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A STUDY OF THE ROLE OF HOME ECONOMICS UNIT
ADMINISTRATORS WITH EMPHASIS ON ROLE STRAIN
AS A FUNCTION OF MEETING ROLE DEMANDS

presented by

Carolyn H. Ellis Logan

has been accepted towards fulfillment
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OF HOME ECONOMICS UNIT ADMINISTRATORS
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Carolyn H. Ellis Logan

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ABSTRACT

A STUDY OF THE ROLE OF HOME ECONOMICS UNIT ADMINISTRATORS WITH EMPHASIS ON ROLE STRAIN AS A FUNCTION OF MEETING ROLE DEMANDS

By

Carolyn H. Ellis Logan

The underlying motive of this research effort is to further enhance the knowledge base upon which home economics personnel will be encouraged to assume administrative roles for the continual development and progress of the field itself. This study was conducted in order to ascertain relationships between selected variables and role strain among home economics unit administrators. Role strain, defined as a felt difficulty in fulfilling role obligations, is the primary focus of this study. Emphasis is on role strain of home economics unit administrators as a dependent variable of the demographic characteristics of age, sex, and education. Other influences on the prevalence of role strain which were tested include the independent variables of role diversity (the frequency of interaction with role set relationships), size of institution and unit, and the extent to which administrators spend time meeting role demands.

Objectives

The objectives of this study were: (1) to identify factors in the professional backgrounds of home economics unit administrators which might predict role strain; (2) to explore conditions and procedures relevant to the appointment, operation, and evaluation components of the position which might correlate with high role strain; (3) to determine the degree of tension produced by certain conditions under which home economics unit administrators work; (4) to determine which role set relationship(s) and cluster of role set relationships demand the least and most amount of time; and, finally (5) to determine the extent to which each role set relationship and cluster of role set relationships contribute to role strain.

Procedures

In order to explore the variables selected, a research instrument consisting of a job related tension index, an inventory of role set relationships, and demographic and institutional information was developed, pretested, and mailed to one hundred and forty home economics unit administrators in all land grant institutions (excluding Michigan State University) within the United States, and United States Territories of Guam, Puerto Rico, and the Virgin Islands. Ninety-eight (seventy percent) of the mailed instruments were returned and eighty-nine (sixty-four percent) of the instruments were eligible for inclusion in this study.

Factors which may correlate with role strain of home economics unit administrators were hypothesized to be: (1) sex, (2) age, (3) education, (4) role diversity as the number of different role set relationships maintained, (5) role diversity as the frequency of interaction with role set relationships, (6) time commitment to the demands of role set relationships, (7) institution and unit size, and (8) institution and unit size and role diversity (as both the number of role set relationships maintained and the frequency of interaction with role set relationships). Data generated from the instruments were analyzed using Chi Square analysis and Spearman's and Kendall's Correlation Coefficients.

Major Findings

1. The following is a rank ordering of work related conditions that home economics unit administrators identified as high tension factors: (a) disruption of the production of scholarly work, (b) extent of the work load, (c) insufficient numbers of support personnel, (d) lack of financial resources, (e) imbalance between administrative and other role demands, and (5) interference with personal and/or family life.

2. High role strain is more prevalent among male home economics unit administrators than among females (twenty-five percent as opposed to eighteen percent).

3. High role strain was least prevalent among the 31-40 aged group (20.2 percent of the total sample population).

4. Of the five clusters of role set relationships utilized, the cluster of "student personnel" shows the second highest rate of frequency of interaction, but the least positive correlation with high role strain.

5. Individual role sets concerning "prospective students" and "visitors from other institutions," were the only role sets of a total of forty-six found to correlate positively with high role strain.

6. Out of all the role set relationships, "departmental and/or college committees," and "all-university committees," were the only sets that showed a high correlation between frequency of interaction and time commitment.

7. No positive relationships were established between institution and unit size and the extent to which time is spent meeting the demands of role set relationships.

This dissertation is dedicated
to my parents,

NEWMAN AND INEZ HILL

for their untiring love,
understanding and support.

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The completion of this phase of my professional development is representative of the interests and efforts of many people to whom I wish to express my appreciation. My most profound feelings of gratitude are extended to all members of my immediate family, who over the years have assumed more than a reasonable amount of responsibility to facilitate this personal goal achievement.

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CHAPTER I

INTRODUCTION

The tendency to resign from administration to resume teaching and research activities is identified by Lindhal (1973) as a concern vital to the welfare of higher education. This, plus the reluctance to assume administrative positions, as indicated by the reported shortage of qualified personnel interested in home economics administration (Mangel, 1973) is the underlying motive of this research effort. Admittedly, these findings are time-bound and are therefore limited in utility as a reflection of the current trend in personnel for higher education administration. However, the curious absence of sufficient evidence to either support or refute these findings suggests this situation as an avenue worthy of further exploration. Thus, the study herein described examines the role of the home economics unit administrator with emphasis on role strain as a function of meeting role demands.

Background

Although the specific reasons for the current dearth of higher education administrators are many, conflict and change are most often asserted as the general phenomena to which this plight can be attributed.

