts, Ballinger Publishing Company,
1984, p. 255.

Expectations which become part of the social system, places stress on individuals as they assume roles. Linton (1936) was perhaps the first to address the theory of roles as they relate to the social sciences. Newcomb (1951) brought it from anthropology to social psychology, and Parsons (1951) and Mertons (1957) considered it essential for the understanding of social structures (Katz & Kahn, 1966; King & King, 1990).

"Roles describe specific forms of behavior associated with given tasks; they develop originally from task requirements." (Katz and Kahn, 1966, p. 37). Individuals confronted with role-related stressors or role conflict perceive their role differently from the role perceived by the organization.

Kahn et al (1964) indicated that occupational role related stressors or role conflict are exhibited by factors that are present within an organization. These factors generate role expectations among role senders. Role senders then transmit expectations as role pressures to the focal person. The role pressures may create conflict between the focal person and other role sets within the organization or external to the organization. The focal person experiencing the role conflict can cope with it or withdraw. Reactions to conflict may produce changes in other sets of variables. For example, factors in the focal

person's personality or relationship with the role sender may be influenced by the resistence to conform to role expectations or may create hostile feelings between the two.

The study of occupational stress was initiated in the fifties by Robert Kahn and his colleagues at the University of Michigan (Shoebe and Hewstone, 1990) A distinction was made between the objective (explicit) social environment and the subjective (implicit) social environment. Both environments tend to produce culture conflict for African-American female managers.

The degree to which culture conflict is experienced by African-American female managers is dependent on whether the environment exhibits explicit or implicit standards for members to follow. The objective environment because of its open, dynamic and explicit standards and norms, imposes culture conflict on African-American female managers as they attempt to conform to this continual changing, highly structured environment; and simultaneously meet the demands from cultural, social, political and economic groups in the external environment.

Occupational stress and implicit culture conflict are experienced by African-American female managers in the subjective social environment because they are required to adhere to non-verbalized norms and behavior. Thus, behavior is based on the African-American's individual perception of

norm acceptance. The conflict is greater when the organization's non-verbalized norms are incongruent with African-American female managers' cultural norms that are also non-verbalized. Management decisions, based on perceived standards for African-American female managers, may result in a promotion or termination depending on the degree to which the decisions are consistent with dominant role expectations for African-American female managers.

When incongruency exists between the way African-American female managers respond to the organization based on their perceptions, and the way the actual organization operates, they are confronted with role forces. Thus they respond to sent roles consisting of the pressures which are communicated by members of their role set, based on perceptions and cognitions of what was sent. Sent role conflict results in psychological conflicts for the focal person.

Role Conflict

Kahn et al, (1964) explained role conflict as a factor in the environment of the person and as a factor in his internal, psychological life. Thus, role conflict can be defined as,

> members of the role set who hold quite
> different role expectations toward the
> focal person. At any given time they
> may impose pressures on him toward dif-
> ferent kinds of behavior. To the extent

> that these role pressures give rise to role
> forces within him, he will experience a
> psychological conflict (pp. 18-19).

Rizzo et al, (1970) presented role conflict in terms of

dimensions as,

> congruency-incongruency or compatibility-
> incompatibility in the requirement of the
> role, where congruency or compatibility is
> judged relative to a set of standards or
> conditions which impinge upon role
> performance (p. 155)

In role conflict, member(s) of the role set holds

different role expectations toward the focal person.

Role expectations create pressures on the focal person,

a member of a role set, when they dictate standards or norms

of behavior that are incongruent with the focal person's

needs or expectations. Thus, when members of a role set are

faced with a situation of simultaneously experiencing two or

more sets of pressure such that compliance with one would

make more difficult compliance with the other, they are

encountering sent role conflict (Kahn, 1964).

The imposed pressures give rise to role forces which

cause the focal person to experience conflict. African-

American female managers experience role conflict when they

receive opposing role expectations from both the organiza-

tion and black community.

As illustrated by Figure 2.3, role expectations, box I,

originates from organizational factors, circle A. These

role expectations are then transmitted by the role sender

to the focal person causing role pressure, box II. The degree of role pressure experienced by the focal person, box III, depends on the amount of contradictory role expectations exerted on the focal person by the role sender. The role pressures create conflict between the focal person's personality, circle B, and the organizational expectations. The pressure exerted by the role sender also depends on the degree to which a relationship, circle C, exists between the role sender and the focal person, and the amount of position power of the role sender relative to the focal person's position. The focal person then experiences role conflict in response to the perceived role expectations.

Role expectations cause the focal person to experience tensions that originate from conflicts that can be intrinsically or extrinsically associated with the job. This conflict can then result in coping responses, box IV, or negative outcomes for both the organization, and the focal person.

The various coping responses can consist of either social and/or psychological withdrawal. Conversely, if the focal person is unable to cope with role conflict, it can affect the relationship of the role sender and the focal person in the form of lack of trust, respect, etc. These affects are costly to the organization's effectiveness and to the focal person's psychological and physical well-being.

Figure 2.3

MODEL OF FACTORS INVOLVED IN ROLE CONFLICT
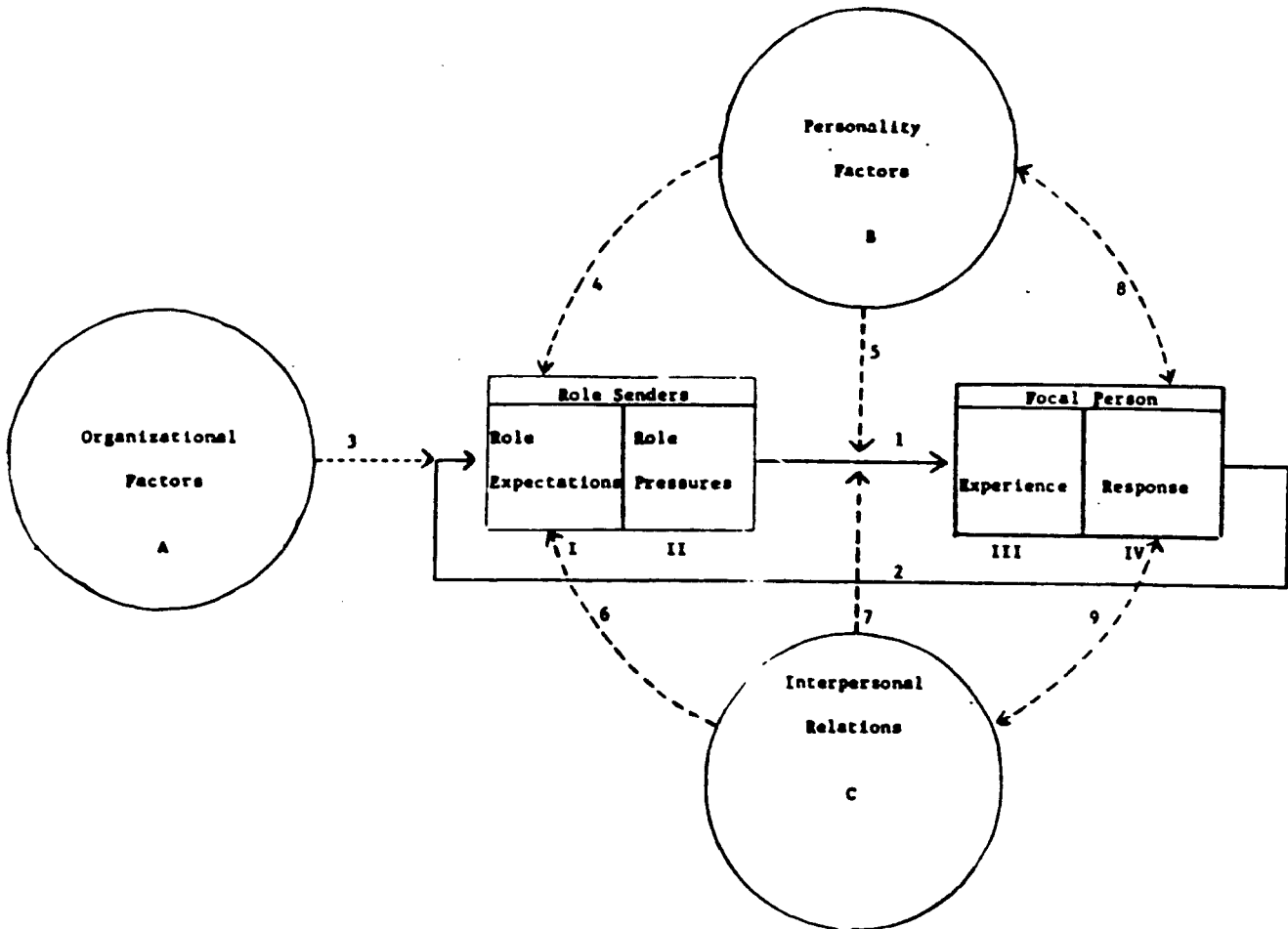
Source: Daniel Katz and Robert L. Kahn, _The Social Psychology of Organizations_, New York: John Wiley and Sons, 1966, p. 187.

In 1966, Katz and Kahn identified four types of role conflict. The first three types of conflict, intra-sender, inter-sender, and inter-role are conflicts in the content of role sent conflicts. The fourth type of role conflict, person role, is generated by a combination of externally sent role expectations and internal forces or role expectations which the focal person requires of himself. (Katz and Kahn, 1966,).

Figure 2.4 illustrates a modified Kahn role conflict model that includes another antecedent to role conflict -- the black community -- as well as the four types of role conflict and several consequences of negative role conflict.

The organization, circle (A) in Figure 2.4, represents independent variables such as its size, status levels, goods or services it produces and financial base. These variables generate role expectations among role senders. The black community, circle (B), also represents independent variables such as individual or group status, cultural loyalty and financial and other forms of support that are present in the community and that generate role expectations among role senders.

Role senders, box I, then transmit role expectations in the form of role pressures to the focal person. The role pressures, box II, then give rise to four types of role conflict, depending on role sender demands and number of

FIGURE 2-4

MODIFIED MODEL OF FACTORS INVOLVED IN ROLE CONFLICT

Personality
Factors
C

Organizational
Expectations
A

ROLE CONFLICT

Intra-sender
Inter-sender
Inter-role
Person

III

Diminished
Job
Performance

Propensity
to
Leave

Diminished
Job
Satisfaction

Lack of
Confidence
in
Supervisor

Physical and
Mental Well
Being

Community
Expectations
B

Interpersonal
Relations
D

Lack of
Professional
Growth

ROLE SENDER

(Role Expectations)

(Role Pressures)

(Perceptions of focal
  person's behavior)

I

FOCAL PERSON

(Psychological)
  conflict)

(Perceptions of
  role)

II

CONSEQUENCES

(Coping
  efforts)

(Compliance)

(Outcomes)

III

32

focal person role sets. The types of role conflict --
box III, intra-sender, inter-sender, inter-role and person
conflict -- were identified in 1966 by Katz and Kahn.

The first three types of conflict exist as conflicts
in the objective environment of the focal person and give
rise to psychological conflicts within the focal person.
(King and King, 1990). Inter-sender conflict consists of
incompatible expectations held by two or more members of a
role set. The focal person is caught in the middle of two
sets of people, each with individual demands. The pres-
sures on African-American female managers for autocratic
leadership from their superiors and autonomy from their
subordinates provide an example of inter-sender conflict.
Inter-sender conflict can also apply to individuals or
groups outside the organization, such as the black
community. An example would be pressure by the organization
on African-American female managers to terminate an African-
American employee, versus pressures from the black community
to support and retain the employee. Kahn et al reported
that 59 per cent of all inter-sender conflict reported in
their national survey resulted from induced pressures from
outside the organization (1966).

Intra-sender conflict is considered to be "incompatible
expectations from a single member of a role set" (King and
King, 1990, p. 49). An example of intra-sender conflict is

when superiors require that African-American female
managers perform tasks without giving them adequate
resources to complete it.

Inter-role conflict occurs whenever the sent
expectations for one role are in conflict with those for
another role played by the same person. African-American
female managers are expected by the organization, as they
advance in management, to adopt organizational norms; yet
the black community expects them, as managers, to support
their own cultural norms.

The fourth type of role conflict, person role, is
generated by a combination of externally sent role expecta-
tions and internal forces of role expectations which the
focal person requires of himself. Person role conflict
occurs when role requirements violate the needs, values or
capacities of the person holding the role. African-American
female managers who feel they are not adequately qualified
to handle the degree of tasks prescribed by their superiors
will experience person role conflict.

The model reveals that personality factors, circle (C),
such as behaviors and traits, are influenced by role con-
flict and role pressures that are created by organizational
expectations on the focal person. Interpersonal relations,
circle (D), represent factors such as power, respect, trust,
dependence of one on the other and communication between the

focal person and others. The model reveals that interpersonal relations are reflective of community expectations.

The pressures exerted by role senders depend on the role sender's power perceived by the focal person. The degree to which these pressures are experienced by the focal person creates tension and a response to withdraw or comply with the conflict. It is proposed that the consequences of continual pressures and inability to comply are reflective in factors such as job satisfaction, propensity to leave, diminished job satisfaction, lack of confidence in the supervisor, physical and mental well-being, and lack of professional growth.

Kahn's 1966 model of Figure 2.3 and modified versions developed by other researchers do not illustrate a second antecedent, the community, nor the consequences of pressures that result from role conflict. It is hypothesized that African-American female managers experience these dual pressures and role conflict from the organization and the black community. The pressures to conform to two cultures create role conflict and causes frustration.

Dill (1979) illustrates this frustration as African-American female managers attempt to simultaneously conform to two different cultural systems, EuroAmerican and African-American. She says that "much of the learning about Euro-

American culture for black women remains latent because discrimination prohibits them from achieving many mainstream values" (Dill, 1979, p. 69).

Additional Research Directly Related to the Study

Studies related to role conflict, gender roles, job satisfaction, job performance and other variables that impact the organization have demonstrated that there is a direct relationship between (stress) role conflict and job satisfaction; that there is a relationship between gender roles and role conflict and that job performance is affected by role conflict.

Jerry West's (1990) dissertation, Effects of Stress on Job Performance, Job Satisfaction and Job Involvement for Personnel in Government and Private Industry, found that stress within the government and private industry employees did not differ dramatically throughout the research. He also discovered that the government employee's stress was strongly correlated with the three variables -- job performance, job satisfaction, and job involvement -- and as stress decreases, job performance, satisfaction and involvement increases. Thus, low levels of stress were associated with high levels of job performance, satisfaction and involvement.

Another dissertation, Role Conflict and Role Ambiguity in Work Organizations, prepared by Jose L. Melia Navarro

(1987) reported that role conflict and role ambiguity do show some negative direct effects on job satisfaction and this had some negative direct effects on propensity to leave.

Herzberg et al (1959) published a book, <u>Motivation to Work</u>, in which they advocated the Two-Factor Theory of Job Satisfaction. Scholars have challenged the theory for a couple of reasons, one being that the theory is very categorically stated and secondly, empirical tests of the theory have given different results, depending upon the particular empirical methods that were used. (Hultaker, (1977). However, the theory has been found useful by practitioners and academicians to illustrate how job satisfaction can affect motivational factors such as achievement, recognition, responsibility, etc., and maintenance factors, such as working conditions, job security, company policy, etc.

The Herzberg et al theory was used by Phyllis Green in her dissertation (1989), <u>Job Satisfaction: A Factor Analytic Study</u>, to investigate the nature, causes and consequences of job satisfaction among 1,579 employees in 88 public sector organizations in Jamaica. It was determined that the three variables of achievement, relations with supervisor and relations with subordinates

emerged and accounted for 73 percent, 16 percent and 11 percent respectively of the variance in job satisfaction.

Research has also been conducted on role conflict and gender roles. Much of the research has demonstrated that there is a direct relationship between role conflict and roles performed by women. It was inferred that women experience more conflict because they perform multiple responsibilities in their roles as mother, manager, spouse, etc. (Druschel, 1989; Levis, 1990; and Bell, 1990).

The degree of role conflict increases for the minority who performs additional roles, such as role model for other minorities and cultural identity roles.

Gender and Racial Roles for African-American Females

Medria Williams Young's (1985) dissertation, The Subjective Experiences of Black Women in Management, illustrates assumptions about the roles of men, women and minorities in the traditional corporate setting. She cited,

> Corporate management has traditionally been the domain of middle-aged white men who were taught that women and people of color were inferior and should assume subordinate positions in the organization. In the last fifteen years, however, the relegation of minorities and women to inferior positions is now considered socially unacceptable, if not illegal.

Minority women in America perform roles in a number of different areas. For example, they are mothers, sisters, wives, members of social and/or professional organizations,

employees, and role models for younger minorities. Black

women encounter yet other roles, those of performing

non-stereotypical roles in corporate America and maintaining

identity within the black community. They are expected to

assimilate into mainstream society, but they must not become

too white or they will be labelled by the black community as

"uncle tom" or "bourgeoisie". Also, if they deviate too far

from their own cultural norms, they run the risk of isola-

tion from the black community. Norms in the black community

can consist of attending, or financially supporting, black

sponsored programs, religious and/or social events.

The black community is important to most African

Americans because it contains a common element, that of

being black. The black church is the most traditional

organizational structure for African-Americans. It is the

only institution where they have had complete control,

independence and autonomy. Historically, the church

has addressed issues such as racism; however, today

the church focuses on social change and alterations in

relations between black and white in the community.

A broader definition of the black community than

provided in Chapter 1 is offered by Gerda Lerner (1972).

> Black community describes the social
> system of blacks as related to terri-
> toriality or spatial distribution and

> human aggregates distributed within
> certain ecological boundaries who share
> common experiences, value systems, and
> social institutions. It can also denote
> power distribution (group of respected
> black men and women).

The black community has also been described as a complex heterogeneous entity whose strength and vitality emanates from its diversity, "family structure, educational attainment, residential patterns, social class structure, political ideologies and behavior, life changes, access to decent health care and equality before the law" (Blackwell, 1991, p. 488).

It is important to note that there is no single description for the black community. However, it should be noted that it is a social system with its own cultural and role expectations. Many professional blacks, whose roots stem from the black community and who have successfully assimilated into the mainstream culture, feel a sense of loyalty to the black community.

Gary Williams elaborated on this point in his (1991) dissertation, The Black Professional in Milwaukee: A Descriptive Analysis, where he investigated the differences between two concepts that are projected of blacks in the black community. One concept protrays blacks as failures in their responsibility to the black community while the other concept protrays blacks as a responsible elite with a strong commitment to the black community. His conclusions were:

> The black professional is responsive to
> the black community and feels responsible
> for and sympathetic to less fortunate
> blacks. However, the black professionals do
> maintain a social distance, of sorts, between
> themselves and less fortunate blacks.

The black community has also been instrumental in developing and maintaining distinctive cultural characteristics for its members. Some of these characteristics are acceptable and some are unacceptable attitudes for its members to exhibit in the traditional corporate setting, according to the dominant corporate culture. For example, attitudes that are considered to be overreactive, intimidating, extrovertive and even defensive when displayed by black men/women are: interpersonal responsiveness, strong cultural values, assertiveness, ethnic awareness, group identification and directness in communication (Foeman and Pressley, 1987).

There has been some research on the perceptions of racial roles (Kochman, 1970; Dickens and Dickens, 1981; Fernandez, 1982; Mack, 1983; Morgan, 1984; Nkomo and Cox, 1989; Berger, 1989; Bell, 1990; and Goh, 1991). Basically, their findings were that there is no significant difference between role perceptions among black and white women, but there is a difference in the manner in which they cope with the role pressures that produce role conflict.

In 1984, the dissertation of Rosaline Morgan, Coping Methods in Black Women and White Women. A Comparative Study of Relationships between Self Perceptions and Perceptions of Role Conflict studied 55 black and 50 white urban women who were currently employed and simultaneously involved in spousal and/or maternal roles to explore the relationship between self perceptions and perceptions of role conflict. She determined that the increase in the simultaneous implementation of occupational and familial roles by contemporary American women had also increased the incidence of experienced role conflict.

Also explored was whether coping behavior and perception of role conflict are functions of differing self perceptions. Her findings were:

> Black women were significantly stronger than white women in the self perceived trait of agency (masculinity). The frequency of the occurrence of role conflict (community roles versus employment roles) were significantly less for black women and greater for whites.

The results of Morgan's study indicated that there were significant effects of contrasting background variables for both groups of women. The study supported research that suggests that role problems may be specifically related to gender and/or race.

Role problems can be directly related to other organizational and individual problems when associated with gender and race.

For example, Renee Mack's (1983) dissertation, <u>Role</u>
<u>Conflict(s) and Coping Strategies of Black Female Corporate</u>
<u>Managers and Supervisors,</u> studied black female corporate
managers and supervisors to investigate the nature and
extent of role problems as they related to race or gender,
and to identify strategies used to manage such problems.
She determined from among the role problems examined that

> there were twelve role problems identified
> as gender and/or race related. Seven of
> the twelve role problems were identified as
> stressful or pressure-inducing situations
> and five were other role-related problems.

She also examined coping strategies and behaviors and
determined that from among eleven coping strategies
and behaviors the three most frequently identified
were exercising, talking to network members and pre-
senting one's viewpoint.

Women, both black and white, have been stereotyped
into appropriate roles. Regarding gender roles, Berger
(1989) proposed that females in mainstream society are
projected as being passive, dependent and have been expected
to provide support and nurturing to others. Swee Goh's
study related the gender stereotype to the work place when
its findings revealed that women do tend to be less
assertive than men (Goh, 1991). Because managers can use
stereotypical behaviors as an advantage or disadvantage for
employees when making decisions that affect their upward

mobility in the organization, it is important to note differences in appropriate gender stereotypical behaviors.

A number of the behaviors such as adventurous, aggressive, confident, independent, self-sufficient, strong and unemotional are considered appropriate behaviors for men and denote power in decision making. On the other hand, these same behaviors are considered negative forms of behaviors if exhibited by women. Appropriate stereotypical forms of behavior for women are, humble, emotional, fickle, sentimental and submissive (Cook and Mendleson, 1984). Since, many of the non-traditional occupations reflect the behaviors that are considered acceptable for men, women are finding it more advantageous to adopt those behaviors as they seek to demonstrate their potentials to move upward in the organization.

In the study of gender role stereotypes and the effect of stereotyping on the career adjustment of women, Theresa Anne Kruczek reported that women do perceive a difference in behaviors acceptable on the job, which are necessary for successful job performance, than behaviors that are exhibited at home. In her (1990) dissertation, The Effect of Gender Stereotyping on the Career Adjustment of Women, she also reported that "traditionally employed women provided more extremely stereotyped ratings than did their nontraditionally employed counterparts".

Role stereotypical behaviors can also be applicable to gender and race, for example African-American women.

African-American women have become subjects of social science literature whereby they have been depicted as "matriarchs" or domineering within the black family. This role has been transferred into the work place, stereotypical as a behavior that is contrary to the traditional image for a woman, and is a disadvantage for African-American women who aspire for upward mobility into nontraditional positions in the traditional corporate setting. African-American women want to retain their cultural identity as being "strong" within the black family structure, but they do not want the stereotypical label of being matriarchs or domineering negatively transferred into the work place.

African-American/Black Women

As previously discussed, the traditional assimilation or "melting pot" approach used by many American firms to manage ethnic minorities in the past may not be effective for the year 2000. This approach required ethnic minorities to deny their cultural heritages and assume the EuroAmerican identity, especially those minorities with aspirations of entering management ranks.

Increasingly, ethnic minorities are rejecting this approach and challenging management to accept and respect

their desires to maintain their own identity. They also want management to recognize their unique contributions, talents and values, as assets for the organization.

Today, there is evidence of increasing frustration among blacks included in the multicultural environment in the American workplace. Studies indicate that discrimination continues to be an obstacle to advancement for women and blacks. Specifically, they report that from among "12,000 corporate respondents, four out of five blacks and three out of four women saw evidence of sex and race discrimination in the work place." This perception of discrimination actually increased as women and blacks advanced within management (Loden and Rosener, 1991, p. 13).

Black women differ in labor market experience from white women when compared to gender, and they differ in work behavior from black males when compared along racial lines. Although the percentage of black women in the labor force increased from one-third at the beginning of the century to almost one-half in 1978, their percentage of the female work force decreased from twenty-two percent in 1910 to fourteen percent in 1978 (Wallace, 1980) This suggests that black women have gotten lost in the shuffle between affirmative action qualifiers of being either black (counted for race) or female (counted for sex).

African-American women are perceived as carrying a dual
burden of race and sex discrimination. In the 1960s, a
period that highlighted racial discrimination in corporate
America, African-American women were the wrong sex. During
the 1970s and later, more energy was expended to fighting
sexual discrimination in corporations and African-American
women were the wrong race (Davis and Watson, 1982).
African-American women have been and continue to be victims
of both sexual and racial discrimination. They are the
hidden minority between black males and white females.

Leanita McClain, a black female reporter for The
Chicago Tribune, expressed her frustrations over lack of
career and cultural acceptance, and her feelings of being
trapped between two cultures in her 1980 article, "The
Middle-Class Black's Burden," Newsweek magazine (1980,
October). She wrote, "Whites won't believe I remain
culturally different. Blacks won't believe I remain
culturally the same." Ms. McClain later committed suicide.
Thus, the burden of constantly being torn between two
cultures, one's own and the dominant culture, is devastating
for African-American women as they attempt to climb up the
corporate ladder and maintain identity in the black
community. It requires the ability to juggle identity
between the expectations of the two cultures while maintain-
ing a smile -- a facade of positive acceptance. Literature

has characterized this function by using the terms, bicultural or double consciousness (Lewis, 1977; Fleming, 1983; Nkomo and Cox, 1989; Myers, 1989 and Bell, 1990).

Biculturalism and the African-American/Black Woman

Career-oriented black women are faced with the challenge of adapting to the expectations set by corporate America and at the same time maintaining identity with the black community. They are faced with "transforming stereotypical images and simultaneously creating new professional roles," with little or no role models to emulate (Bell, 1990, p. 460).

Bell also notes that black women experience psychological conflict brought on by attempting to conform to the business environment and the norms set by the black community. As they advance further up the corporate ladder, they are also expected to prioritize between other roles, such as spouse and/or mother.

Some terms discussed in Bell's paper that are commonly used to describe the black female's double identity include: bicultural life experiences, mainstreaming behavior as assimilation or compartmentalization, marginal person, social marginality, and double consciousness. Bell notes that because of the bicultural life experiences, black professional women are caught in a conflicting web of expectations which are far more complex than those of

simply being a professional woman or being black. (Bell, 1990, p. 460). Black women also encounter sex and race inequality because they share common interest with co-members of two groups that are subordinate to the dominant group: black men who are subordinate to the dominant group of men, and white women who are subordinate to the dominant group of women. Lewis (1977) states, "black women, because of their membership in two subordinate groups that lack access to authority and resources in society, are in structural opposition with a dominant racial and a dominant sexual group" (p. 43).

Lena Myers' research of the topic presented these comments,

> Black women live in a society that devalues
> both their sex and their race. Their social,
> economic, and political experiences derived
> from circumstances of birth dictate to them
> 'to do what you have to do' in terms of their
> roles as mothers, wives, and/or providers for
> the recipients of the role performance
> (Myers, 1989, p. 177).

The double labels used to describe black women can be positive or negative for upward mobility in the corporate setting. Stella M. Nkomo and Taylor Cox, Jr. in their article, "Gender Differences in the Upward Mobility of Black Managers: Double Whammy or Double Advantage," note that terms such as "two fer" or "double advantage" theory are positive when used to meet affirmative action

employment requirements. Black women are counted twice, once for being black and once for being a woman. However, the "double whammy" or "double blind" theory holds that black women suffer a double negative image. Black women are depicted in social science literature as being strong powerful and domineering, somewhat of a matriarch,   willed, with greater power than the black man in the black family structure (Nkomo et al, 1989, p. 827). The matriarchy stigma has presented a problem in presenting an accurate image of the black female. The origins of this stigma can be traced back to the historical interpretation of black women's sex roles in social science literature.

Dill (1979) points out that this "erroneous historical interpretation of the black female in the labor force was first presented by E. Franklin Frazier in his 1966 book, The Negro Family in the United States" (Dill, 1979, p. 70). He proposed that it evolved during the slave period and gained prominence after emancipation among those blacks who were economically unstable or otherwise removed from the direct influence of EuroAmerican culture. Poverty and other social conditions experienced by black women have always forced them to combine the tasks of the home and family with the task of outside employment. (McAdoo, 1988.) Dill notes that, "Moynihan's report attributed the concept with notions of female dominance in husband-wife

families and the large (relative to white families) percentage of female-headed families in the black community to conclude that matriarchy was characteristic of black family life" (Dill, 1979, p. 70).

Because of her gender and race, the upwardly mobile black female experiences an acute marginal position in society that increases her chances of isolation. On the other hand, the "two fer" theory has an offsetting effect. It holds that black women are less threatening than black males and will advance faster and farther.

Georgia Hale's dissertation (1985), _Factors and Strategies Affecting the Career Patterns of Black Managers,_ revealed that

> Black women are getting more opportunities because they are willing to negotiate and compromise, and her ego is not as big as that of the black male. Corporate executives can hire a black female, pay her a few thousand dollars less than a black male or white female, and promote her without experiencing much of the personal threat that black males represent.

Nkomo et al. suggests that the matriarchy label may have created "loopholes in racial discrimination that permitted black women to take better advantage of educational opportunities and that black families may have encouraged their daughters rather than sons to continue their education" (Nkomo et al. 1989, p. 826). For example, early 1900 employment for black men required

them to work their own farms or to learn a skilled trade like bricklaying, plastering or painting, whereas, black women were offered higher education to prepare them to became schoolteachers in segregated schools. In 1966, 61% of black women between the ages of twenty five and thirty four had a college degree compared to 5.2% for black men (Lewis, 1977, p. 51). One to three years of college education increased for black women in 1988 to 19,200 from 16,000 in 1980 (U.S. Census, 1990, Table 625).

Jacqueline Fleming (1983) notes that the black women are many times victims of "double jeopardy" being both female and black in a society that is "racist and sexist" (Fleming, 1983 p. 41). Until the past decade, black females because of discrimination were relegated to inferior employment such as maids or nannies. Recognizing the need to be self-supportive and progressive, black families encouraged black females to receive advanced education. The education would prepare them for careers in teaching in segregated schools. Black males, even with a college degree were severely restricted because of racial discrimination (Lerner, 1972).

Fleming's research examined the conflicting images of black women -- dominant and assertive -- and as the victims of the double jeopardy of being black and female. The research reported the differences between predominantly

black and predominantly white college environments and determined that they differentially encourage characteristics associated with each image. For example, the adverse conditions of predominantly white colleges promote self-reliance and assertiveness, characteristics associated with the matriarchal image in social science literature, whereas, the supportive conditions of predominantely black colleges encourage a social climate that may be counter-productive to academic gains. Fleming also noted that black women are often judged to be better educated than black males, which supports the image of assertiveness that has dominated much of the social science reports of black women. She advocated that although educational opportunities are slightly more advantageous for black females than for black males, black males obtain advanced degrees and elite professional attainment and income more than black females. Thus, black women, seen as being more dominant or stronger than black men, really depict the idea that they are "less passive and dependent (less feminine) in terms of white stereotypes than white women" (Fleming, 1983, p. 43).

Diane Anderson's dissertation (1987), A Comparative Study of Self-Concepts Among Black Female Undergraduates in Two Different University Environments, reported that among 108 women at predominantly black institutions and 142 women at predominantly white institutions,

> Black women attending the predominantly
> black university did obtain a higher score
> on a measure of physical self-concept than
> black women attending a predominantly white
> university.

Many black professional women are finding it beneficial to seek supportive relationships among other successful black professional women in the work force. Denton (1990) found that black women are not exposed to the environment that would enable them to receive the support through the network of the "buddy system," the "colleague system," or the "old boy system." Thus, they are bonding together to receive the socio-emotional bonding in organizations that are necessary for their growth and their success. This support is even more necessary because of the discrimination that black women encounter and their inability to understand whether the discrimination is a result of being black or being a female or both. The role conflict is compounded because the black female is torn between the mythical image of being dominant in the family versus conforming to the less dominant behavior prescribed by the traditional work environment or the EuroAmerican male-dominated business environment.

A study conducted in the Phoenix area among 13 black managers concluded, in Hale's dissertation, that black females have indeed performed the more domineering roles in the family structure. One of the participants, employed at a utility company,

noted that when whites have a problem with utilities, it is usually the man who comes in to remedy the problem. However, with blacks and Hispanics, the female takes care of the bulk of the business. He added that when the black and hispanic women can not do the transaction personally, they send their daughters.

Gender in corporate America can create a barrier to upward mobility regardless of race. As Friedman notes, "women are climbing the corporate ladder but at some point seem to reach an invisible barrier, a glass ceiling separating them from top management positions" (Gender, 1988, p. 33). Women who cannot break through the glass ceiling experience frustration, low job satisfaction and low self-esteem.

Wright, King, Berg and Creecy (1987) examined the relationship between job satisfaction, various aspects of the individual and the work environment. Their study indicated that organizational variables are influenced by perception and background variables. The perception variables are related to feelings of being adequately qualified for the current position, perceived opportunities for advancement within the organization, and the individual's expressed goals of becoming a manager. The perception variable is important for black females, depending on their educational experiences and their ability to conform to stereotypes as noted by social science literature. The variables can also create considerable

stress when they are not consistent with the role prescribed for them by their organization (Wright, King, Berg, Creecy, 1987, p. 133).

Carlene R. Smith's dissertation (1990), <u>Role Conflict Sex Role Orientation, Perceived Social Support and Stress in Black Female Managers,</u> investigated the extent to which role conflict based on sex-role stereotyping, sex-role orientation, and perceived social support are associated with stress-related symptoms in a sample of black women managers. The results revealed that emotional exhaustion, an aspect of stress, is positively associated with role conflict and that femininity scores were negatively related to scores reflecting emotional withdrawal from staff. The study supported the thesis that the organizational dynamics of which black women executives are a part can result in stress-related effects. In addition, sex-role orientation and perceived social support may be factors contributing to psychological adjustment.

In Carrie Wilkinson's dissertation (1990), <u>The Relationship of Cultural Identity to the Psychological Well-Being of Black Women</u>, she researched 100 adult black women employed in professional or managerial positions. She concluded that

> pre-encounter identity (enculturated white) and encounter identity (undeveloped racially/ culturally) were significantly related to depression, as well as perceived prejudice,

withdrawal, wishful thinking, unavailable emotional support, seeking social support and inversely, positive reappraisal. Pre-encounter and internalization (bicultural) identities were significantly related to anxiety as were also wishful thinking, withdrawal, perceived prejudice and inversely, self-blame.

Summary

In chapter two, a review of the literature from journals, dissertations and books provided the foundation for this study. The authors of the literature sought to illustrate information and research regarding the changing work force, role stress theory and its characteristic of role conflict, African-American women and biculturalism.

As the work force continues to change from the traditional EuroAmerican, male-dominated environment to a more diversified one, it becomes important for managers to recognize individual differences and other methods discussed in Chapter II to help understand and appreciate the unique talents and skills of this new group of workers.

Role stress theory was discussed to illustrate the characteristics of role conflict and its effect on African-American female managers. Job dissatisfaction was presented as an outcome of stress (tension) and the four forms of role conflict as a part of stress. Stress has been called a silent killer as it permeates throughout the workplace creating unrelieved frustration and taking the lives of its victims. In addition to normal work-related stress, African-American women managers also experience role

conflict in bicultural situations as they assimilate into the mainstream cultural environment and attempt to maintain their own cultural identity. This cultural assimilation requires that they adopt the language of the dominant group, and incorporate much of the dominant group's cultural norms, values, and social expectations as their own.