To understand this relationship, the highly complex institution of higher education must first be viewed as a social system in which specific components work in the aggregate for the achievement of organizational goals. It is comprised of sub-organizations and roles which function as independent units, each of which is important to the whole. From this perspective, and as the particular interest of this investigation, the sub-organization of the department unit and the role of the unit administrator comes sharply into focus as vital components of the system of higher education. Also to be taken into account is the fact that, as a major cultural institution, the university mediates the temperment of society and often functions as the convergence point of the major revolutionary forces of our time (Lerner, 1966). Illustrating this we find that diversity and increase in student populations, commitment to the change and expansion of societal conditions, and consequences resulting from information and skills afforded by technical and educational advances are but three of a number of factors which have threatened, if not changed the nature of the administrator's role. Other innovations relative to program structure and content, method and form of delivery, expansion of supportive services, along with the issues of accountability, equal rights and organized labor exist as explicit forces that impact organizational and operational effectiveness in higher education. Addressing these conditions and their implications for administrators

1

of higher education, Saville (1971) summarizes:

Whether we define it as social change, confrontation, or revolution, it all centers around the term conflict. It may occur between individuals, small groups internally, systemwide, or be related to some external entity. Regardless of the source, the administrator must be able to cope with this newly emphasized focus upon his leadership role (p. 55).

As professional leaders of the primary vehicle through which university services are delivered, unit administrators are referred to by the more common titles of "head," "chairperson," "director," "program leader," or sometimes "dean" of their units or otherwise labeled academic divisions. Regardless of this array of titles, those carrying them are described by Porter (1961) as sharing duties, functions, powers, and responsibilities which are basically identical and necessary for the attainment of institutional goals. More importantly, the unit administrators' unique positions in the administrative hierarchy and their functions as the single most important link among the university administration and the faculty, academic and service programs, and students (Waltzer, 1975) places them at the helm of competing and often conflicting forces. The explanation for this occurrence is seen to reside in the dynamics of social organization; in which case the academic unit, like the institution itself, is characterized by growth, change, and the expansion of interrelationships among elements of the system. The results of this predicament are depicted in the many demands attached to the position of unit

[illegible]

administrator and in the repertoire of skills needed to function proficiently. More significantly, and in accordance with Shull (1973), these characteristics influence the administrator's role in that "they tend to generate role stress," an important factor in the formulation of a posture regarding the role position.

Review of relevant literature concerning stress as it relates to role structure shows a difference of opinion regarding its impact. One apparent projection is the experience of role strain. Conceived by Goode (1960) as the felt difficulty in fulfilling multiple role demands, it is seen as a natural outcome of role performance. In his analysis, this proposition is based upon several ideas, all of which relate to this investigation. To begin, individual competence, value orientation and circumstantial conditions are normal constraints for meeting role demands. In many instances role demands must be met within a given time and environmental frame, while the individual can only be in one place at any given time. In addition, individuals normally occupy of multitude of simultaneous roles involving different relationships and different demands which, by their nature, often contradict and conflict. Finally, and as the uppermost notion around which this study evolves, individuals occupying a particular occupational role position establish a series of role relationships which, again, involve different requirements which sometimes conflict. All of these conditions, either

singly or in combination, create the type of inner or psychological discomfort which Goode perceives as role strain.

Others like Sieber (1974) are highly critical of Goode's theory of role strain, opposing both its definition and its application. In Sieber's opinion, Goode presents a biased and limited conception of role strain as a negative outcome of meeting role demands. He objects to this theory on the grounds of other empirical findings which advance the role characteristic of "conflicting demands" as a stimulus for role performance. Hence, conflictual situations which accrue to the types of role strain identified by Goode are seen to motivate some role performers to be more creative, resourceful and projective. Given these ends, it is possible that both the conflicting demands of a role and the difficulty experienced in meeting these demands may possibly result in the positive outcome of personal enrichment, satisfaction and growth.

Regardless of the position taken, both perspectives suggest a viable approach to role analysis. It seems sufficient to say that neither framework should be expected to apply in all cases or in all role situations. In light of this study, however, the prevailing decline of interested personnel to fill the demand for higher education administrators, especially the unit leadership role, and the apathy of those already cast in these positions are factual

premises which support Goode's conceptualization of role strain.

Advocating Goode's perspective, Snoek (1961) investigated role set diversity, the requirement to maintain working relationships with a wide variety of persons, as an important source of role strain. Using a national sample of five hundred and ninety-six wage and salary workers, data on the variable role strain were collected through the Job Related Tension Index which listed fifteen common job related problems. Individual response to a five-point scale indicating the frequency of bother by each job related problem was tallied and the mean frequency score computed to determine individual tension scores. The independent variable and structural property of role set diversity was measured by counting the number of different classes of role senders with whom work relationships were maintained. A five-point scale on which respondents indicated frequency of contact with people classified as their boss, direct or indirect supervisor, co-worker outside the same unit but in the same company, and outsiders associated with the company was used to further assess the variable of role set diversity.