The literature revealed the difficulty of mainstreaming because of the extreme opposite cultural norms exhibited in the traditional corporate environment. These norms reflect the Euro-American, male-dominated culture and is based on his characteristics. In order to be successful in this environment, African-American females are expected to perform according to the expectations of the dominant culture, which are consistent with the social science literature but contrary to African-American females' self-image. Organizational role conformity can jeopardize the African-American's support from the black community if it deviates too far from the black community's role expectations.

African-American female managers are continually compared to white female managers and black male managers. They are seen as subordinate to white female managers but are superior to black male managers in the job market. The "double jeopardy" or "two fer" syndrome continues to plague African-American female managers as they struggle to climb up in the corporate ranks.

Chapter three presents hypotheses to test role conflict, its antecedents and outcomes. Also, a causal structural model, Figure 3.1, was developed from the modified Figure 2.4 model of factors involved in role conflict. From this model, a theory of bicultural role conflict is introduced. The model in Figure 3.1 illustrates the antecedents of bicultural role conflict and delineates job dissatisfaction as a negative outcome of the four types of role conflict.

CHAPTER THREE

METHODOLOGY

Chapter three outlines and discusses the research procedures used in this study to investigate African American female managers and bicultural role conflict.

This study investigates theories about African-American female managers and their dual state of biculturalism. Although it incorporates existing notions of role conflict, it does not attempt to verify pre-existing specific hypotheses. Therefore, the inductive research procedure is considered to be the most appropriate research methodology.

Because of the sensitivity of gender and racial studies, this study utilizes two self-report survey research instruments. The questionnaire is used to correlate the relationship between dual forms of role conflict and their consequences on African-American and EuroAmerican female managers. Personal interviews were used to supplement the questionnaire. The purpose of the interviews was to ascertain answers to questions that were not completed on the questionnaire, to allow the interviewer to delve into the motivations of respondents and their reasons for responding as they did on the questionnaire (Kerlinger, 1964), and to record personal statements from respondents regarding their experiences of bicultural role conflict.

Research Design

The research design follows The Static-Group Comparison Model, a quasi-experimental research method, which allowed the researcher to make a comparison between a group which has experienced a treatment (biculturalism) and a group which has not (Campbell and Stanley, 1963). Additionally, because the study sought to confirm hypothetical relationships between a set of causal variables and their subsequent outcomes, The Static-Group Comparison Model was combined with correlational research to enable the researcher the flexibility of conducting a field exploratory study or gathering causal factors in real life settings where only partial control was possible. The exploratory field study also enabled the researcher to discover significant variables in the field situation, to discover relations among variables and to lay a groundwork for future systematic testing of hypotheses (Kerlinger, 1964). The correlational method was also selected because of the ability to investigate the extent to which variations in one or more factors correspond with variations in one or more other factors based on correlation coefficients (Isaac and Michael, 1974).

The following questions were developed in order to present the basis for the theory of bicultural role conflict as it relates to African-American female managers. This

theory will be supported by the respondents answers to the role conflict questions (Appendix A) and the personal data form (Appendix C). The questions were also directed at gaining insight regarding the outcomes of bicultural role conflict for both African-American and EuroAmerican female managers. The questions are:

1. Is there a relationship between organizational expectations and role conflict for African-American or EuroAmerican female managers?

2. Is there a relationship between cultural expectations, organizational expectations and role conflict for African-American or EuroAmerican female managers?

3. How does role conflict affect job satisfaction for African-American or EuroAmerican female managers?

4. Are there any differences between role conflict experienced by African-American female managers and role conflict experienced by EuroAmerican female managers.

Figure 3.1 presents a diagram of the proposed structural model of bicultural role conflict and job satisfaction. The model includes two contextual variables - organizational factors and community factors. (Cooper and Payne, 1980, p.63). It is proposed that exposure to the two contextual variables create biculturalism. According to Kerlinger (1964) these extraneous variables can be

controlled by building them into the research design as assigned variables, thus "yielding additional research information about the effect of the variable on the dependent variable and about its possible interaction with other independent variables" (p. 285). The model also includes one dependent variable - role conflict, consisting of four forms - (1) intra-sender, (2) inter-sender, (3) inter-role and (4) person role conflict. It is further proposed that these forms of role conflict can originate from bicultural experiences. Finally, the model tests only one dependent variable -- job satisfaction, or the degree to which African-American or EuroAmerican female managers experience feelings of work satisfaction and recognize that these feelings result in a negative outcome from any of the four types of role conflict. Other potential outcomes of biculturalism were considered beyond the scope of this research study.

Figure 3.1

CAUSAL MODEL OF

BICULTURAL ROLE CONFLICT AND JOB SATISFACTION

| ORGANIZATIONAL FACTORS Role Sender | → | transmit Expectations | ← | COMMUNITY FACTORS Role Sender |

which
create
Pressures
on the

| Focal Person |

Leading to

BICULTURALISM

| Causing ROLE CONFLICT Intra-sender Inter-sender Inter-role Person |

| Resulting in the Outcome of Job Dissatisfaction |
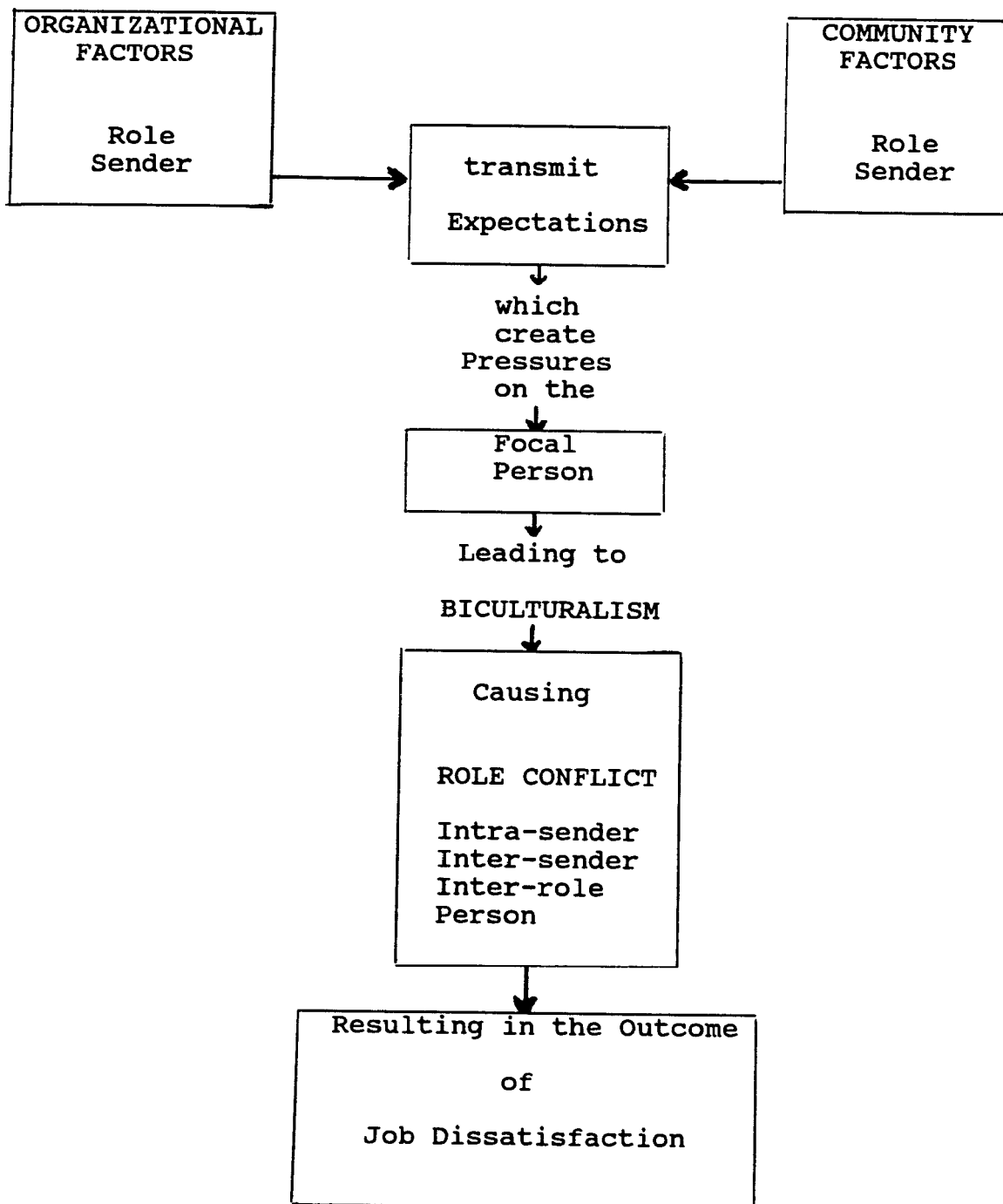
Proposed Bicultural Role Conflict Theory

Research has demonstrated that there are factors that, depending on the expectations of the organization and expectations of the black community, will have a relationship to biculturalism experienced by African-American female managers. The biculturalism concept was presented by Bell (1986) as she presented her theory of bicultural life structures. The bicultural life structure theory depicts the cultural positioning of African-American women as they adapt in response to living in a culturally diverse society. Thus, Bell described biculturalism as the "socio-cultural repertoire of black women, as they move back and forth between the black community and dominant culture" (p. 21).

Based on this description, it is reasonable to believe that African-American female managers possess an ability to culturally adapt to various situations, thereby resulting in biculturalism. Therefore, it is questionned whether this biculturalism results in any form of role conflict, and if this role conflict is experienced at a greater level for African-American female managers than for EuroAmerican female managers employed in EuroAmerican male-dominated organizations.

To reflect the fact that African-American female managers may experience bicultural role conflict and that this role conflict can result in diminished job satisfaction, the following hypotheses are presented.

Hypotheses

African-American female managers, because of their race and gender, can experience stress as they attempt to gain recognition in the corporate environment because of their unique skills and talents as a member of one of the minority groups - black or females. They have become equipped with the added skills of identifing with two cultures - black and white. They can be required to conform to either culture, depending on the situation, the threats or opportunities. These requirements result in role pressures that lead to role conflict.

African-American, as well as EuroAmerican, female managers who are continually confronted with role pressures will experience forms of role conflict. The effects of role conflict can result in forms of tension that if not relieved can affect the mental and physical well-being of the managers as well as the stability and growth of the organization. The following correlational null hypotheses are presented to illustrate the outcomes for four unresolved forms of role conflict experienced by both ethnic groups.

> Ho1:   There is no relationship between
> intra-sender role conflict and job
> satisfaction for African-American or Euro-
> American female managers employed in traditional
> EuroAmerican male-dominated organizations.

Ho2: There is no relationship between
inter-sender role conflict and job
satisfaction for African-American or Euro-
American female managers employed in traditional
EuroAmerican male-dominated organizations.

Ho3: There is no relationship between
inter-role conflict and job satisfaction
for African-American or EuroAmerican female
managers employed in traditional EuroAmerican
male-dominated organizations.

Ho4: There is no relationship between
person-role conflict and job satisfaction
for African-American or EuroAmerican female
managers employed in traditional EuroAmerican
male-dominated organizations.

Should hypotheses Ho1, Ho2, Ho3 and Ho4 not be rejected
at the five percent or even the one percent significant
level it may be because there are variables other than role
conflict that have influence on determining the outcome of
job satisfaction for African-American or EuroAmerican female
managers in this study.

The alternative hypotheses are:

Ha1: There is a relationship between
intra-sender role conflict and job
satisfaction for African-American or

EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

Ha2: There is a relationship between inter-sender role conflict and job satisfaction for African-American or EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

Ha3: There is a relationship between inter-role conflict and job satisfaction for African-American or EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

Ha4: There is a relationship between person-role conflict and job satisfaction for African-American or EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

Because it was important to determine whether there were any differences between role conflict experienced by EuroAmerican female managers and role conflict experienced by African-American female managers, the following null hypothesis was developed.

Ho5: There are no significant differences between role conflict experienced by Euro-American female managers and African-American female managers employed in traditional EuroAmerican male-dominated organizations.

Should Ho5 not be rejected at the five percent or even the one percent significant level, it may be because there may be variables that contribute to role conflict for EuroAmerican female managers at the same degree as for African-American female managers.

The alternative hypothesis is:

Ha5: There are significant differences between role conflict experienced by Euro-American female managers and African-American female managers employed in traditional Euro-American male-dominated organizations.

Hypotheses were tested through analysis of participants' responses to selected questions contained on the questionnaire (Appendix A). These analyses provided insight into all the research questions. Additionally, information gathered in the literature research and the personal interviews (Appendix B) provided insights into the possible outcomes of biculturalism and role conflict.

Study Design Overview

The design of this study generally followed the concepts of The Static-Group Design Model (Campbell and Stanley, 1963, p. 12). This is expressed as follows:

$$\underline{\quad X \quad} \quad \underline{\quad} \quad \underline{\quad O1 \quad}$$
$$O2$$

In this design, X represents the "treatment" or the experience of bicultural role conflict in corporations that are EuroAmerican male dominated. The "treatment" of bicultural role conflict represents an experimental construct or independent variable which allows the research to conduct a manipulation check (Kerlinger, 1964, p. 35), through the usage of the survey instruments. Group O1 represents those African-American female managers who are employed by those corporations. Group O2 represents a control group of EuroAmerican female managers who are employed by these or similar corporations. Groups O1 and O2 were selected from manufacturing corporations, and not-for-profit (county, city and State government; and medical, legal and educational) organizations in the Phoenix area of Maricopa County in Arizona.

Sampling Strategy

The study focused on African-American female managers employed in EuroAmerican male-dominated corporations in Arizona residing in the Phoenix area of Maricopa County.

This study required a diverse group of African-American and EuroAmerican women managers to reflect different ages, backgrounds and management experiences. An attempt was made to include women at levels of middle management or above and with at least a baccalaureate degree or higher. The rationale for using this criterion included the thought that these women would have diverse educational backgrounds to prepare them for occupations entailing high levels of responsibility. It was further assumed that the higher the level of responsibility, the more likely the occurrence of role conflict. Based on this criterion, a meeting was held with the City of Phoenix Equal Opportunity Department Director to gather names of African-American and EuroAmerican women serving on various City of Phoenix committees. This individual was considered as a contact person because she is instrumental in making sure that women, similar to the type desired for this study, serve on various City of Phoenix committees.

Other sources used to identify African-American and EuroAmerican female managers were sororities, African-American professional associations, three African-American churches were considered because of their large predominantly black congregations, African-American and EuroAmerican professional women organizations and through assistance from the Human Resource Departments at the

organizations contacted for this study. See Appendix E
for a complete listing of sources used to identify subjects.

The subjects for this experiment consisted of
approximately one hundred African-American and one hundred
EuroAmerican female managers. A stratified sampling
technique was used to select participants for this study.

A letter of transmittal was mailed to each of the
female managers in the sample explaining how her name had
been given to the researcher and solicited her willingness
to participate in the study. (Appendix D). The personal
data form (Appendix C) and questionnaire (Appendix A) were
enclosed in an envelope with a stamped, self-addressed
envelope. The women were instructed to complete the
questionnaires and personal data forms and return them
within a ten-day time period. The personal data form
contained the necessary information to further validate
participants for this study.

It was anticipated that initially, a low response of
forms would be returned within the ten-day time period.
Thus, a second letter of transmittal was developed for non-
respondents strongly expressing the need for their
participation (See Appendix F). The questionnaire and
personal data form were again enclosed, in case they had
misplaced the first one. At that time, additional possible
participants were identified from various sources to insure
that the research would attain the anticipated sample size.

Three hundred fifty participants were identified. Close monitoring of the questionnaires and follow-up resulted in acquiring the projected total of two hundred (100 African-American and 100 Euro-American female managers) as participates for this study.

Participants in the Study

It was anticipated that the public/service sector would have the largest number of female managers to explore for possible participants for this study because of various government regulations. For this reason, it was anticipated that the majority of participants (75%) would be employed in nontraditional professional managerial occupations such as directors or managers of governmental agencies. They would also be employed in service type professional managerial occupations such as presidents, deans and/or department chairpersons in educational institutions.

The remaining twenty-five (25) percent would be employed as directors or managers in private corporations. Table 3.1 provides a sample of professionals by race, job title and employment affiliation who participated in this study.

All participants were required to meet the criteria of occupying a "managerial" position whereby they perform management functions of planning, organizing, directing, leading, motivating, controlling and coordinating the performance of others.

The following statistics provide evidence that the proportion of participants used for this study are representive of the population of African-American and EuroAmerican female managers in Arizona, Maricopa County.

Blacks compose (3%), 110,524 of 3,665,228, of the total African-Americans in the State of Arizona. There are 74,257 (67%) out of the total Arizona population of 110,524 blacks, residing in Maricopa County. Ninety-five percent, 70,660 of the 74,257, of black residents living in Maricopa County reside in the Phoenix Division. This Division includes the metropolitan Phoenix area plus the cities or towns of Apache Junction, Avondale, Buckeye, Chandler, El Mirage, Fountain Hills, Gilbert, Glendale, Guadalupe, Mesa, Peoria, Paradise, Scottsdale, Sun City and Tempe. African-American females comprise 7.4% of the civilian labor force in the State of Arizona.

Out of the 3,665,228 total population in the State of Arizona, there are 2,963,186 (81%) EuroAmericans. Of the 3,665,228, there are 1,854,537 or (51%) EuroAmerican females. Fifty-eight percent (2,122,101 of 3,665,228) reside in Maricopa County and ninty-one percent (1,934,889 of 2,122,101) reside in the Phoenix Division. EuroAmerican females consist of 51.6 percent of the civilian labor force in the State of Arizona (1990 Census of Population and Housing; The National Data Book, 1990 ; and the Statistical abstract of the United States, 1991).

TABLE 3.1

PARTICIPANTS BY RACE, JOB TITLE AND COMPANY

PRIVATE COMPANY PARTICIPANTS:

JOB TITLE:	RACE:
Textbook Editor, Manager	Black
Automobile Claims Manager	Black
Customer Service Manager	Black
Personnel Director	Black
Finance Director	White
Data Processing Manager	White
Information Director	White
Special Projects Manager	White
Fraud Investigation Manager	White

GOVERNMENT AFFILIATED PARTICIPANTS:

JOB TITLE:	RACE:
Director of Aging - City Gov.	Black
Director of Nutrition - State Gov.	Black
Social Insurance Manager - Federal Gov.	Black
Psychological Services Director	Black
Director of Legal Services	Black
Equal Opportunity Director	Black
Planning Director	White
Tax Auditor Director	White
Employment Security Manager	White
Fraud Investigation Director	White
Personnel Director	White

EDUCATIONAL AFFILIATED PARTICIPANTS:

JOB TITLE:	RACE:
University Dean	Black
Director of Library	Black
Budget Director	Black
Community College President	Black
Educational Quality Assurance Coordinator	White
Guidance Counselor Director	White
College Re-Entry Director	White
Dean - Administrative Services	White

Instrument Development

The survey instrument consisted of three sections encompassing 46 questions. To the extent possible, the constructs in the instrument were operationalized using standard scales. The scales for role conflict were developed by augmenting and modifying measures found in the Kahn et al (1966) questionnaire and the Rizzo et al. (1970) questions. Rizzo et al. reported internal consistency coefficients equivalent to .80 for their role questionnaire items which were factor analyzed using a covariance method (p. 157-158). The questionnaire for this study was also compared to the J. D. Adam (1980) questions successfully used by Bell (1990) in a study similar to this research.

The scales for biculturalism, originating from organizational and community expectations, were validated by a manipulation test or construct validity which allowed the researcher to plan and test the experiment where "attempts are made to fit the anticipated cause and effect operations to their referent constructs" (Cook and Campbell, 1979, p. 60).

The scales for job satisfaction utilized the Job Satisfaction Questionnaire validated by Schriesheim and Tsui (1980). The Faces Technique for Measuring Job Satisfaction (Kunin, 1955; and Dunham and Herman, 1975) was also used to measure job satisfaction.

Frequencies and descriptive statistics were computed for all responses to the questions. This data were reviewed for possible inconsistencies and anomalies. Attention was given to the four forms of role conflict to determine reliability for internal purposes.

The questionnaire in Appendix A sought to test specific conditions of role conflict in the areas of intra-sender, inter-sender, inter-role and person-role conflict. According to the questionnaires developed by Kahn (1966) and Rizzo (1970), the questions designed to measure the four forms of role conflict were described in their literature and contained on the questionnaire in Appendix A are - Inter-sender questions were number 2, 22, 25, 26, 27 and 35. Questions 1, 3, 8, 9, 13, 15, 19, 21, 23, 24, 28, 33, and 34 were forms of person role conflict. Questions 4, 7, 11, 12, and 14 were inter-sender forms of role conflict and questions number 39, 40, 43, 44, and 45 were examples of inter-role conflict.

Questions were also specifically couched to elicit answers to the questions involving the consequences of role conflict - job dissatisfaction. For example, questions 5, 6, 10, 16, 20, 29, 30, 31, 32, 36, 38, 41 and 46, tested job satisfaction and job dissatisfaction. Questions to evaluate biculturalism were numbers 17, 18, 37, and 42.

Administering the Questionnaire

Questionnaires, see Appendix A, were mailed with self-addressed envelopes to all participants. Questionnaires were numbered to correspond to names of participants. This procedure allowed the researcher to match returned questionnaires with names of participants and to determine which participants required follow-up letters. Participants who did not respond within the allotted time period of ten days were mailed a second letter encouraging them to return the questionnaire.

Thank you letters were mailed to all respondents. Thank you letters were used as a means of soliciting further participation. The letters stressed the need for the researcher to conduct personal interviews to further explore the theory for this study. (see Appendix G)

A random sample was made to select participants for the second portion of the study. Names of respondents from the questionnaire portion of the study were placed in a box. Names were drawn from the box, and calls made to prospective subjects until the required number was reached. It was anticipated that ten percent of the total participants -- ten African-American and ten Euro-American female managers would be required to participate in the personal interview portion of this study.

<u>Personal Interviews</u>

The personal interview portion was specifically designed to elicit information that could not be gathered by the questionnaire. It followed the general pattern of questions written to elicit information related to bicultural role conflict that required more indepth answers than the questionnaire could provide. Thus the personal interview instrument (Appendix B) was used to provide a manipulation check of the contextual nature of the study.

The funnel open-ended method was used because it allowed questions to be directed at a single important topic (Kerlinger, 1964, p. 471). Interview questions would also enable the researcher to establish a rapport and build confidence with participants in order to ascertain personal experiences related to the sensitive topic of race, gender and bicultural role conflict.

In order for the personal interview to be an effective supplement to the questionnaire, care was taken to write the questions so that they would not be biased by the researcher. Questions were read by a disinterested party to further eliminate any bias associated with their development. The personal interview also followed a well-defined structure that enabled trust and responsibility between the interviewer and respondent and it set ethical standards.

These ethical standards consisted of ethics of conduct and ethics of use. Ethics of conduct required that the interviewer reveal to the respondent's the nature and outcome of the responses to the questions to be answered in the interview. The ethics of use required that the interviewer take care in not plagiarizing the respondents' information when presented in the study. (Bradburn, 1979).

All interviews were taped with the permission of the participant. Subjects were informed that the content of topics would be analyzed and only relevant content to the subject matter would be used in the dissertation, with individuals remaining anonymous.

The personal interview questions were also pretested on ten percent of the total population of subjects who would not be participating in this portion of the study.

The selection of the interviewer was made and care was taken to insure that the interviewer was qualified.

According to Sudman and Bradburn (1982), teachers qualify as excellent researchers for personal interview survey methods. It should be noted that the researcher is a Professor of Business.

Expectations

The study may reveal that African-American female managers experience role conflict as a result of factors other than biculturalism. These factors can consist of the

amount of assimilation or lack of assimilation experienced by African-American women managers as they become mainstreamed into traditional organizational settings. For example, mitigating factors such as cultural background, educational setting, and geographic location for upbringing will depend on whether African-American females have been exposed more to a predominantly black or predominantly white environment.

The study may reveal that consequences that result from organizational versus black community expectations and role conflict are negatively correlated or unrelated to the hypothesized outcome of job satisfaction.

Depending on the power of the black community and the relationship between the black community and African-American female managers, the study may reveal that black community expectations do not create role conflict for African-American female managers.

Furthermore, EuroAmerican female managers may experience role conflict and/or biculturalism as much as African-American female managers.

Summary

This chapter provided the following information: the research design, hypotheses, study design overview, sampling strategy, participants in the study, instrument

development, questionnaire administration and personal interview and expectations. Chapter Four will present the findings of the study. Since the independent variables of role conflict are categorical and the dependent variable of job satisfaction is continuous, the statistical tool of analysis of variance will be used to measure the relationship between the two variables, forms of role conflict and job satisfaction. Correlational analysis, Pearson Product Moment Correlation, will be used to determine the degree to which the variables move or vary together from one case to the next and the significance of the relationship.

CHAPTER FOUR

RESULTS

Introduction

This chapter summarizes information based on responses to questions presented in the study survey instrument (Appendix A) and responses to questions presented in the personal data form (Appendix C). The data collected from the study was tabulated and statistically tested by using the Pearson Product-Moment Coefficient. This method was selected because the data of 200 subjects were expressed in interval score form, the distributions of X and Y had a linear relationship, the variances were approximately equal and the distributions had no more than one mode (Best, 1981, p. 247-248). The Analysis of Variance approach was used to analyze data related to differences between the means of the two sample groups -- African-American and EuroAmerican female managers (Isaac and Michael, 1981). This information was then used to develop conclusions and recommendations contained in Chapter V. Explanations of information in this chapter will be limited to those necessary to describe the purpose and limitations of each presentation. Further analysis is included in Chapter V. Statistical analyses were accomplished using Statistical Package for the Social Sciences, personal computer release 4.0 (SPSS Inc., 1991).

Purpose of the Study

There was a recognized need to investigate the theory of role conflict and biculturalism experienced by African-American female managers employed in EuroAmerican male-dominated organizations.

The need emerged because previous research on career women usually excluded African-American women either because the samples were too small or because gender was considered subordinate to race.

Therefore, this study investigated concomitantly gender and race to determine the consequences of continual conformity to incongruent expectations from members of two or more different role sets, and expectations within the African-American's subjective role.

Survey Instruments

As discussed in Chapter III, two self-report survey instruments were selected for the research study. The questionnaire was used to determine the extent to which African-American and EuroAmerican female managers experience and are affected by intra-sender, inter-sender, inter-role and person role conflict. Responses to questions (Appendix A) were used to correlate the relationship between each type of role conflict and its consequences on African -American and EuroAmerican female managers employed in EuroAmerican male dominated corporations. Cronbach's alpha

coefficients of reliability were computed for each aggregate measure of role conflict type. The dependent variable of job satisfaction was examined as the outcome of role conflict for purposes of this study.

Twenty names were selected from a random sample of 200 names (100 African-American and 100 EuroAmerican) to participate in the second portion of this study. The selection was based on the consent of subjects who positively responded to the request made for further participation in this study. The purpose of personal interviews was to enrich the quantitative analysis by examining the motivations of subjects and their reasons for responding as they did on the questionnaire (Kerlinger, 1964) and to record personal statements regarding their experiences of bicultural role conflict.

Population Demographics

In order to study the "treatment" or the experience of bicultural role conflict, the 200 subjects were divided into two separate groups - 100 African-American female managers and 100 EuroAmerican female managers. The means reported in the following demographics reveal that the two groups are similar and do represent the total population of subjects for this study. Refer to Appendix H for frequencies and a categorical breakdown of participant demographics.

TABLE 4-1
PARTICIPANT DEMOGRAPHICS

Type of Employment

    Type of employment was based on government or public, private and education.

	African-American	EuroAmerican	T-Value	2-Tail Sig.
Mean	1.820	1.810	.18	.88

Job Titles

    Job titles were described as manager, director and dean or president.

	African-American	EuroAmerican	T-Value	2-Tail Sig.
Mean	1.760	1.760	.10	.92

Management Experience

    Management experience ranged from 0-5, 6-10, 11-15 and 16 years or more.

	African-American	EuroAmerican	T-Value	2-Tail Sig.
Mean	2.360	2.380	.06	.95

Marital Status - Yes or No

	African-American	EuroAmerican	T-Value	2-Tail Sig.
Mean	1.580	1.510	.64	.52

Children - Yes or No

	African-American	EuroAmerican	T-Value	2-Tail Sig.
Mean	1.330	1.350	.45	.66

Grouping of the Data

The data were grouped according to the forty-six questions contained on the questionnaire. Of the forty-six questions, six items - 2, 22, 25, 26, 27 and 35 measured intra-sender forms of role conflict. Five items - 4, 7, 11, 12, and 14 measured inter-sender forms of role conflict. Five items - 39, 40 43, 44 and 45 measured inter-role forms of role conflict; and thirteen items - 1, 3, 8, 9, 13, 15, 19, 21, 23, 24, 28, 33 and 34 measured person-role forms of role conflict. The measures were adopted from questions described in Kahn (1966) and Rizzo et al. (1970) studies.

Other questions were specifically couched to elicit answers involving the consequences of role conflict. Of the forty-six questions, twelve involved questions related to the consequences of role conflict, i.e., job satisfaction or job dissatisfaction. Questions numbered 5, 6, 10, 16, 20, 31, 36, 46, 29, 30, 38 and 41 are related to job satisfaction. Questions numbered 29, 30, 38 and 41 indicated job dissatisfaction and were reverse scored to analyze job satisfaction.

Questions numbered 17, 18, 37 and 42 were developed to elicit answers to questions involving biculturalism. The bicultural theory will be evaluated and further discussed in Chapter Five.

Statistical Analysis

To test the degree to which the two variables - types of role conflict and job satisfaction (or the reverse scored job dissatisfaction) moved or varied together, and the significance of the relationship, the Pearson coefficient of correlation "r" statistic was used. The coefficients of correlation were evaluated at the $p < .05$ significance level. This procedure was used to test the four hypotheses related to role conflict and job satisfaction for African-American and EuroAmerican female managers.

To test hypothesis number five, analysis of variance (one-way ANOVA) and t-test were utilized.

Analysis of variance was conducted to evaluate each of the four forms of role conflict by race, and to measure the statistical significance of the differences between the means of the two groups - African-American and EuroAmerican female managers - for each form of role conflict. The F distribution of the ANOVA was used to compare the two estimates of variation between treatment means and the variation within each treatment. A calculated F that equals or exceeds the appropriate F critical value leads to rejection of the null hypothesis and an assumption that the means of the two groups (African-American and Euro-American) are not equal. The analyses were based on the following table.

TABLE 4-2
F-VALUE CALCULATIONS

SOURCE	D.F.	F RATIO	LEVEL OF SIGNIF:	CRITICAL VALUE
Between Groups	(k = 2)	(k - 1)		
Within Groups	(N = 200)	(N - k)	p < .05	3.89

k = Number of Treatments
N = Total Number of Observation

Therefore, the decision rule for this study is to accept the null hypothesis (Ho) if the computed F value is less than 3.89; reject Ho and accept Ha if the computed F value is 3.89 or greater (Hanke and Reitsch, 1991, p. 403-408). This decision rule was used to accept or reject null hypotheses 1 to 4.

The statistical t-test was then used to test hypothesis number 5 and to measure the statistical significance of the differences between the means of the two groups based on the aggregated form of role conflict. The decision rule to test the null hypothesis that the two population means were equal was based on 198 degrees of freedom, a two-tail observed significance level of $p < .05$, and a t distribution of 1.960.

Measures of Variables

In order to statistically analyze the relationship between the variables - forms of role conflict and job satisfaction by race, and to evaluate biculturalism, correlation analysis was conducted and Cronbach's alpha coefficients were computed with two-tailed significance of * p < .05 and ** p < .01. Tables 4-3 to 4-10 reveal the correlations and alpha coefficients by race for intra-sender, inter-sender, inter-role and person-role conflict. Table 4-11 and 4-12 illustrate the correlations and alpha coefficients by race for job satisfaction and Table 4-13 reports the correlations and alpha coefficients by race for biculturalism.

TABLE 4-3
CORRELATION MATRIX
INTRA-SENDER ROLE CONFLICT

INTRA-SENDER

African-American Managers:

Items:	02	022	025	026	027	035
02	--					
022	-.1308	--				
025	.2509	-.1661	--			
026	.2558	-.3652**	.7293**	--		
027	-.1642	.3394**	-.3611**	-.4271**	--	
035	.2808*	-.0576	.2839*	.2738*	-.0711	--

Reliability (Cronbach's alpha) of .30 includes questions 022, 025, 026 and 027. Items 02 and 035 were determined to be contaminating the construct and were eliminated from the aggregate measure of intra-sender role conflict for African-American female managers.

TABLE 4-4
CORRELATION MATRIX
INTRA-SENDER ROLE CONFLICT

INTRA-SENDER

EuroAmerican Managers:

Items:	02	022	025	026	027	035
02	--					
022	-.1995	--				
025	.1739	-.1021	--			
026	.0136	-.0279	.2133	--		
027	.0595	.3758**	-.0229	.0361	--	
035	.4805**	.0299	.1425	-.0413	-.1763	--

Reliability (Cronbach's alpha) of .24 includes questions 02, 022, 027, and 035. Items 025 and 026 were determined to be contaminating the construct and were eliminated from the aggregate measure of intra-sender role conflict for EuroAmerican female managers.

TABLE 4-5
CORRELATION MATRIX
INTER-SENDER ROLE CONFLICT

INTER-SENDER

African-American Managers:

Items:	04	07	011	012	014
04	--				
07	.3137*	--			
011	.5449**	.3372**	--		
012	.5042**	.2262	.5595**	--	
014	.2947*	.3125*	.4724**	.1146	--

Reliability (Cronbach's alpha) of .79 includes questions 04, 07, 011, 012 and 014. All items were determined to measure the construct of inter-sender role conflict for African-American female managers.

TABLE 4-6
CORRELATION MATRIX
INTER-SENDER ROLE CONFLICT

<u>INTER-SENDER</u>

EuroAmerican Managers:

Items:	04	07	011	012	014
04	--				
07	.4203**	--			
011	.5806**	.5148**	--		
012	.6536**	.0868	.3893**	--	
014	.4846**	.4087**	.4737**	.3985**	--

Reliability (Cronbach's alphs) of .79 includes

questions 04, 07, 011, 012 and 014. All items were

determined to measure the construct of inter-sender role

conflict for EuroAmerican female managers.

TABLE 4-7
CORRELATION MATRIX
INTER-ROLE CONFLICT

<u>INTER-ROLE</u>

African-American Managers:

Items:	039	040	043	044	045
039	--				
040	.3482**	--			
043	.2233	.1791	--		
044	.2507	.1698	.6831**	--	
045	.4606**	.2106	.6770**	.7252**	--

Reliability (Cronbach's alpha) of .68 includes

questions 039, 040, 043, 044, and 045. All items were

determined to measure the construct of inter-role conflict

for African-American female managers.

TABLE 4-8
CORRELATION MATRIX
INTER-ROLE CONFLICT

INTER-ROLE

EuroAmerican Managers:

Items:	039	040	043	044	045
039	--				
040	.0736	--			
043	.1192	-.0432	--		
044	.2912*	-.0563	.8768**	--	
045	.2655*	-.0672	.6651**	.7699**	--

Reliability (Cronbach's alpha) of .82 includes questions 039, 043, 044 and 045. Item 040 was determined to be contaminating the construct and was eliminated from the aggregate measure of inter-role conflict for EuroAmerican female managers.