Snoek found some support for the hypothesis that role strain will be more common in jobs requiring individuals to maintain a highly diversified set of role relationships; and that role set diversity is more common in large than in small organizations, particularly in those positions

that require highly diversified role sender contacts. He concluded that there was an association between high job related tension and frequency of interaction with each class of role senders, but found no single class of contacts to be a more significant producer of tension. The results provided substantial support for a significant relationship between high tension and high role set diversity; the maintenance of contacts with many classes of role senders.

Most pertinent to the present study of home economics unit administrators is the finding that maintenance of diversified role relationships was observed as more characteristic of wage and salary workers in supervisory positions and that supervisory responsibility was a contributor to job related tension. Regarding the variable of company size, the results showed both role set diversification and supervisory responsibility as contributors to high tension in larger organizations. Thus, tentative support was provided for the hypothesized relationship between high role set diversity and higher tension in large rather than in small company organizations. Other findings indicate the trend of higher tension among males than females, among those younger in age than those older, and among those with college educations than those with lower levels of education.

Following Bolman's (1965) direction to incorporate the skills of other professions in the investigation of higher education administration problems, the Snoek study provided

the basic design of the present investigation. The focus of attention, however, is substantively different, as reflected in the following role analysis of home economics unit administrators. Other apparent differences include the operational conceptualization of the variable education, the inclusion of time commitment as a new variable, and modifications relating to the collection and analysis of data.

Statement of the Problem

Failure to learn more about existing conditions and others conducive to the maintenance and growth of unit administration as an occupational role creates a unique situation of professional jeopardy. For the field of higher education, the lack of effort could eventually mean less than optimum effectiveness due to inadequate knowledge, techniques, and competencies; whereas for the practitioner within the field, it could involve either an unnecessary waste or an untapped supply of human resources.

To preclude this, and as the major consideration of the investigation, the requirement to maintain working relationships with a wide variety of persons in complementary roles was explored as a source of role strain. Relationships among the demographic characteristics of sex, age, and education of home economics unit administrators, and relationships between the structural-organizational properties of role diversity as both the number of different

contacts and the frequency of interaction with role set relationships, and unit and institution size was examined as correlates of role strain among home economics unit administrators. Further inquiry was made to determine the association between frequency of interaction with role set relationships and the extent to which unit administrators spend time meeting the demands of these relationships.

Importance of the Study

The pattern of relationships between persons and their environment as a source of confusion in higher education gives strong argument for Fincher's (1973) contention that:

The traditional model of the academic man who meets his administrative responsibilities with broad experience, mature judgment and good grace no longer is regarded as viable for the organizational complexities of the modern university (p. 499).

Accordingly, there is a disinclination to assume administrative positions and an exodus of those so employed. Insight into the rationale for this posture is provided by Lindhal (1973) in the identification of physical, mental, emotional, and spiritual exhaustion from conflict, pressure and demands with problems and issues in higher education as the fundamental reason why top level administrators leave administration. Similarly, Anderson (1968), Dressel, Johnson, and Marcus (1970), Waltzer (1975), and Nicholson (1977) allude to the expansion of administrative tasks and their infringement upon the academic and scholarly pursuits

of the incumbent, along with their impeding effect on program and professional development, as reasons which discourage new entrants.

In view of these findings, two considerations emerge to give impetus to this study. Initially, most of the problems and issues facing administrators in higher education today are not the exclusive experience of any one administrative position, therefore, they affect other administrators and faculty at various levels. This conclusion is supported to Baldrige's (1971) publication, Power and Conflict in the University. He observed in a discussion of administrators that in dilemma situations the dean is most often considered the "man in the middle," when, in fact, there are other administrators who also share this unique position. For a more recent testimony of this principle, we are referred by Gmelch (1977) to the November 15, 1978, issue of Business Week which reports that for the executive, challenge often serves as a stimulus rather than a stressor, whereas for the administrator caught between several levels of management, it is more likely to be a stressor. Caught among university administration, faculty, and student personnel, the unit administrator is considered by Carroll (1974) to be a man in the middle and is the subject upon which this investigation is based.

The aversion to becoming involved in administration and the renunciation of administrative positions appear to

be related to certain factors of role structure. This idea is based upon the incessant request for greater insight into the enigma of the administrator's role. Demonstrating this, Lindhal (1973) affirms the need for further study to learn more about the problems, frustrations and concerns of administrators, while Litherland (1975) suggests the assessment of impediments to administrator effectiveness as a vital means to the end of preparing administrators and structuring administrative positions. Outlining the set of conditions upon which his most comprehensive analysis of the job of academic unit chairperson was based, Walter (1975) advises that:

The job of academic department chairman must not be underestimated by the university administration, the faculty members, or those who hold or seek the job (p. 5).

To elaborate, he also directs attention to the definitions and structure of the role position and its relationship to the attraction of qualified personnel and the provision of personal and professional satisfaction. His characterization of the job of unit chairperson as ambiguous, turbulent and tension creating warrants special consideration and speaks to the urgency of the issue at hand.

At this point it seems important to emphasize that the research needs aforementioned are not a recent innovation in higher education. Earlier discussions of the same were prefaced by Bolman (1965) in the specification of roles and power structures as areas of conflict, which in his

opinion, "deserve further inquiry for the improvement of higher education." His primary concern for the specific issues of the function of unit chairpersons, the spiraling effect of deteriorating administrative relationships, conflict in college administrative relationships, and the preparation of administrators impart additional substance to this study.