TABLE 4-9
CORRELATION MATRIX
PERSON-ROLE CONFLICT

<u>PERSON-ROLE</u>

African-American Managers:

Items:	01	03	08	09	013	015
01	--					
03	.3766	--				
08	.1149	.2189	--			
09	.3304**	.5555**	.1967	--		
013	.4185**	.2847*	-.0123	.1337	--	
015	.1995	.5507**	.3899**	.4354**	.2372	--

Items:	019	021	023	024	028	033	034
019	--						
021	.5436**	--					
023	-.1216	-.1506	--				
024	-.1424	-.2751*	.6662**	--			
028	-.1561	-.0463	-.0915	.1685	--		
033	-.3227*	-.3165*	.4318**	.2714*	.1106	--	
034	-.0881	.1893	.3453**	.3697**	.3045*	.3658**	--

Reliability (Cronbach's alpha) of .69 includes

questions 01, 03, 08, 09, 013, 015, 019, 021, 023, 024, 028,

033 and 034. All items were determined to measure the

construct of person-role conflict for African-American

female managers.

TABLE 4-10
CORRELATION MATRIX
PERSON-ROLE CONFLICT

PERSON-ROLE

EuroAmerican Managers:

Items:	01	03	08	09	013	015
01	--					
03	.5558**	--				
08	.5239**	.7397**	--			
09	.4800**	.6120**	.6213**	--		
013	.4609**	.7201**	.6915**	.6271**	--	
015	.1701	.3563**	.5731**	.3128*	.4390**	--

Items:	019	021	023	024	028	033	034
019	--						
021	-.0666	--					
023	.0524	.0250	--				
024	-.2984*	-.0290	.0526	--			
028	-.1401	-.0062	-.0940	.1618	--		
033	-.0772	.1231	.0396	.2187	.3387**	--	
034	.0568	.0720	.0732	-.0117	-.1369	.1762	--

Reliability (Cronbach's alpha) of .69 includes questions 01, 03, 08, 09, 013, 015, 028 and 033. Items 019, 021, 023, 024, and 034 were determined to be contaminating the construct and were eliminated from the aggregate measure of person-role conflict for EuroAmerican female managers.

TABLE 4-11
CORRELATION MATRIX
FOR
JOB SATISFACTION

JOB SATISFACTION

African-American Managers:

Items:	05	06	010	016	020	029
05	--					
06	.3814**	--				
010	.1894	.2770*	--			
016	.3623**	.4662**	.3855**	--		
020	.4646**	.2441	.0272	.3085*	--	
029	.2632*	.3849**	.2540	.5558**	.2414	--

Items:	030	031	032	036	038	041	046
030	--						
031	.3791**	--					
032	.4924**	.3450**	--				
036	.2352	.3991**	.4447**	--			
038	.1542	.4785**	.3002*	.1924	--		
041	-.0061	.0026	.0099 -	.1053	.0189	--	
046	.4996**	.5011**	.4973**	.5532**	.3957**	.0178	--

Reliability (Cronbach's alpha) of .57 includes questions 05, 06, 010, 016, 020, 029, 030, 031, 032, 036, 038 and 046. Item 041 was determined to be contaminating the construct and was eliminated from the aggregate measure of job satisfaction for African-American female managers.

TABLE 4-12
CORRELATION MATRIX
FOR
JOB SATISFACTION

JOB SATISFACTION

EuroAmerican Managers:

Items:	05	06	010	016	020	029
05	--					
06	.0665	--				
010	.2165	.3230*	--			
016	.1226	-.1310	-.3399**	--		
020	.3025*	-.0012	.5125**	-.0654	--	
029	-.0050	.4506**	.1416	.1270	.0087	--

Items:	030	031	032	036	038	041	046
030	--						
031	.4187**	--					
032	-.0667	.1064	--				
036	-.0664	.0320	.4889**	--			
038	-.0172	.0937	-.0041	-.0349	--		
041	.1916	.0896	.0615	-.0143	-.0075	--	
046	.1946	.1871	.1388	.2901*	.0855	.1139	--

Reliability (Cronbach's alpha) of .60 includes questions 05, 06, 010, 016, 020, 029, 030, 031, 032, 036 and 046. Items 038 and 041 were determined to be contaminating the construct and were eliminated from the aggregate measure of job satisfaction for EuroAmerican female managers.

TABLE 4-13
CORRELATION MATRIX
FOR BICULTURALISM

BICULTURALISM

African-American Managers:

Items:	017	018	037	042
017	--			
018	.6398**	--		
037	.1016	.0279	--	
042	.2300	.2479	.3551**	--

Reliability (Cronbach's alpha) of .44 includes questions 017, 018, 037 and 042. All items were determined to measure the construct of biculturalism for African-American female managers.

EuroAmerican Managers:

Items:	017	018	037	042
017	--			
018	.6822**	--		
037	.0822	.0578	--	
042	.0029	-.0005	.0144	--

Reliability (Cronbach's alpha) of .80 includes questions 017 and 018. Items 037 and 042 were determined to be contaminating the construct and were eliminated from the aggregate measure of biculturalism for EuroAmerican female managers.

Hypotheses Testing

Null Hypothesis 1 states that there is no relationship between intra-sender role conflict and job satisfaction for African-American female managers or EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

Correlation coefficients for intra-sender and job satisfaction reveal the following:

TABLE 4-14
INTRA-SENDER AND JOB SATISFACTION

African-American	EuroAmerican
-.3585**	.2387*

Significance Level * p < .05, ** p < .01.

The correlation coefficients indicate an inverse relationship of intra-sender and job satisfaction for African-American female managers and a direct relationship for EuroAmerican female managers.

The data indicates a significant relationship for both groups at the p < .05 significance level. However, the level of significance is greater for African-American female managers than for EuroAmerican female managers. Therefore, null hypothesis 1 is rejected.

Null Hypothesis 2 states that there is no relationship between inter-sender role conflict and job satisfaction for African-American or EuroAmerican female managers employed in traditional Euro-American male-dominated organizations.

Data for inter-sender role conflict revealed an inverse relationship for both groups. However, it is only significant for African-Americans.

TABLE 4-15
INTER-SENDER AND JOB SATISFACTION

African-American	EuroAmerican
-.3135**	-.1929

Significance Level * p < .05, ** p < .01.

There is reason to partially reject hypothesis 2 because the data did show a relationship between inter-sender and job satisfaction, but only for African-Americans.

Null Hypothesis 3 states that there is no relationship between inter-role conflict and job satisfaction for African-American or EuroAmerican female managers employed in traditional EuroAmerican male-dominated organizations.

The data revealed an inverse relationship of inter-sender role conflict and job satisfaction for African-American female managers.

TABLE 4-16
INTER-ROLE AND JOB SATISFACTION

African-American	EuroAmerican
-.5183**	.0352

Significance Level * p < .05,   ** p < .01.

The above table indicates no significance for Euro
American female managers but significance at the p < .01
for African-American female managers. Based on this data,
there is reason to partially reject null hypothesis 3 at
the p < .05 or even at the p < .01 significance level.

Null Hypothesis 4 states that there is no
relationship between person-role conflict and job
satisfaction for African-American or EuroAmerican female
managers employed in traditional EuroAmerican male-dominated
organizations.

Correlation coefficients for person-role conflict and
job satisfaction were significant for both groups.

TABLE 4-17
PERSON-ROLE AND JOB SATISFACTION

African-American	EuroAmerican
-.6062**	-.4079**

Significance Level * p < .05,   ** p < .01.

The data revealed an inverse relationship between
person-role and job satisfaction for both African-American
and EuroAmerican female managers. Therefore, Ho 4 would be
rejected at the p < .05 and even at the p < .01.

Null Hypothesis 5 states that there is no significant differences between role conflict experienced by EuroAmerican female managers and African-American female managers employed in traditional EuroAmerican male-dominated organizations.

Table 4-18 uses a t-test to test the differences between means for both groups and tables 4-19 and 4-22 uses ANOVA to test the differences between means for both groups.

TABLE 4-18
T-TEST FOR ROLE CONFLICT BY RACE

	Mean	Standard Deviation	Standard Error
African-American:	100.6700	13.097	1.310
EuroAmerican:	53.3100	9.849	.985

		Pooled Variance Est.			Separate Variance Est.		
F Value	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.77	.005	-28.90	198	.000	-28.90	183.84	.000

The above data shows a t value of -28.90. This large difference between the computed t value and the t distribution value of 1.645 indicates that the differences between the means is statistically significant. Also, the p-value of .005 is less than p < .05 significance level. The null hypothesis number 5 is rejected.

Analysis of variance was used to determine whether the difference between the two sample means was statistically

significant. If the computed F value is greater than the critical value of 3.89, Ho5 will be rejected.

Data in Tables 4-19 and 4-22 reveals that the computed F value for intra-sender role conflict was 73.2966; for inter-sender role conflict, 3.5213; for inter-role conflict, 47.3518 and for person role conflict, 11.6611. The computed F value of 3.5213 for inter-sender role conflict is slightly lower than the required critical value of 3.89 needed to reject this one form of role conflict.

TABLE 4-19
ANOVA FOR INTRA-SENDER
ROLE CONFICT

INTRA-SENDER

	Mean	Standard Deviation	Sum of Sq.
Entire Population	16.2814	3.5049	1772.6878
African-American	18.1111	3.3163	1077.7778
EuroAmerican	14.4700	2.6494	694.9100

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	659.5534	1	659.5534	73.2966	.0000
Within Groups	1772.6878	198	8.9984		

Computed value of 73.2966 > 3.89, the critical value.

TABLE 4-20
ANOVA FOR INTER-SENDER ROLE CONFLICT

INTER-SENDER

	Mean	Standard Deviation	Sum of Sq.
Entire Population	12.6633	4.2070	3442.9011
African-American	13.2222	3.9656	1541.1111
EuroAmerican	12.1100	4.3829	1901.7900

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	61.5411	1	61.5411	3.5213	.0621
Within Groups	3442.9011	198	17.4767		

Computed F value of 3.5213 < 3.89 critical value.

TABLE 4-21
ANOVA FOR INTER-ROLE CONFLICT

INTER-ROLE

	Mean	Standard Deviation	Sum of Sq.
Entire Population	11.5930	4.2640	2902.3969
African-American	13.4747	4.4201	1914.6869
EuroAmerican	9.7300	3.1586	987.7100

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	697.6333	1	697.6333	47.3518	.0000
Within Groups	2902.3969	198	14.7330		

Computed F value of 47.3518 > 3.89 critical value.

TABLE 4-22
ANOVA FOR PERSON-ROLE CONFLICT

PERSON-ROLE

	Mean	Standard Deviation	Sum of Sq.
Entire Population	28.6080	6.9389	9000.6469
African-American	30.2525	7.0773	4908.6869
EuroAmerican	26.9800	6.4291	4091.9600

Analysis of Variance

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	532.7803	1	532.7803	11.6611	.0008
Within Groups	9000.6469	198	45.6886		

Computed F value of 11.6611 > 3.89 critical value.

Therefore, the computed F value was greater than the critical value of 3.89 for three of the forms of role conflict - intra-sender, inter-role and person-role. It was 3.5213 for inter-sender role conflict. Hence, the above data provides significant evidence to conclude that the groups have different means in the population and that the differences are not attributed to chance sampling.

Furthermore, the large variability of between groups in comparison with the variability within groups indicates that this variability is large enough to conclude that the groups have different means in the population, and that

there are statistically significant differences present in the data.

The larger mean for African-American female managers for all forms of role conflict is evidence that they do experience role conflict differently than EuroAmerican female managers. This evidence in the data leads to a rejection of the null hypothesis 5 at $P < .05$.

Summary

This chapter has presented data analysis for the five hypotheses. Analysis of variance, correlation analysis and t-test of means were conducted to test the hypotheses. The four forms of role conflict, race, job satisfaction and job dissatisfaction were evaluated in order to analyze their relationships. The analyses revealed that African-American and EuroAmerican female managers do experience various forms of role conflict and that there is some relationship between race, role conflict and job satisfaction.

Chapter five will present a discussion on demographics of subjects used for this study. Information obtained from the personal interviews will be revealed. To insure anonymity, names of participants are not included with the information.

Finally, implications of the study and recommendations for future studies will be offered.

CHAPTER FIVE

Introduction

This chapter will present information to answer the questions regarding how organizational expectations and cultural expectations from the black community affect role conflict experienced by African-American female managers employed in EuroAmerican male-dominated organizations. Information will also be presented related to job satisfaction for African-American and EuroAmerican female managers. The modified role conflict variable will be presented and bicultural role conflict will be discussed as it relates to the findings of the research and suggestions for future studies.

Demographics

The personal data form was used to identify demographics for each participant. Demographics from several questions presented on the personal data form were reported in Chapter 4. The purpose of presenting demographics in Chapter 5 is to provide information that will assist in validating the thesis and proposed theory of biculturalism for this study.

Tables 5-1 to 5-3 provide information regarding environments that may have influenced the respondents answers to various questions. Refer to Appendix H for a more categorical breakdown of participant demographics.

TABLE 5-1
DEMOGRAPHICS - NEIGHBORHOODS
Type of Neighborhood Where Subjects Currently Reside

	Mean	Label	Frequency
African-American	2.300	Black	17
		White	36
		Integrated	47
EuroAmerican	2.640	White	36
		Integrated	64

The above table reveals that the majority of the participants currently reside in white or integrated neighborhoods.

TABLE 5-2
DEMOGRAPHICS - SCHOOLS
Racial Makeup of the School They Attended for the Majority Of the Time:

	Mean	Value	Frequency
African-American	1.710	Predominantly Blk.	35
		Predominantly Wht.	59
		Other	6
EuroAmerican	2.000	Predominantly Wht.	100

Although there is significance differences between means for both groups, it should be noted that both groups went to schools that were predominantly white.

The study revealed that while African-American female managers were raised in the Southern and Western parts of the United States, EuroAmerican female managers were raised in the Northern and Mid-Western parts of the U.S.

The neighborhoods were predominantly black for African-Americans and were predominantly white for EuroAmericans.

TABLE 5-3
DEMOGRAPHICS - COMMUNITY

Active in Community

	Mean	Value	Frequency
African-American	1.340	Yes	66
		No	34
EuroAmerican	1.510	Yes	49
		No	51

As reported, African-American female managers are more active in the community than EuroAmerican female managers. African-Americans also reported a higher percentage (66%) for church/temple activities than EuroAmerican female managers, who reported 43%. Sixty-two percent of the African-American female managers reported that they are a member of a sorority or women's group, while the percentages for yes or no responses from EuroAmerican participants were even, 50-50.

The above demographics revealed that while one third of the African-American participants went to predominately black educational institutions, over one-half went to predominantly white educational institutions. Fleming (1983) reported that African-American women who receive their education in predominantly white college environments, because of a non-supportive institutional climate, acquire coping and survival skills, a general cultural broadening and the attributes of self-reliance and assertiveness (p. 52). She also reported that the non-supportive

environments at white institutions help to release

the achievement potential of black women (p. 44). This

may have contributed to the educational demographic

findings in Table 5-4.

TABLE 5-5
DEMOGRAPHICS - EDUCATION

Years of Education

	Mean	Value	Frequency
African-American	5.630	H.S. Grad.	5
		Trade School	3
		Some College	20
		College Grad.	18
		Some Post-Grad.	12
		Masters	34
		Ph.D.	8
EuroAmerican	5.310	H.S. Grad.	3
		Trade School	3
		Some College	30
		College Grad.	26
		Some Post-Grad.	10
		Masters	18
		Ph.D.	10

Thus, the African-American participants for this

study reflect subjects that possess the academic skills

necessary to adapt to various situations and survive in the

traditional complex work environment of the dominant white

male-dominated organization. This environment is complex

because it consists of a homogeneous organizational culture,

and is experiencing cultural myopia. Cultural myopia is

described as "the belief that one's particular culture is

appropriate in all situations and relevant to all others"

(Loden and Rosener, 1991, p. 52).

The data also revealed that the majority of the African American subjects were raised in black neighborhoods in the Southern parts of the U.S. This study may have revealed a different set of responses from participants if the majority of them had originated from perhaps the Northern parts of the U.S., for example, New York or New Jersey. However, because of the deep roots of religion, racial solidarity and/or racial pride emanating from the strong black family structure, educational attainment, and political ideologies (Blackwell,1991), this study's African-American participants support the notion that they still maintain some of their cultural heritage and identity. This concept of maintaining cultural identity is portrayed by their majority responses to community involvement with churches and sororities. Thus the cultural identity is associated with their commitment and continual ties to the community which allows them to demonstrate it in a supportive environment.

Additionally, the study revealed that African-American participants currently live in predominantly white or integrated neighborhoods and that 80% of them are employed in management positions in predominantly white male-dominated corporations. To the contrary of any assumptions that the behavior of these African-Americans is solely black, the information contained in the following personal interviews illustrates that they have become assimilated into the mainstreams of the dominant society. Although they

are cognizant of the limitations of being both black and a female, they have adopted the ability to incorporate positive behaviors from both cultures (black and white) into their daily lives as they deem necessary.

Second Survey Instrument

This brief section is to provide a review of the hypotheses used to test the first survey instrument - the questionnaire, and to introduce the second of the self-reported survey instruments - the personal interviews.

The statistical data revealed that two of the four null hypotheses for role conflict (inter-sender and inter-role) were partially rejected. The one null hypothesis to test no differences of role conflict between groups was also rejected. The partial rejection was because African-American female managers were the only group to experience a significant relationship between all four forms of role conflict and job satisfaction.

Ho 1 tested no relationship between intra-sender role conflict and job satisfaction for African-American and EuroAmerican femalemanagers. Data indicated a statistically significant relationship for both groups. However, it was greater for African-American female managers than for EuroAmerican female managers.