Most of the areas addressed by Bolman have been the focus of considerable investigation, while others remain underexplored. Subsequently, more recent reports (Dressel, Johnson, and Marcus, 1970; Carroll, 1974; and Nicholson, 1977) indicate that the amount of empirical research on the unit chairperson is still deficient and, for the most part, are void of the kind of information needed to understand the full dimension, limit and affect of the position that would enable aspiring and practicing administrators to function effectively and with relative ease.

Unfortunately, the indifferent treatment afforded the role of unit administrator has reduced it to a state of implicitness. However, the recognition of harmful side effects as a possible consequence for certain organizational members, and the association of organizational structure as a potential source of job tension dictates the need for a more thorough examination into the work conditions and problems of this administrative position. Carroll (1974) attests to this as he explains:

Individuals in professional organizations who are caught in the middle between conflicting expectations have been shown to frequently experience stress (p. 54).

He further concluded a significant correlation between role conflict of unit chairpersons and job satisfaction as measured by the chairperson's need deficiency. This relationship is reinforced by the work of Rizzo, House, and Lirtzman (1970) who found role conflict to be associated with decreased job satisfaction, and experiences of stress and anxiety. From this evolves the question of what specific factors in the structure of the administrator's role create stress. Also implied is the need to delineate and treat individually particular aspects of the administrative role as opposed to the comprehensive approach usually taken. The search for a means by which this question can be resolved leads to Shull's (1973) discussion of the academic organization in which he expounds:

As an organization grows, there is an increase in the number of functional points of contact for each incumbent - an elaboration of social interactions for all, whether these contacts be with external publics, specialized task forces or administrative units. New facets of contact emerge, wherein more and different social transactions occur, resulting in increased bargaining and negotiation and thus stress (p. 55).

Normally, organizational growth is followed by the establishment of some type of hierarchical system. As Gmelch (1977) puts it:

This is especially true in professional organizations such as hospitals, universities, and public schools and, in fact, the number of hierarchical levels positively correlates with job tension and conflict (p. 31).

Theoretically the scope of the interaction described aligns conceptually with the terms "role sender" and "role set" as coined by Rommetveit (1954) and Merton (1957) respectively. Their use of these terms in reference to any and all who are legitimately connected with a role incumbent sets the course for this investigation of role diversity, a factor of role structure, and its relationship to role strain.

The legitimacy of role diversity as a factor of administrative role structure is substantiated by the amount of rhetoric devoted to the increasing complex of role relationships with which administrators must contend. In the opinion of most, this is considered a source of job tension and an impairment to more effective performance. Justification for the study of role diversity as it relates to role strain is provided by Parsons (1951) who suggests that incumbent stress must be dealt with if a system is to remain functional. Likewise, Carroll's (1974) suggestive conception of role theory as an approach for the analysis of administrative positions are characterized in the following passage:

In efforts to learn more about injurious characteristics, structural elements, or practices within formal organizations, it is advocated that role concepts and analysis be employed (p. 62).

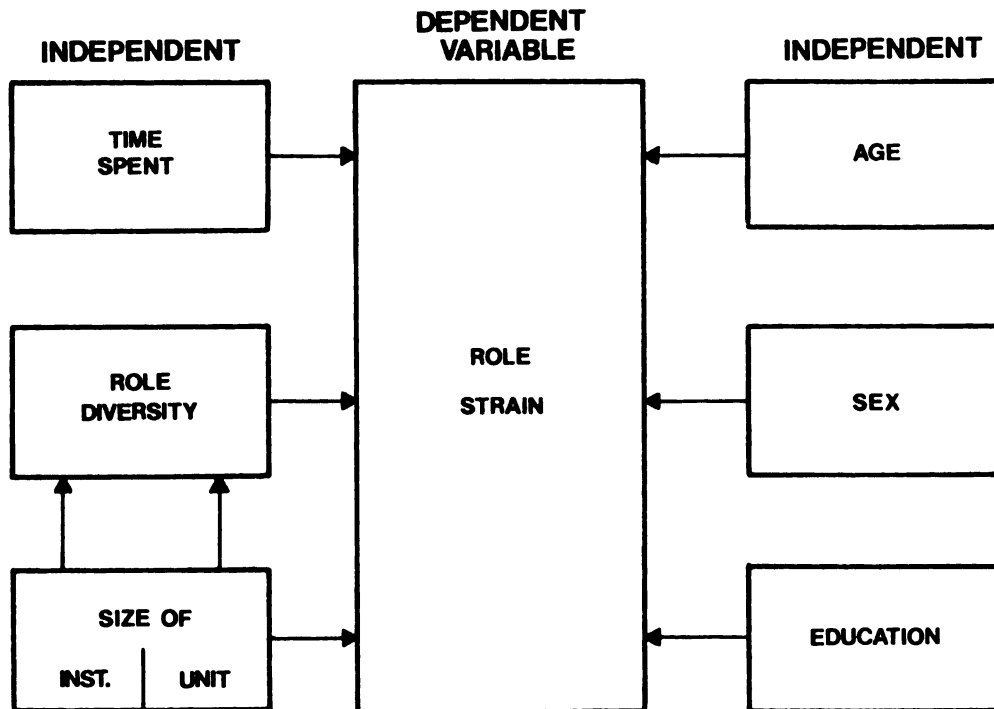
In congruence with this advice, this study of the role strain of home economics unit administrators is pursued.