Ho 2 tested no relationship between inter-sender role conflict and job satisfaction for African-American and EuroAmerican female managers. Data revealed a statistically significant relationship for African-American female managers and a relationship with no significance for EuroAmerican female managers.

Ho 3 tested no relationship between inter-role conflict and job satisfaction for African-American and EuroAmerican female managers. Data reported that African-American female managers are the only ones to experience a relationship for this form of role conflict. The relationship was significant at the $p < .01$ level.

Ho 4 tested no relationship between person-role conflict and job satisfaction for African-American and EuroAmerican female managers. Data revealed that both groups experience a statistically significant relationship between person-role conflict and job satisfaction.

Ho 5 tested no significant differences between role conflict experienced by EuroAmerican female managers and African-American female managers. The data reported that African-American female managers for the study experienced all four forms of role conflict at a significant level greater than EuroAmerican female manages.

The personal interviews provide candid information pertaining to African-American and EuroAmerican female managers in EuroAmerican male-dominated organizations.

Personal Interviews

Personal interviews were conducted to delve deeper into answers to questions obtained on the questionnaires and personal data forms, and to ascertain information related to biculturalism.

Responses to questions were taped with the permission of the participants. The quality of information obtained for this portion of the study significantly contributed to the following discussion. The term "manager" will be used to describe conversations with directors, managers and/or deans or presidents of educational institutions.

African-American Females:

African-American female managers revealed that because of the level of their positions, they do in fact experience some degree of expectations from the black community that create some form of role conflict. They also indicated that they are frustrated because of the limitations for upward mobility within the EuroAmerican male-dominated organizations.

This interview was obtained from an African-American female manager who works in private industry. Her comments are that she finds "autocratic leadership, controlling bosses and manipulative behavior" from her superiors most stressful on the job. She expressed concern that some blacks in leadership positions tend to exhibit a "bourgeoisie" type of behavior because they feel this

behavior "best exemplifies the behavior of the white leader
- or the white leader's expectations of a black person in
that leadership role".

She cited that, "my experience has been that even when
blacks have been put in the position of supervising other
blacks they are non-nurturing and 'afraid to show any
sensitivity'. They are frequently concerned about playing
'favoritism' and so jobs well done under a black boss may
not be recognized for bonuses or promotions. Thus, black
women in Corporate America may often face a double edged
sword. They are held back/down by the glass ceiling of
white men and insecurities of black supervisors. Also,
blacks don't network well in organizations. They are so
afraid of bringing others into the workplace for fear the
new person will get ahead of them. Blacks are unlike
Hispanics, who often seek to bring into the workplace
their friends, aunts, cousins, etc. The few exceptions have
been companies like U.S. West, Honeywell and Motorola where
cultural diversity is celebrated, valued and managed.
Blacks have formed effective advisory groups and support
teams which have made the workplace more responsive to their
needs."

A black manager in government indicated that she feels
she is swimming backward in the mainstream of Corporate
America and that no matter how much she adopts the
appropriate behaviors, acquires additional training or

education, she cannot advance because she just isn't recognized. She said, "it's as if I am invisible. My white boss has his own set of employees that he keeps praising and promoting."

Another black manager indicated that she works in an environment where she is never right and is constantly hearing racial jokes by white male co-workers. She has only worked in this position for six months but feels the amount of stress is too great to continue with this company. She said, "I have gained 15 pounds, my blood pressure has increased to the point that I am on medication and I have severe stomach pains as I drive to work."

A black educator who has been in education for the past twenty years said she has worked her way from being a teacher to a dean. However, she found that she had to pay a lot of dues (be the token black at many white functions) to get where she is today. Sometimes she said she felt she had lost touch with her black identity, but felt that in order to advance, she had to "lose some of her blackness and adopt a more white behavior." She said her current position affords her the opportunity to reach back to the black community and serve as a role model for upcoming black females.

A black female manager reported that if she received the same amount of mentoring and training offered to her white counterparts, she too could advance into higher

positions as she has seen for some of them. She cited, "because the 'system' has revised equal employment to include the term 'protected classes' which includes white females, I find that when there is a promotion for a 'minority' the white female is given the promotion. I have seen white female secretaries with less education and management experience than other black females or males advance into management positions over us, and there is nothing we can do about it without fear of losing our jobs."

The interviews revealed that African-American female managers do experience stress - role conflict - as they attempt to "fit" into the dominant organizational culture. Some women even stated that -- because of their childhood racially integrated environments, attendance at predominantly white schools and the majority of employment in predominantly white work environments -- they feel they have lost a sense of black identity. Contrary to expectations, they feel there is no difference between maintaining any cultural identity and adopting coping skills to survive in the dominant culture's environment. They do recognize that blacks are "different" but feel if blacks learn the appropriate survival skills, they can become assimilated into the mainstream dominant environment where the differences are not significant.

On the other hand, a very successful African-American female manager in government shared the following with me. She stated, "I was raised in an integrated neighborhood and received my education and experience in predominantly white environments. My previous exposure to various cultures has enabled me to occupy the level of management positions that I do. I do feel that I experience role conflict from the black community. However, I feel I allow the black community to place expectations on me and feel if I don't concede to some of their (black) requests, they will create rumors that will negatively affect this organization, of which I am a major player. I must rely on the community, whether black or white, to continue to support this organization for its survival. However, I do feel that the black community takes more advantage of my position than any other community."

A discussion with a black manager illustrates that African-American female managers who are in the upper middle level or higher levels of management have learned how to move back and forth between the two cultures. She stated that, "you just become accustomed to acting in the manner that best fits the type of environment you are in, it becomes natural after awhile." She said she can talk and act "white" when in the dominate white environment - that is work, social gatherings, etc; and she can "let her hair down" when in the "black" environment of church, community

gatherings, social gatherings, etc. She went on to describe "letting your hair down as laughing and/or talking about blackness without worrying if other individuals in your surroundings are becoming uncomfortable." She added, "I don't have to worry about my diction, if I want to say 'ain't', I can say it and laugh without fear that this one word will be used as a qualifier for my being culturally, socially and/or professionally acceptable".

A manager who has been employed in her current position as president o& an educational institution for less than one year reported that not only are black females overlooked for some management positions because of race (being black) but the color of black also has been a factor. She is very fair in skin color with light brown hair. She said, "I personally have not had this problem, but many of my friends have. My problem is that the blacks come to me and feel I can't identify with them because my skin color is not black enough and that it is difficult to understand their quest for justice in the educational system, and the whites feel because I am an African-American that I can't be impartial in making decisions that affect blacks. I have really had to "fight" in both arenas to prove myself."

EuroAmerican Females:

Personal interviews from EuroAmerican female managers revealed the following:

The manager employed in a private organization commented that she feels she is overlooked for promotions because of her sex. She stated, "white men with less experience than women are promoted in this organization. I have also seen men promoted into equivalent positions as women and get paid more money for doing the same work."

Another female manager stated that while women are promoted, they are promoted into lower level management positions than white males. She added, "I enjoy working in the ..., but feel we need more representation of women at higher administrative levels. I also feel the women who are there need to mentor other women with similar aspirations."

A female manager stated, "Living in the mid-west in North Dakota and Minnesota, I grew up with all middle-class white families. Living in the "cliques" of the schools, any African-American, Hispanic or any person other than white, was always regarded 'different' in our community. Two exchange students - one from Japan and one from Brazil - stayed with my family during my senior year of high school. My friends started treating me differently. It was then that I learned that it is a disadvantage to be 'different'.

Today, I work with a number of minorities who are close friends. As a manager, I feel it is important to recognize people as humans, not for the color of their skin. The role conflict I feel I experience comes from my colleagues who are like the people back home that have stereotypical images

of people who are considered 'different', and who feel that I should treat minorities with less respect than I treat them. I feel I am caught in the middle of my own culture."

Another EuroAmerican female managers expressed these concerns. "I feel role conflict is experienced by me when I compete for a position that I know I am the best qualified for and some (white) male gets the position because of who he knows. There are too many political games played in these organizations that women aren't allowed to or don't know how to play. I feel female managers have to work twice as hard to get what little recognition they do receive."

Modified Role Conflict Variable

The low alpha coefficients obtained from each form of role conflict, and the analysis of correlation coefficient of role conflict by race, presented in Chapter Four, prompted the researcher to search for a more reliable measure of role conflict. Although the Rizzo (1970) study reported internal reliability of .80 for role conflict, of the six items he used to represent role conflict, five of them represented intra-sender or person-role and inter-sender conflict. His study revealed that inter-role was more descriptive of role overload (p. 157).

Since role conflict studies reference Kahn et al. (1964) as an original source of the concept, it should be

noted that Kahn et al. did include inter-role conflict, but "conceptualized and defined role conflict as being either type, intra-role or inter-role" (King and King, 1990, p. 49).

This study researched all four components (intra-sender, inter-sender, inter-role and person-role) described in the literature, specifically, Kahn, Rizzo and King and King. Thus, the decision to introduce a modified role conflict variable is based on this study's questionnaire data analysis which reported a lower than .80 reliability for each of the four components of role conflict. Therefore, this study has revealed that the following modified from of role conflict would better reflect an aggregated type of role conflict experienced by African-American subjects used in this study.

Role Conflict Variable:

Questions contributing to a higher overall alpha for role conflict were combined until an alpha coefficient of at least 0.80 or greater was achieved. Because of the marginal reliability of measures for intra-sender role conflict (Tables 4-3 and 4-4), it was eliminated from the modified role conflict variable. Thus, the modified role conflict variable - bicultural role conflict - contains attributes from each of the other three forms of role conflict - inter-sender, inter-role and person-role. These three forms of role conflict will describe bicultural role

conflict as - incongruent expectations from two or more members of a single role set or different role sets such that these expectations conflict with the focal person's internal standards or values and the defined role behavior. The defined role behavior for African-American female managers can be further illustrated by the one form of inter-role conflict, which denotes incompatible demands made on an individual occupying multiple positions or several roles simultaneously. This definition describes African-American female managers as they encounter bicultural role conflict and diminished job satisfaction. This new variable, bicultural role conflict, is supported by the alpha coefficients described in Chapter 4 (Tables 4-5 through 4-11).

The following questions represent bicultural role conflict:

TABLE 5-4
BICULTURAL ROLE CONFLICT QUESTIONS

Q1 - I work on unneccessary tasks.

Q3 - I have differences of opinion with my superiors.

Q4 - Others' demand for my time at work at in conflict with each other.

Q7 - There is conflict between my unit and other units I must work with.

Q9 - Decisions with affect me are made "above" without my involvement.

Q11- I feel my job interferes with my family life.

Q12- I receive incompatible requests from two or more people.

Q13- I feel my values conflict with the values of others on my job.

Q14- I have unsettled conflicts with the people where I work.

Q15- I get little personal support from the people at work.

Q23- My sex limits my career opportunities.

Q24- My race limits my career opportunities.

Q33- My personal needs are in conflict with the organization.

Q34- My professional expertise contradicts organizational practice.

Q39- Concern that black community expectations may conflict with my job performance.

Q40- Concern that organizational politics may influence my future career.

Q43- Unresolved role conflict between my job and family.

Q44- Conflicting family job demands.

Q45- Conflicting community involvement and job demands.

Discussion

This study sought to investigate the treatment of biculturalism experienced by African-American female managers who are employed in EuroAmerican male-dominated organizations. Four hypotheses were developed to assess the relationship between role conflict and job satisfaction, and one hypothesis to assess the differences between role conflict experienced by African-American and EuroAmerican female managers.

Role conflict was considered to be an important factor to investigate for this study, since it was determined by previous studies to have an impact on job performance and job satisfaction (McCabe, 1991; West, 1990; Green, 1989; Navarro, 1987; Bell, 1986; Morgan, 1984; and Mack, 1983). Survey results (questionnaire responses and personal interviews) revealed that both African-American and Euro-American women experience role conflict.

However, the statistical tests conducted to analyze the forms of role conflict by race indicate an inverse relationship between each of the four forms of role conflict and job satisfaction for African-American female managers. More specifically, the two forms of person-role and inter-role revealed relationship between them and job satisfaction that were highly statistically significant. Interestingly, the correlation analysis for inter-role and job satisfaction revealed that statistically, there is a significant relationship between inter-role conflict and job satisfaction for African-American female managers (.5183**), and no relationship for EuroAmerican female managers. The correlation coefficient for EuroAmerican female managers was .0352. This information supports the concept that as African-American female managers occupy roles, and experience incompatible expectations from members of a single or different role set which may conflict with their

internal values, they experience bicultural role conflict which results in diminished job satisfaction.

The data also revealed that statistically, there is a relationship between intra-sender, inter-sender, person-role conflict and job satisfaction for both African-American and EuroAmerican female managers, but it is stronger for African-American female managers. However, the relationship between inter-sender and job satisfaction for Euro-American female managers is not at a significant level.

Therefore, the statistical analyses, rejection of null hypotheses and personal interviews reported in this study support the - Modified Model of Factors Involved in Role Conflict (Figure 2-4), and the Causal Modal of Bicultural Role Conflict and Job Satisfaction (Figure 3.1) concepts developed for this research. Both models confirm the theory that an individual exposed to often opposing expectations from two or more sources can experience pressures that lead to biculturalism role conflict and result in diminished job satisfaction. The data also supports the modified role conflict variable.

However, the important question is whether there is any difference between role conflict experienced by African-American and EuroAmerican female managers. It is important to note that the data illustrated an inverse relationship between all four forms of role conflict and job satisfaction at the ** $p < .01$ significance level for African-American

female managers. Additionally, the t-test revealed that there is a difference in the means of African-American and EuroAmerican female managers. Therefore, null hypothesis 5 was also rejected. The rejection of all five null hypotheses leads to the conclusion that African-American female managers experience role conflict and diminished job satisfaction more significantly than EuroAmerican female managers.

Additionally, the literature review provided in Chapter two of this study revealed that African-American women experience role conflict because they are caught between two cultures - their own and the dominant culture (Bell, 1990; Nkomo and Cox, 1989; and Berger, 1989).

Therefore, the combinations of the literature review and the data analysis demonstrate that there are factors that, depending on the expectations of the organization and expectations of the black community, will have a relationship to biculturalism experienced by African-American female managers. The causal bicultural role conflict model developed for this study describes this concept. It illustrates that the two contextual variables - organizational factors and community factors-- transmit expectations from role senders, which create pressures on African-American female managers, which lead to bicultural role conflict, resulting in diminished job satisfaction.

This concept can be further supported by the following discussion. When questions that relate to race, gender and biculturalism were combined and correlated, question 24 (race) was the most significant at the .05 and even to the .01 level. See Appendix I, Bicultural Role Conflict. In fact, race and sex (questions 23, 24, 25 and 26) were also highly significantly related to diminished job satisfaction. Also, see Tables 4-2 and 4-4 in Chapter Four.

Personal interviews revealed that EuroAmerican female managers feel they, too experience a bi-conflict, but their bi-conflict results from being caught between the same culture, yet difference genders.

The two models developed for this study - the modified model of factors involved in role conflict (Figure 2.4) and the causal model of bicultural role conflict (Figure 3.1) both stipulate that the black community is a contributing source of role conflict for African-American female managers. This concept is also supported by the literature review (Williams, 1991; Bell, 1990 and 1986). This study therefore investigated the theory that African-American females at management levels with some authority experience role conflict as a result of black community expectations. In addition to the literature review that did support the theory, the personal interviews conducted for this study and data obtained from the questionnaires also supports this theory. Specifically, the personal interview from the

African-American manager who stated that she does receive requests from the black community and experience some role conflict resulting from their expectations provides support for this theory.

This study provides evidence to support the assumption that African-American female managers do experience culture conflict in their lives. The culture conflict results from their ability to live between two cultures that provide certain contradictory standards and opposing loyalties.

Additionally, the correlation analysis for question number 39, which indicates that there is concern over black community expectations and job performance, revealed correlation coefficients that demonstrated conflict, diminished job performance and concern over the manager's future career.

Implications

This study has demonstrated that African-American female managers do experience role conflict and diminished job satisfaction at a greater level than EuroAmerican female managers. In fact the analyses of data gathered for this study reveals that of the four types of role conflict, person-role and inter-role role were more significantly related to diminished job satisfaction than intra-sender and inter-sender conflict. This analysis also supports the concept that African-American female managers do feel there is conflict in their lives based on incompatible

expectations from member(s) of role set(s) that are incongruent with their internal values. These incompatible expectations can evolve from the organization or the black community. The data presented in this study further validates the concept that as bicultural role conflict increases, job satisfaction decreases for African-American female managers.

The literature review, survey instruments and demographics of participants presented in this study has also demonstrated that African-American female managers are expected by the organization, as they advance higher in the organization, to adopt organizational norms; yet the black community expects them, "as one of their members" to support their own cultural norms. However, it should be noted that African-American female managers feel frustrated in meeting these expectations, because they do not see any support from their own culture nor the dominant culture.

They feel discrimination is still a major factor that limits their upward mobility. The study results, both quantitatively and qualitatively, indicates that because of their level in management, the form of discrimination, whether sex or race, doesn't appear to be significant. What is significant is that they must compete first against EuroAmerican males and then against Euro-American females before they are considered for a promotion.

The proposed bicultural role conflict theory developed for this study is further supported by the correlation coefficients computed and presented in Table 4-13. The correlation coefficients were significant for all four questions - 17, 18, 37 and 42 - for African-American female managers. Also, the questionnaires revealed the following concerns from African-American female managers regarding role conflict, job satisfaction and biculturalism. They are:

TABLE 5-4
CONCERNS EXPRESSED BY AFRICAN-AMERICAN FEMALE MANAGERS

- Concern regarding relations with others in the organization.

- Job performance has diminished because of unresolved conflicts on the job.

- Feeling their values may conflict with the values of others on the job.

- They are not satisfied with opportunities for promotions that exist in their organizations.

- Conflict between their unit and other units they work with.