Research Hypotheses

The research hypotheses this study purports to measure are:

1. Male home economics unit administrators will experience a higher degree of role strain than female incumbents in this role position.
2. Younger home economics unit administrators will experience a higher degree of role strain than older incumbents in this role position.
3. Home economics unit administrators who have attained terminal degrees, who have had formal educations for administration, and who have congruency between content area of degree specialization and content area of administrative appointment will experience lower role strain than those without these attributes.
4. The more role set relationships maintained by home economics administrators, the higher the role strain of these role incumbents.
5. The higher the frequency of interaction with role set relationships, the higher the role strain among home economics unit administrators.
6. The more time spent meeting the demands of role set relationships, the higher the degree of role strain among home economics unit administrators.
7. Home economics unit administrators of larger units and in larger institutions will experience a higher degree of role strain than those in smaller ones.
8. Home economics unit administrators of larger units and in larger institutions maintain more role set relationships than those in smaller ones.
9. Home economics unit administrators of larger units and in larger institutions will interact more frequently with role set relationships than those in small ones.

The conceptual model of these hypothesized relationships is illustrated in Figure 1.

**INDEPENDENT VARIABLES**

SIZE OF INSTITUTION
SIZE OF UNIT

DEPENDENT VARIABLE

ROLE DIVERSITY

INDEPENDENT VARIABLES

AGES OF UNIT ADMINISTRATORS
SEXES OF ADMINISTRATORS
EDUCATIONS OF ADMINISTRATORS
TIME SPENT MEETING
ROLE DEMANDS
ROLE DIVERSITY
SIZE OF INSTITUTION
SIZE OF UNIT

DEPENDENT VARIABLE

ROLE STRAIN

Figure 1. Conceptual Model of the Relationships Hypothesized

Objectives

In view of the need for more descriptive information about the personal and professional circumstances of home economics unit administrators, the following objectives were a priority in this study:

1. To identify factors in the professional backgrounds of home economics unit administrators which may predict role strain.
2. To explore conditions and procedures relevant to the appointment, operation and evaluation components of the position of home economics unit administrators which may influence role strain.
3. To determine the degree of tension produced by certain conditions under which home economics unit administrators work.
4. To determine which role set relationship(s) and cluster of role set relationships demand the least and most amounts of time.
5. To determine the extent to which each role set relationship and cluster of role set relationships contribute to role strain.

Assumptions

Several basic assumptions underlie this investigation. The first is that stress and tension are elements of all social systems, and that role strain is a natural outcome of these factors. Thus, work situations involving higher than average levels of stress or tension are assumed to result in high role strain. Secondly, it is assumed that role strain, as a construct, can be explored through analysis of role structure using situation conditions which implicate psychological responses counter to satisfaction. In consideration of this and the use of the Job Related Tension

Index as a device for measuring role strain, the assumption is made that all home economics unit administrators can relate to the conditions included in the respective portion of the research instrument, and that they will be familiar with the inventory of role set relationships used.

Definition of Terms

For purposes of clarification it is necessary to make known the way in which particular terms and phrases are used in this study. The following definitions represent those deemed pertinent.

Theoretical Definitions

Role strain - the felt difficulty in fulfilling role obligations.

Role set - the total complement of role relationships in which a person becomes involved by virtue of occupying a particular social position.

Role sender(s) - all persons who complement a given person's role and who designate their functions of communicating and enforcing relevant role expectations.

Role set diversity - the number of different role senders with whom relationships must be maintained.

Operational Definitions

Role strain - varying degrees of difficulty experienced as the result of meeting role demands; job related tension.

Degree of role strain - the extent to which unit administrators are bothered by certain conditions related to their work.

Role set - the total number of role relationships with which unit administrators are involved as the result of the role position occupied.

Role sender(s) - any and all persons actively and legitimately concerned with the unit administrator's performance and who hold expectations for that role position.

Role demands - legitimate expectations and obligations associated with the position of unit administrator.

Role diversity - the number of different role set relationships maintained by unit administrators; the frequency of interaction with role set relationships maintained as the result of occupying the position of unit administrator.

Unit administrator - official acting or appointed leader of the home economics academic unit or of a department or otherwise labeled component of that academic unit.

Education - the attainment of the terminal degree, formal education in any area of educational or other type administration as a major field and specialization or minor; content area of specialization for the terminal degree.

Terminal degree - attainment of either the Ph.D. or Ed.D. degree.

Content area of degree specialization - major or minor field of concentrated study and specialization for the terminal degree.

Time commitment - the extent to which the unit administrator spends time meeting the demands of role set relationships.

Size of unit - total number of departmental majors enrolled Fall term, 1977.