- Working in a situation where all other are the same race and/or sex.

- Concerned that the black community expectations may conflict with job performance.

- Concerned about their future career.

This study reflects a diversified group of African-American female managers who have attained success in their careers. It should be noted that the group presents the African-American population in Arizona, Maricopa County, which is approximately 3% of the total population. The group also reflects a mainstreamed group of African-American women who have attained success, not because they are 'black', but because they are well educated and have learned the appropriate adjustments required by the dominate culture. The group presents female managers who have migrated to Arizona from all parts of the U.S. These women have been exposed to different cultures and have had to quickly acclimate to new environments, and perhaps neglect their own inherited culture in order to survive. Because many of the women are "baby boomers", their ages reflect the fact that they went to integrated schools, have been exposed to diverse cultures and currently live in integrated neighborhoods. Again, this population may reflect a more mainstreamed population than one whose assimilation into the dominant culture took place before the 1960's.

Recommendations

This research generated several plausible suggestions for future studies.

Biculturalism needs to be explored among other cultures and a comparison made between two or more minority groups. For example, African-American, Hispanics and EuroAmerican

female managers can be studied in order to determine any difference between two minority groups and one non-minority group.

EuroAmerican males could be tested to establish a base and a comparison made between them and EuroAmerican and African-American female managers. They could then be compared to the culturally diversified work group they supervise to determine differences in role conflict experienced by each group.

Frederick Herzberg (1959) and his colleagues conducted a study among 200 managers to determine what factors in the workplace contribute to managers being satisfied and what factors in the workplace contribute to managers being dissatisfied. Similarly, this study looked at role conflict and job satisfaction to determine the relationship between the two. It also reported data on four questions contained on the questionnaire that relate to dissatisfaction. Those four questions are numbers 29, 30, 38 and 41. A study could be conducted to further investigate if Herzberg's Two-factor Theory could be applied to role conflict.

This study did not explore whether activities external to the organization have any impact on role conflict experienced by African-American or EuroAmerican female managers. For example, the family life structure was not investigated in this study to determine what impact family expectations have on career decisions. Many African-American as well

as EuroAmerican women are deciding to place their careers ahead of family. Studies addressing role conflict and job satisfaction for African-American female managers with children versus female managers without children should be explored.

Demographics (where women were raised, their education, where they currently live, where they went to school, etc) were looked at in this study but should be expanded and explored to determine what impact they have on influencing biculturalism.

A study could investigate biculturalism and whether the age and occupation of African-American women who experience biculturalism influences the degree to which they experience role conflict.

A study to address the issues of intra-sender role conflict, race, sex, management position, age, and income should be considered for future studies.

Future studies should address issues that would lead to a better understanding for non-minority managers to understand the unique talents and individual differences of the future culturally diversified workplace.

This study supported the theory of bicultural role conflict and that African-American female managers do experience racial problems that are related to incompatible expectations from a single member of a role set or

incompatible expectations from members of two or more role sets, with each of the two sets exhibiting individual demands.

Therefore, it is imperative that as EuroAmerican, male-dominated corporations become more diversified, future non-minority managers become cognizant of unique cultural problems in their work force.

APPENDICES

ROLE CONFLICT QUESTIONNAIRE

DIRECTIONS: For each of the items below, please circle the appropriate number to indicate how often the item is true for you. The letters represent the following options:
N = Never, R = Rarely, S = Sometimes, O = Often, A = Always.

WORK CONDITIONS	N	R	S	O	A
1. I work on unneccessary tasks.	1	2	3	4	5
2. I am required to complete assignments without the appropriate resources.	1	2	3	4	5
3. I have differences of opinion with my superiors.	1	2	3	4	5
4. Others' demand for my time at work are in conflict with each other.	1	2	3	4	5
5. I am satisfied with my immediate supervisor.	1	2	3	4	5
6. I am satisfied with opportunities that exist in this organization for advancement - with promotions.	1	2	3	4	5
7. There is conflict between my unit and other units I must work with.	1	2	3	4	5
8. I only get feedback when my performance is unsatisfactory.	1	2	3	4	5
9. Decisions which affect me are made "above" without my involvement.	1	2	3	4	5
10. I am satisfied with the pay I receive for my job.	1	2	3	4	5
11. I feel my job interferes with my family life.	1	2	3	4	5
12. I receive incompatible requests from two or more people.	1	2	3	4	5
13. I feel my values conflict with the values of others on my job.	1	2	3	4	5

14. I have unsettled conflicts with the
    people where I work.   1   2   3   4   5

15. I get little personal support from
    the people at work.   1   2   3   4   5

16. I feel I have made adequate progress
    at this company.   1   2   3   4   5

17. I work in a situation where all others
    are the same sex.   1   2   3   4   5

18. I work in a situation where all others
    are the same race.   1   2   3   4   5

19. I have adequate interaction
    with others at work.   1   2   3   4   5

20. I am satisfied with my relations with
    others in the organization with whom I
    work - co-workers.   1   2   3   4   5

21. I have the opportunity to use my
    knowledge on the job.   1   2   3   4   5

22. I receive challenging work assignments. 1   2   3   4   5

23. My sex limits my career opportunities. 1   2   3   4   5

24. My race limits my career opportunities. 1   2   3   4   5

25. I feel my superior sees my sex
    as a limitation to my capabilities.   1   2   3   4   5

26. I feel my superior sees my race
    as a limitation to my capabilities.   1   2   3   4   5

27. My supervisor and peers treat me as
    part of the team.   1   2   3   4   5

28. I am required to do things on my job
    that are against my better judgment.   1   2   3   4   5

29. I feel my progress on the job is not
    what it should be or could be.   1   2   3   4   5

30. My job performance has diminished
    because of unresolved conflicts on the
    job.   1   2   3   4   5

WORK CONDITIONS	N	R	S	O	A
31. I am satisfied with the nature of the work I perform.	1	2	3	4	5
32. I would recommend this company to a friend.	1	2	3	4	5
33. My personal needs are in conflict with the organization.	1	2	3	4	5
34. My professional expertise contradicts organizational practice.	1	2	3	4	5
35. Administrative policies inhibit getting the job done.	1	2	3	4	5
36. If I had the chance to do the same kind of work for the same pay at another company, I would still stay here.	1	2	3	4	5

AWAY FROM WORK I AM EXPERIENCING CONFLICT AS A RESULT OF:

	N	R	S	O	A
37. Racial tensions/racism.	1	2	3	4	5
38. Concern over future career.	1	2	3	4	5
39. Concern that black community expectations may conflict with my job performance.	1	2	3	4	5
40. Concern that organizational politics may influence my future career.	1	2	3	4	5
41. Personal long term ill health.	1	2	3	4	5
42. Sexism.	1	2	3	4	5
43. Unresolved role conflicts between my job and family.	1	2	3	4	5
44. Conflicting family and job demands. (e.g. time, loyalty, etc.)	1	2	3	4	5
45. Conflicting community involvement and job demands.	1	2	3	4	5

46. See faces on next page.

Faces Technique for Measuring Job Satisfaction

Consider all aspects of your job. Circle the face which best describes your feelings about your job in general
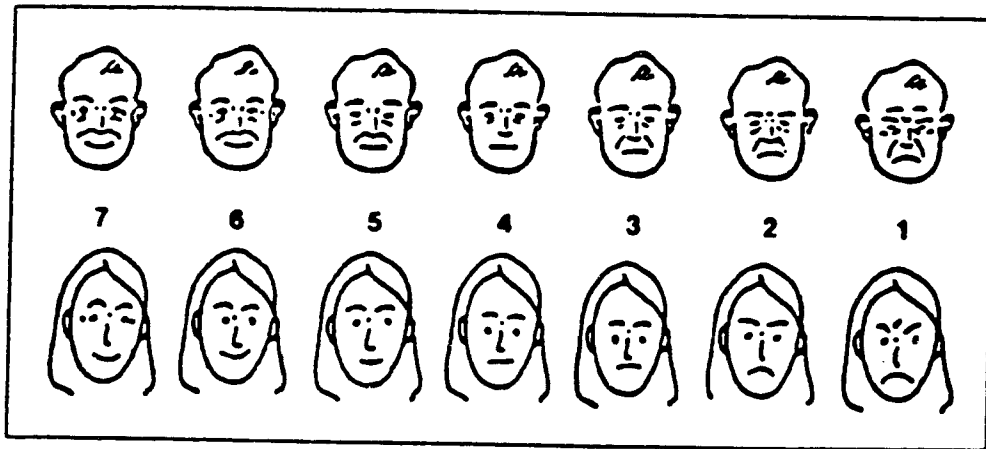
Date _____

Identification Code _____

PERSONAL INTERVIEW QUESTIONS

All of us occasionally feel bothered by certain things at work or outside of work. Please share with me how you feel about the following 10 questions.

Before I start, I would like to inform you that you will remain anonymous. The information will be used in a section of my dissertation, but none of the participants will be identified. With your permission, I would like to tape the interview to provide accurate transcriptions.

1. How do you feel about your job? Please explain.

2. How do you feel about the company? Please explain.

3. How do you feel about the progress you have made at this company? Please explain.

4. Does your boss try to get you to do things that you feel conflict with your personal values? If so, give examples.

5. Do you feel you experience any conflict as a result of expectations from your company that may be in conflict with expectations from any external source? If so, please explain.

6. Do you feel your race affects your career? If so, how?

7. Do you feel your sex affects your career? If so, how?

8. What do you feel are the major factors that lead to job satisfaction?

9. What do you feel are the contributing factors that affect female minorities managers (specifically blacks) in this company?

10. What do you feel are the contributing factors that affect non-minority female managers in this company?

PERSONAL DATA FORM

It would be helpful if you would share the following information about yourself. All information will be kept strictly confidential. Please circle your response when appropriate.

1. MY PROFESSION OR MAIN OCCUPATION IS

_____

2. MY JOB TITLE IS_____

3. MY YEARS OF MANAGEMENT EXPERIENCE ARE

    1. 0 - 5
    2. 6 - 10
    3. 11 - 15
    4. 16 +

4. I RESIDE IN THE STATE OF

_____

5. THE HIGHEST LEVEL OF EDUCATION I HAVE COMPLETED IS

    1) Less than high school   5) College graduate
    2) High school graduate   6) Some post-graduate
    3) Trade school graduate   7) Master's Degree
    4) Some college   8) Ph.D. level work

6. THE RACIAL MAKEUP OF THE SCHOOL I ATTENDED FOR
   THE MAJORITY OF MY TIME WAS

    1. Predominantly black
    2. Predominantly white
    3. N/A

7. I AM CURRENTLY

    1. Married
    2. Single
    3. Other

8. I HAVE CHILDREN

    1. Yes
    2. No.

9. THE AGES OF MY CHILDREN ARE

    1. 0 - 5   4. 19 - 25
    2. 6 - 12   5. 26 - 32
    3. 13 - 18   6. 33 +

10. I WAS RAISED IN THE STATE OF

---

11. MY NEIGHBORHOOD WAS PREDOMINANTLY

    1. Black
    2. White
    3. Integrated
    4. N/A

12. I AM CURRENTLY ACTIVE IN THE COMMUNITY

    1. yes
    2. no

13. I AM CURRENTLY ACTIVE IN CHURCH/TEMPLE AFFAIRS?

    1. yes
    2. no

14. THE NUMBER OF ACTIVITIES EXTERNAL TO MY JOB THAT
    I AM CURRENTLY ACTIVE IS

    1. 1-3
    2. 4-6
    3. 7-10
    4. 11 +
    5. N/A

15. I CURRENTLY RESIDE IN A ---------COMMUNITY.

    1. Black
    2. White
    3. Integrated
    4. N/A

16. I AM A MEMBER OF A SORORITY/WOMEN'S GROUP

    1. yes
    2. no

17. I AM CURRENTLY EMPLOYED IN A WHITE-MALE DOMINATED CORPORATION?

    1. yes
    2. no

18. I AM CURRENTLY EMPLOYED IN AN AFRICAN-AMERICAN DOMINATED CORPORATION? (circle number)

    1. yes
    2. no

19. THE MAJORITY OF MY EMPLOYMENT HAS BEEN IN

    1. Predominately white-male dominated corporations.
    2. Predominately African-American dominated corporations.
    3. N/A

PLEASE SHARE ANYTHING ELSE YOU FEEL WOULD BE RELEVANT TO THIS STUDY.

_____

_____

_____

_____

_____

Dear Professional Woman:

Your name was referred to me by as an individual
who would be willing to participate in my study
of bicultural role conflict and job satisfaction for
professional women.

I believe this study will be significant because it
concerns the ways in which females are confronted with
role conflict as they attempt to perform their duties
in the traditional business environment.

Will you take just a few minutes to complete the
short ten minute questionnaire? The personal data
form is included as a means of determining biculturalism
and will be used primarily for statistical purposes. You
can be assured that your anonymity will be preserved.

I would greatly appreciate a response within ten
days. A pre-addressed, stamped envelope has been enclosed for
your convenience. I would be happy to share the results if
you make your request on the back of the personal data form.

Respectfully,

Carnella Hardin
Doctoral Candidate

SOURCES TO IDENTIFY PARTICIPANTS FOR STUDY

PUBLIC

Arizona State Government
City of Phoenix, EO Dept.
Federal Government
Maricopa County

PRIVATE OR QUASI PURLIC COMPANIES

American Express Personnel
Bank of America Personnel
Honeywell Personnel
Motorola Personnel
Salt River Project Personnel
Valley National Bank Personnel

EDUCATIONAL INSTITUTIONS

Arizona State University
Maricopa Community Colleges

WOMEN'S GROUPS

Arizona Women in Business
Arizona Women's Commission
Black Women's Task Force
Leaders for the 90s
Women Leaders in Education

INDIVIDUAL SOURCES

Alpha Kappa Alpha Sorority
Arizona Black Board of Directors
Arizona Black MBAs

Churches in the Black and White Community

Dear Professional Woman:

A few weeks ago you received a letter requesting your participation in a research study concerning bicultural role conflict and job satisfaction for professional women. Perhaps you have misplaced the letter due to the demands of your job.

Will you take just a few minutes to complete the short ten minute questionnaire? The personal data form is included as a means of determining biculturalism and will be used primarily for statistical purposes. You can be assured that your anonymity will be preserved.

This research project is very important to me both professionally and personally. I believe it concerns an issue that has received little attention by educational researchers. I would be happy to share the results if requested.

Thank you for your consideration of the request to participate.

Respectfully,

Carnella Hardin
Doctoral Candidate

Dear Participant:

Thank you for participating in the first portion of my research on bicultural role conflict and job satisfaction for professional women.

This letter is being sent to you because you indicated a desire to assist with further research.

I am seeking professional women who would be willing to participate in a ten minute personal interview session. The interview can be conducted at your home or in your office, whichever is most convenient for you.

The purpose of the interview is to ascertain information related to your experiences as a professional woman working in

a predominantly male-dominated work environment. The information will be used as a group of case studies for my dissertation. Your identity will remain anonymous.

Will you please notify me of your intent to continue this research by returning this letter in the stamped self-addressed envelope within the next ten days.

Your continuous support is appreciated.

Respectfully,

Carnella Hardin
Doctoral Candidate

APPENDIX H

DEMOGRAPHICS

PROFESSION - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Gov/Public	1	45	45.0	45.0	45.0
Private	2	28	28.0	28.0	73.0
Education	3	27	27.0	27.0	100.0

Mean	1.820	Std Err	.083	Median	2.000
Mode	1.000	Std Dev	.833	Variance	.695
S E Skew	.241	S E Kurt	.478	Skewness	.351
Maximum	3.000	Sum	182.000	Minimum	1.000

PROFESSION - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Gov/Public	1	38	38.0	38.0	38.0
Private	2	43	43.0	43.0	81.0
Education	3	19	19.0	19.0	100.0

Mean	1.810	Std Err	.073	Median	2.000
Mode	2.000	Std Dev	.734	Variance	.539
S E Skew	.241	S E Kurt	.478	Skewness	.315
Maximum	3.000	Sum	181.000	Minimum	1.000

JOB TITLE - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Manager	1	46	46.0	46.0	46.0
Director	2	32	32.0	32.0	78.0
Dean/Pres	3	22	22.0	22.0	100.0

Mean	1.760	Std Err	.079	Median	2.000
Mode	1.000	Std Dev	.793	Variance	.629
Kurtosis	-1.261	S E Kurt	.478	Skewness	.459
S E Skew	.241	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	176.000		

JOB TITLE - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Manager	1	35	35.0	35.0	35.0
Director	2	54	54.0	54.0	89.0
Dean/Pres	3	11	11.0	11.0	100.0

Mean	1.760	Std Err	.064	Median	2.000
Mode	2.000	Std Dev	.638	Variance	.406
Kurtosis	-.634	S E Kurt	.478	Skewness	.253
S E Skew	.241	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	176.000		

MANAGEMENT EXPERIENCE - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
0-5	1	36	36.0	36.0	36.0
6-10	2	21	21.0	21.0	57.0
11-15	3	17	17.0	17.0	74.0
16+	4	26	26.0	26.0	100.0

Mean	2.360	Std Err	.127	Median	2.000
Mode	1.000	Std Dev	1.267	Variance	1.606
Kurtosis	-1.270	S E Kurt	.478	Skewness	.352
S E Skew	.241	Range	4.000	Minimum	1.000
Maximum	4.000	Sum	236.000		

MANAGEMENT EXPERIENCE - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
0-5	1	22	22.0	22.0	22.0
6-10	2	33	33.0	33.0	55.0
11-15	3	30	30.0	30.0	85.0
16+	4	15	15.0	15.0	100.0

Mean	2.380	Std Err	.099	Median	2.000
Mode	2.000	Std Dev	.993	Variance	.985
Kurtosis	-1.013	S E Kurt	.478	Skewness	.119
S E Skew	.241	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	238.000		

EDUCATION - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
H.S. Grad	1	5	5.0	5.0	5.0
Trade School	2	3	3.0	3.0	8.0
Some College	3	20	20.0	20.0	28.0
College Grad	4	18	18.0	18.0	46.0
Some Post-Grad	5	12	12.0	12.0	58.0
Masters	6	34	34.0	34.0	92.0
PhD	7	8	8.0	8.0	100.0

Mean	5.630	Std Err	.161	Median	6.000
Mode	7.000	Std Dev	1.612	Variance	2.599
Kurtosis	-.665	S E Kurt	.478	Skewness	-.468
S E Skew	.241	Range	6.000	Minimum	2.000
Maximum	7.000	Sum	563.000		

EDUCATION - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
H.S. Grad	1	3	3.0	3.0	3.0
Trade School	2	3	3.0	3.0	6.0
Some College	3	30	30.0	30.0	36.0
College Grad	4	26	26.0	26.0	62.0
Some Post-Grad	5	10	10.0	10.0	72.0
Masters	6	18	18.0	18.0	90.0
PhD	7	10	10.0	10.0	100.0

Mean	5.310	Std Err	.153	Median	5.000
Mode	4.000	Std Dev	1.529	Variance	2.337
Kurtosis	-.722	S E Kurt	.478	Skewness	.204
S E Skew	.241	Range	6.000	Minimum	2.000
Maximum	7.000	Sum	531.000		

RACIAL MAKEUP OF SCHOOL - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Pred Black	1	35	35.0	35.0	35.0
Pred White	2	59	59.0	59.0	94.0
N.A	3	6	6.0	6.0	100.0

Mean	1.710	Std Err	.057	Median	2.000
Mode	2.000	Std Dev	.574	Variance	.329
Kurtosis	-.525	S E Kurt	.478	Skewness	.098
S E Skew	.241	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	171.000		

RACIAL MAKEUP OF SCHOOL - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Pred White	2	100	100.0	100.0	100.0

Mean	2.000	Std Err	.000	Median	2.000
Mode	2.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	2.000	Maximum	2.000
Sum	200.000				

MARITAL STATUS - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Married	1	56	56.0	56.0	56.0
Single	2	30	30.0	30.0	86.0
Other	3	14	14.0	14.0	100.0

Mean	1.580	Std Err	.073	Median	1.000
Mode	1.000	Std Dev	.727	Variance	.529
Kurtosis	-.630	S E Kurt	.478	Skewness	.841
S E Skew	.241	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	158.000		

MARITAL STATUS - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Married	1	59	59.0	59.0	59.0
Single	2	35	35.0	35.0	94.0
Other	3	6	6.0	6.0	100.0

Mean	1.510	Std Err	.081	Median	1.000
Mode	1.000	Std Dev	.810	Variancw	.656
Kurtosis	20.294	S E Kurt	.478	Skewness	3.455
S E Skew	.241	Range	6.000	Minimum	1.000
Maximum	3.000	Sum	151.000		

CHILDREN - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	67	67.0	67.0	67.0
No	2	33	33.0	33.0	100.0

Mean	1.330	Std Err	.047	Median	1.000
Mode	1.000	Std Devqq	.473	Variance	.223
Kurtosis	-1.491	S E Kurt	.478	Skewness	.734
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	133.000		

CHILDREN - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	65	65.0	65.0	65.0
No	2	35	35.0	35.0	100.0

Mean	1.350	Std Err	.048	Median	1.000
Mode	1.000	Std Dev	.479	Variance	.230
Kurtosis	-1.625	S E Kurt	.478	Skewness	.639
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	135.000		

AGES OF CHILDREN - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
0-5	1	43	43.0	43.0	43.0
6-12	2	5	5.0	5.0	48.0
13-18	3	10	10.0	10.0	58.0
19-25	4	20	20.0	20.0	78.0
26-32	5	17	17.0	17.0	95.0
33+	6	5	5.0	5.0	100.0

Mean	2.780	Std Err	.176	Median	3.000
Mode	1.000	Std Dev	1.756	Variance	3.082
Kurtosis	-1.480	S E Kurt	.478	Skewness	.275
S E Skew	.241	Range	5.000	Minimum	1.000
Maximum	6.000	Sum	278.000		

AGES OF CHILDREN - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
0-5	1	36	36.0	36.0	36.0
6-12	2	22	22.0	22.0	58.0
13-18	3	18	18.0	18.0	76.0
19-25	4	5	5.0	5.0	81.0
26-32	5	18	18.0	18.0	99.0
33+	6	1	1.0	1.0	100.0

Mean	2.500	Std Err	.151	Median	2.000
Mode	1.000	Std Deve	1.514	Variance	2.293
Kurtosis	-.923	S E Kurt	.478	Skewness	.650
S E Skew	.241	Range	5.000	Minimum	1.000
Maximum	6.000	Sum	250.000		

AREA RAISED - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
South	1	36	36.0	36.0	36.0
North	2	6	6.0	6.0	42.0
East	3	16	16.0	16.0	58.0
West	4	33	33.0	33.0	91.0
Mid-West	5	9	9.0	9.0	100.0

Mean	2.730	Std Err	.146	Median	3.000
Mode	1.000	Std Dev	1.462	Variance	2.138
Kurtosis	-1.570	S E Kurt	.478	Skewness	-.051
S E Skew	.241	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	273.000		

AREA RAISED - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
South	1	8	8.0	8.0	8.0
North	2	33	33.0	33.0	41.0
East	3	20	20.0	20.0	61.0
West	4	14	14.0	14.0	75.0
Mid-West	5	25	25.0	25.0	100.0

Mean	3.150	Std Err	.134	Median	3.000
Mode	2.000	Std Dev	1.336	Variance	1.785
Kurtosis	-1.303	S E Kurt	.478	Skewness	.160
S E Skew	.241	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	315.000		

NEIGHBORHOOD RAISED IN WAS - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Black	1	66	66.0	66.0	66.0
White	2	19	19.0	19.0	85.0
Integrated	3	13	13.0	13.0	98.0
N/A	4	2	2.0	2.0	100.0

Mean	1.510	Std Err	.080	Median	1.000
Mode	1.000	Std Dev	.798	Variance	.636
Kurtosis	.791	S E Kurt	.478	Skewness	1.368
S E Skew	.241	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	151.000		

NEIGHBORHOOD RAISED IN WAS - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
White	2	54	54.0	54.0	54.0
Integrated	3	46	46.0	46.0	100.0

Mean	2.460	Std Err	.050	Median	2.000
Mode	2.000	Std Dev	.501	Variance	.251
Kurtosis	-2.014	S E Kurt	.478	Skewness	.163
S E Skew	.241	Range	1.000	Minimum	2.000
Maximum	3.000	Sum	246.000		

ACTIVE IN COMMUNITY - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	66	66.0	66.0	66.0
No	2	34	34.0	34.0	100.0

Mean	1.340	Std Err	.048	Median	1.000
Mode	1.000	Std Dev	.476	Variance	.227
Kurtosis	-1.561	S E Kurt	.478	Skewness	.686
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	134.000		

ACTIVE IN COMMUNITY - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	49	49.0	49.0	49.0
No	2	51	51.0	51.0	100.0

Mean	1.510	Std Err	.050	Median	2.000
Mode	2.000	Std Dev	.502	Variance	.252
Kurtosis	-2.040	S E Kurt	.478	Skewness	-.041
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	151.000		

ACTIVE IN CHURCH/TEMPE - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	66	66.0	66.0	66.0
No	2	34	34.0	34.0	100.0

Mean	1.370	Std Err	.056	Median	1.000
Mode	1.000	Std Dev	.562	Variance	.316
Kurtosis	3.471	S E Kurt	.478	Skewness	1.575
S E Skew	.241	Range	3.000	Minimum	1.000
Maximum	2.000	Sum	137.000		

ACTIVE IN CHURCH/TEMPE - EUROAMERICAN

Value Label	Value	Frequency	Pecent	Valid Percent	Cum Percent
Yes	1	43	43.0	43.0	43.0
No	2	57	57.0	57.0	100.0

Mean	1.570	Std Err	.050	Median	2.000
Mode	2.000	Std Dev	.498	Variance	.248
Kurtosis	-1.957	S E Kurt	.478	Skewness	-.287
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	157.000		

NUMBER OF ACTIVITIES EXTERNAL TO JOB - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-3	1	52	52.0	52.0	52.0
4-6	2	32	32.0	32.0	84.0
7-10	3	8	8.0	8.0	92.0
11+	4	1	1.0	1.0	93.0
N/A	5	7	7.0	7.0	100.0

Mean	1.790	Std Err	.111	Median	1.000
Mode	1.000	Std Dev	1.113	Variance	1.238
Kurtosis	2.538	S E Kurt	.478	Skewness	1.729
S E Skew	.241	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	179.000		

NUMBER OF ACTIVITIES EXTERNAL TO JOB - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-3	1	44	44.0	44.0	44.0
4-6	2	29	29.0	29.0	73.0
7-10	3	11	11.0	11.0	84.0
11+	4	2	2.0	2.0	86.0
N/A	5	14	14.0	14.0	100.0

Mean	2.130	Std Err	.138	Median	2.000
Mode	1.000	Std Devql	.376	Variance	1.892
Kurtosis	.062	S E Kurt	.478	Skewness	1.140
S E Skew	.241	Range	4.000	Minimum	1.000
Maximum	5.000	Sum	213.000		

MEMBER OF SORORITY - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	62	62.0	62.0	62.0
No	2	38	38.0	38.0	100.0

Mean	1.380	Std Err	.049	Median	1.000
Mode	1.000	Std Dev	.488	Variance	.238
Kurtosis	-1.784	S E Kurt	.478	Skewness	.502
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	138.000		

MEMBER OF SORORITY - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	50	50.0	50.0	50.0
No	2	50	50.0	50.0	100.0

Mean	1.500	Std Err	.050	Median	1.500
Mode	1.000	Std Dev	.503	Variance	.253
Kurtosis	-2.041	S E Kurt	.478	Skewness	.000
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	150.000		

NEIGHBORHOOD CURRENTLY RESIDE IN - AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Black	1	17	17.0	17.0	17.0
White	2	36	36.0	36.0	53.0
Integrated	3	47	47.0	47.0	100.0

Mean	2.300	Std Err	.075	Median	2.000
Mode	3.000	Std Dev	.745	Variance	.556
Kurtosis	-1.002	S E Kurt	.478	Skewness	-.553
S E Skew	.241	Range	2.000	Minimum	1.000
Maximum	3.000	Sum	230.000		

NEIGHBORHOOD CURRENTLY RESIDE IN - EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
White	2	36	36.0	36.0	36.0
Integrated	3	64	64.0	64.0	100.0

Mean	2.640	Std Err	.048	Median	3.000
Mode	3.000	Std Dev	.482	Variance	.233
Kurtosis	-1.683	S E Kurt	.478	Skewness	-.592
S E Skew	.241	Range	1.000	Minimum	2.000
Maximum	3.000	Sum	264.000		

CURRENTLY EMPLOYED IN EUROAMERICAN MALE-DOMINATED COMPANY
AFRICAN-AMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	80	80.0	80.0	80.0
No	2	20	20.0	20.0	100.0

Mean	1.200	Std Err	.040	Median	1.000
Mode	1.000	Std Dev	.402	Variance	.162
Kurtosis	.325	S E Kurt	.478	Skewness	1.523
S E Skew	.241	Range	1.000	Minimum	1.000
Maximum	2.000	Sum	120.000		

CURRENTLY EMPLOYED IN EUROAMERICAN MALE-DOMINATED COMPANY
EUROAMERICAN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	100	100.0	100.0	100.0

Mean	1.000	Std Err	.000	Median	1.000
Mode	1.000	Std Dev	.000	Variance	.000
Range	.000	Minimum	1.000	Maximum	1.000
Sum	100.000				

BICULTURAL ROLE CONFLICT

ROLE CONFLICT IN BLACK AND WHITE WOMEN

ITEM:	Q2	Q22	Q17	Q18	Q23	Q24
02	1.0000	-.1508	-.0129	.0078	.1330	.1849*
022	-.1508	1.0000	.1007	.1775*	.1271	.0249
017	-.0129	.1007	1.0000	.6414**	.2036*	.0911
018	.0078	.1775*	.6414**	1.0000	.1301	.0361
023	.1330	.1271	.2036*	.1301	1.0000	.6978**
024	.1849*	.0249	.0911	.0361	.6978**	1.0000
025	.2098*	-.0250	.1576	.0744	.6011**	.5864**
026	.1552	-.0275	.0378	.0293	.5813**	.8653**
027	-.1125	.3492**	.0932	.0529	-.0725	-.0808
028	.2793**	.0066	-.0684	-.0880	.1274	.2475**
033	.1044	.2376**	.0805	.0832	.3197**	.2431**
035	.3742**	.0020	-.0630	-.0077	.3637**	.2447**
037	.0464	.1950*	.1190	.0065	.5877**	.5949**
039	.0867	.2695**	.2185**	.0968	.6063**	.5743**
040	.0548	-.0460	-.0048	.0108	.3169**	.3374**
042	.1554	.0776	.1823*	.1503	.3607**	.3728**
043	.0465	.0489	.0324	-.1083	.3542**	.3165**
044	.1099	.0759	.0659	.0478	.3315**	.3915**
045	.1157	.2029*	.0698	.0879	.4025**	.3546**

ROLE CONFLICT IN BLACK AND WHITE WOMEN

ITEM:	Q25	Q26	Q27	Q28	Q33	Q35
02	.2098*	.1552	-.1125	.2793**	.1044	.3742**
022	-.0250	-.0275	.3492**	.0066	.2376**	.0020
017	.1576	.0378	.0932	-.0684	.0805	-.0630
018	.0744	.0293	.0529	-.0880	.0832	-.0077
023	.6011**	.5813**	-.0725	.1274	.3197**	.3637**
024	.5864**	.8653**	-.0808	.2475**	.2431**	.2447**
025	1.0000	.7416**	-.2143*	.3107**	.1239	.2327**
026	.7416**	1.0000	-.1973*	.2725**	.1363	.1799*
027	-.2143*	-.1973*	1.0000	-.1043	.0398	-.1176
028	.3107**	.2725**	-.1043	1.0000	.2152*	.1348
033	.1239	.1363	.0398	.2152*	1.0000	.1750*
035	.2327**	.1799*	-.1176	.1348	.1750*	1.0000
037	.2843**	.4241**	.0096	-.0723	.2691**	.0831
039	.3453**	.4257**	.0421	.0554	.2892**	.1470
040	.2212**	.3238**	-.0216	-.0203	.1192	.2361**
042	.2657**	.3292**	-.0837	.0805	.2515**	.0901
043	.2489**	.2596**	-.0098	.0797	.3774**	.0977
044	.2232**	.3426**	.0319	.0982	.3907**	.0789
045	.2449**	.2917**	-.0409	.1107	.2710**	.1391

1 TAILED SIGNIF: * - .05   ** - .01

BICULTURAL ROLE CONFLICT

ROLE CONFLICT IN BLACK AND WHITE WOMEN

ITEM:	Q37	Q39	Q40	Q42	Q43	Q44
02	.0464	.0867	.0548	.1554	.0465	.1099
022	.1950*	.2695**	-.0460	.0776	.0489	.0759
017	.1190	.2185**	-.0048	.1823*	.0324	.0659
018	.0065	.0968	.0108	.1503	-.1083	.0478
023	.5877**	.6063**	.3169**	.3607**	.3542**	.3315**
024	.5949**	.5743**	.3374**	.3728**	.3165**	.3915**
025	.2843**	.3453**	.2212**	.2657**	.2489**	.2232**
026	.4241**	.4257**	.3238**	.3292**	.2596**	.3426**
027	.0096	.0421	-.0216	-.0837	-.0098	.0319
028	-.0723	.0554	-.0203	.0805	.0797	.0982
033	.2691**	.2892**	.1192	.2515**	.3774**	.3907**
035	.0831	.1470	.2361**	.0901	.0977	.0789
037	1.0000	.6479**	.2323**	.3824**	.3448**	.3377**
039	.6479**	1.0000	.3182**	.3298**	.2747**	.3664**
040	.2323**	.3182**	1.0000	.1627	.1358	.1334
042	.3824**	.3298**	.1627	1.0000	.1591	.2421**
043	.3448**	.2747**	.1358	.1591	1.0000	.7781**
044	.3377**	.3664**	.1334	.2421**	.7781**	1.0000
045	.3787**	.4626**	.1412	.2506**	.6950**	.7748**

ROLE CONFLICT IN BLACK AND WHITE WOMEN

ITEM:	Q45
02	.1157
022	.2029*
017	.0698
018	.0879
023	.4025**
024	.3546**
025	.2449**
026	.2917**
027	-.0409
028	.1107
033	.2710**
035	.1391
037	.3787**
039	.4626**
040	.1412
042	.2506**
043	.6950**
044	.7748**
045	1.0000

1-TAILED SIGNIF: * - .05   ** - .01

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VITA

Carnella Jean Hardin was born in Phoenix, Arizona, on August 27, 1944, and was formally educated as follows: Doctorate in Business Administration, Nova University, School of Business, Fort Lauderdale, Florida, January, 1993; M.A. in Management, University of Phoenix, Phoenix, Arizona, January, 1981; and B.S. in Business Management, Arizona State University, Tempe, Arizona, December, 1978.

Work experiences have included more than 30 years of administrative, managerial and educational positions in both the public and private sectors. Administrative and managerial experiences have included positions in human resources, human services, government and higher education institutions. Work experiences have also included teaching positions at post-secondary education levels.

Mrs. Hardin has made a number of presentations for the institutions with which she has been affiliated, including topics on Business Management and Organizational Behavior. She has conducted a number of seminars for women organizations, which included topics on Stress Management, Eliminating Self-Defeating Behaviors and Building Self-Esteem. She is also active in community affairs, and often assists non-profit organizations in their efforts to improve human relations and a more supportive work environment for women of color.

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