Size of institution - total student enrollment of an institution for Fall term, 1977.

CHAPTER II

REVIEW OF LITERATURE

This study entertains the review of two kinds of literature. Initially, role strain is explored with respect to its development as a contextual variable of role theory and as a distinct theory of sociology. In the part that follows, the role of the unit administrator, the focal object of this investigation, is surveyed and analyzed to identify inherent factors which tend to create strain.

Theoretical Perspective

With the primary objective of explaining people as social beings, social science has produced a variety of approaches applicable to almost any aspect of life as it is manifested through relationships with others. Each approach is important because it is formulated by a terminological system of concepts by which distinctions relative to the nature, character, and function of a social group can be explored. In this study, the situational approach provides meaningful exemplification as it encompasses the term "role," a categorical concept germane to the phenomenon of human behavior. Conceived by Linton (1936) as "the sum total of the culture patterns associated with a

particular status," the term has fallen heir to a number of diverse definitions and interpretations (Neiman and Hughes, 1951; Gross, Mason, and McEachern, 1958; Biddle and Thomas, 1966).

Based upon this definition, Newcombe (1951) associated the term with that of position and pronounced them as inseparable concepts. By his interpretation, role is the whole set of behaviors which are characteristic of all who occupy a certain position within a cultural setting. Addressing the definitional problems of role, Gross, Mason, and McEachern (1958) formulated a taxonomy by which existing definitions could be categorized. According to their scheme, Linton and Newcombe's treatment of role fall into what they label as the "normative culture pattern" category.

Other definitions explaining role as an individual's conception of his function in reference to what he expects of himself and of what is expected of him by others are separately categorized in what the writer summarizes as "the personal-situational pattern" category. For examples appropriate to this domain we are referred by Gross and his colleagues to the following explanations:

A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group (Sargent, 1951, p. 30).

A role is a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the complementary roles (Parsons, 1942, p. 359).

Another school of thought establishes a third definitional category relating role to "the behavior of actors occupying social positions" (Gross, Mason, and McEachern, p. 14). In contrast to the preceeding categories which emphasize what an individual should normally do and his perception of what is to be done, this category is distinguished by emphasis on what an individual does factually in the position he occupies. For the purpose of convenience, the writer assigns the categorical title of "incumbent behavioral pattern." Citing various authors, Gross, Mason, and McEachern identify two additional kinds of emphases found in this category. They include the functional implications of behaviors which relate to the attainment of group ends, and the operational implications of behaviors which relate to the way group members interact and evaluate each other. Given these criteria, this research may be considered as an example of this conception of role.

On the other hand, Parson's (1951) and Goode's (1960) view of role as what an individual does or is expected to do in his relations with others by virtue of the position held and how such actions influence and affect the social system are more illustrative of the category which the writer refers to as the incumbent behavioral pattern.

Role is again associated with behavior in the last group of definitions, titled "the interactional pattern" category. Using Sabrin (1954) and Cottrell (1942) as referents, Gross and associates identify the "self-other"

approach as the point of emphasis in which case attention is focused on the reciprocal nature of behavior. In the opinion of these analysts, "these definitions of role refer to patterns of acts rather than individual acts" with no regard for what is considered normal for the position occupant. For documentation of this treatment they quote Sabrin (1954) who defines role as:

...a patterned sequence of learned actions or deeds performed by a person in an interaction situation (Gross, Mason, and McEachern, p. 15).

As a matter of significance, it is pointed out that in each definitional case the important factors of position and behavior are inherent. In addition, each conceptualization is formulated in reference to the purviews of task and identity within a given social organizational frame. In view of the social-psychological relevance of these factors, studies of role have resulted in the development of a distinct body of knowledge known as "role theory." As an established field of study, role theory is characterized by an inordinate number of contextual variables, many of which are thought to be the genesis of terminological and conceptual confusion (Biddle and Thomas, 1966). An exemplar of such is that of "role strain," the thesis of this study.

In "A Theory of Role Strain," William Goode (1960) defines the concept as the felt difficulty in fulfilling role obligations. By this explanation, individuals experience such strains as the result of facing too many different types of role demands and conflicts. Influenced by this

definition, Snoek (1966) investigated role strain in diversified role sets. Examining role strain in the sense of felt difficulty in job performance, he used job related tension as an indicator of role strain. His findings provided some support for a significant relationship between role strain and interaction with diversified role set. In addition, high role set diversification was shown to be related to higher levels of tension in large than in small sized companies, and role strain was shown to be more common among younger workers than older ones and among groups with higher educations than those with less.

Research by Paloli (1967) on organization types and role strain involves the use of role strain as interference with, or disruption to adequate role performance as a member of a given organization. Role uncertainty, role disparity, and role incompatibility as types of role strain were the operational modes used to test the hypothesis that certain role strains will predominate within the contrasting types of regulated and natural organizations.

Expounding the disquietude of American education, Rietman (1971) describes role strain as an "organizing concept," useful in trenching the many problems of institutional education. He defines it as the varying degrees of difficulty that persons experience in carrying out their occupational and other social roles.

A review of literature on role strain supports Biddle and Thomas' (1966) evaluation of the concept as ambiguous

with the tendency to be used synonymously with other terms as conflict, stress and pressure. The reason for such obscurity is thought, by some, to be the theory itself. Expressing this opinion, (Sieber (1974) states:

...it should be noted that the notion of role strain comprises two overlapping problems. These are role overload and role conflict (p. 567).

This connotes the emphasis Goode places on multiple role occupancy and his dependence of role conflict as a conceptual element in his theoretical formulation. This approach to theory development has important implications for this study, especially the way role conflict is utilized. More specifically, analysis of Goode's theory projects a type of conceptual interrelatedness in which role conflict emerges as an integral factor of role strain.

Support for this conjecture can be found through a comparative analysis of Goode's theoretical framework with literature on role conflict. His identification of the types and sources of role strain are apparent in the statement:

All individuals take part in many different role relationships, for each of which there will be some different obligations. Among these, there may be either contradictory performances required or conflicts of time, place or resource (p. 485).

It seems significant that in earlier studies on role conflict, both Stouffer (1949) and Sabrin (1954) viewed role conflict as originating in what is termed "simultaneous roles in two or more groups" (Gross, Mason, and Mceacher,

1958, p. 246). The concurrence of their perspective with Goode's idea of an individual's involvement in many different role relationships suggests more than coincidence. Similarly, in a discussion of role conflict and deviant behavior, Parsons (1954) explained role conflict as the exposure of the actor to conflicting sets of legitimate role expectancies such that complete fulfillment of both is relatively impossible. His view of role plurality tends to document the type of role strain that Goode attributes to multiple role occupancy and to conflicting demands for the same role. By the same token Goode's belief that each role relationship demands a variety of actions and responses which may be incongruent, appears as a predicate of Seeman's (1953) definition of role conflict as the

...exposure of the individual in a given position to incompatible behavioral expectations held by a criterion group for the behavior of the incumbent of a single position (p. 373).

Contemplation of these points leads to the perception of role conflict, a concept with its own body of literature, as an endemic component of role strain. Aldous (1968), in a presentation of strategies for developing family theory, provides some insight into the justification for this perspective in the identification of "borrowed theory." Based on her description of borrowing concepts from other areas within and outside the discipline, role strain, as a theoretical concept, may be regarded as an explicate of role conflict, the concept from which it is assumed to have been borrowed.

Other research efforts useful in supporting this contention include those of Woode and LaPorte (1970) who, in an examination of how specific activities of professionals contribute to the solution of functional problems and affect organizational relations, found that in role strain the emphasis was interpersonal role conflict, in which the same individual faced contradictory obligations from his differing roles. More recently, and as a matter of extreme pertinence to this study, Carroll (1974) examined the role conflict of university department chairpersons. Citing previous research findings, he lists stress, anxiety, and job related tension (each of which is shown to bear some relation to role strain) as motives for his effort. On another occasion, awareness of conflicts and stresses was used by Van Meter (1976) to measure the existence of role strain among married college women.

To Biddle and Thomas (1966), the metaphores pressure and strain are two important dimensions of role theory. From their viewpoint, pressure pertains to all factors relating to roles which alone or in combination create the possibility of difficulty for the individual. Their perception of pressure as a source of strain is reflected in the comment:

The pressure may derive from conflicts of demands and norms, from opposing evaluations of the actor by others, from differences between the actor's conceptions of himself and the statements about him by others, from interdependencies excessive in hindrances or cost, from a discontinuous transition between positions...and many others (p. 62).

Hall and Lawler (1972) discuss some theoretical assumptions about job pressures in the report of their research on job characteristics and pressures. Defined as a "subjectively experienced internal or external force which motivates one to behave in a particular way on the job," job pressure is described as either positive or negative in affect. Unlike Biddle and Thomas (1966) and Kahn (1964) they do not consider conflict to be a natural outcome of pressure. In their distinction of pressure from other concepts with which it is commonly used, they explain pressure as the experience of a particular force whereas strain, conflict, and stress represent the opposition of two or more pressures.

Although stress is usually included in most discussions on role strain, Biddle and Thomas (1966) differentiate the term on the basis of relatedness to role phenomena. From their vantage point, stress is not generated by role phenomena as indicated in the observation:

...role strain differs from threat, anxiety, and stress in general by nature of its being generated by role phenomena (p. 62).

Bertrand (1963) takes exception to this perspective in the statement:

Patterns of conflict, deviation, nonconformity, etc., in social systems are manifestations of stresses which are inherent in the structure of the system and of strains which are behavioral manifestations of these stresses (p. 3).

He further suggests that even though the two concepts are always linked in real life situations, they can be distinguished conceptually by viewing strain as a process, and stress as an element of the structure. For this reason, he recommends using the terms in combination (stress-strain). This, in his opinion, permits the portrayal of the effects of given pressures on given actors.

Variations of approach to this study of stress is evident in the works of Shull (1973) and Miles (1976). In the investigation of "Professional Stress as a Variable in Studying Faculty Role," Shull identifies constrain, ambiguity, overload, and conflict as four different kinds of stress. In the same sense, Miles relied on various types of role conflict and ambiguity to measure role stress in the examination of role requirements as a source of organizational stress. It is concluded that while both studies tend to emulate the approach whereby stress is regarded as a role phenomena, closer observation implies the possibility of conceptual misuse of the term when viewed in the context of prior distinctions.

The synonymical system employed with these terms impetuates the search for a means by which they are legitimately related or clustered. Buck (1967) provides a dimension of consistency of delineating the characteristics held common by these terms. They include:

1. Conflicting or incompatible demands.

2. At least one force or demand generated by someone or something external to the individual - induced force.
3. Both own and induced forces are recurrent or stable over time.

As a binding ingredient for the synonymical terms of role strain, conflicting or incompatible demands are also the subject of disparate treatment and interpretation. Confusion concerning this role phenomenon stems from the fact that while it is generally agreed that role demands will at times conflict and, under certain circumstances be incompatible, such conflict and incompatibility may not necessarily result in adverse conditions. In light of this, the variables of role diversity, role demands, and role requirements surface as objects of philosophical contention in terms of their impact as structural features of an organization on those who occupy role positions within the system. Gross, Mason, and McEachern (1958); Goode (1960); Snoek (1966); House and Rizzo (1972); and Miles (1976) all seem to associate the notion of incompatibility or conflict with these variables and their capacity to create the consequences of personal or occupational dissatisfaction. Reflecting this, Miles' treatment of "boundary-spanning activities" (activities which involve the maintenance of communication linkages across and between systems) and "boundary relevance" (the frequency of contact with persons external to the organization) as particular conditions of role requirements, and as predictors of stress is useful in

validating the framework of this research on role strain as a function of role diversity.

At the other extreme, there are those (Bertrand, 1963; Sabrin and Allen, 1968; Cummings and El Sami, 1970; and Sieber, 1974) who regard the conflictual and incompatible character of these variables as positive attributes important to the improvement and maintenance of systems and their components. Taking this into account, this research venture provides additional opportunity to measure the reliability of role strain as a function (positive or negative) of role occupancy. What is more, special consideration is given to the finding that role diversity fosters variety and challenge and is more related to managerial satisfaction than to company or sub-unit size because of its relevance to the fashion, purpose, and significance of the pertinent research.

In sum, this discussion asserts that roles, as a function of social organization, are operationalized by demands and requirements which vary in nature, in complexity, and in accord depending on the organization, its ecological climate and the role position in focus. As a consequence of this interactional system, stresses and strains develop which must be managed to the extent that the system remains functional for the achievement of set goals. Research supports the proposition of a relationship between what is required or demanded of role incumbents and what they experience personally as a result of occupying one or more

roles. As a contextual variable of role theory, role strain is used as an approach to the examination of role structure and incumbent response to those tasks by which focal positions are defined. Tasks which involve the maintenance of a diverse set of relationships within, between, and across systems and subsystems exist as potential sources of role strain.

Analysis of the Role of the Unit Administrator

The predominant view of the unit administrator seems to be that of a "jack of all trades." As a general rule, successful incumbents of this position must be well versed in the structure and organization of the institution and possess a host of other competencies too enormous to mention. This entails thorough familiarization with important issues and forces of influences, policies and procedures in effect, and techniques and skills of operation. As the chief administrator of the most decision influencing organizational unit on campus (Ryan, 1974), unit administrators occupy the median position in which they are accountable to both superordinate and subordinate colleagues. Confirming this quandry, Waltzer (1975) found that when asked if they felt "uncomfortably in the middle" between these factions, eighty-three percent of chairpersons surveyed not only answered, "Yes," but perceived this as a natural part of the job. He concluded that while this may be the case,

recognition, understanding, and clarification of this role position is a paramount and imminent need.

In addition to the consequence of hierarchical position, Kreyche (1972) and Feltner and Godspell (1971) identify the attachment of increasing responsibilities as another contributor to the anomalous character of the chairperson's job. Supporting this disposition, Glueck and Thorp (1974) report the various roles of resource person, coordinator, manager, technical (professional) consultant, and troubleshooter as the most perceived and desired characteristics of department administrators.

In a study of role perceptions of unit chairpersons in thirteen land grant colleges, Siever, Loomis, and Nerdt (1972) attempted to determine specific characteristics of effectiveness in relation to professional, administrative and personal areas of function. They found that in the area of professional activities the effective chairperson is expected to develop outstanding students, be a reputable scholar in the field, and be a planner and achiever of program goals. Under administrative responsibilities, effective chairpersons were perceived as skillful organizers of faculty matters, recruiters of promising faculty, and developers of good teaching. The ability to think decisively and to take action and the ability to consider unit needs in the broader context of the total university were reported as the most important personal characteristics of effective chairpersons.

These views of unit administrators are not unusual but rather coincide with the traditional literary image of planner, organizer, procuror, implementor, enforcer, negotiator, and arbitrator. Additional insight into the multi-dimensional aspect of educational administration is accorded by March (1974) who explained educational administration as involving the political, technical, social, economic, and international worlds as constituents of consequence for the administrator.

Using role analysis, each dimension, responsibility, and expectation outlined here is representative of and operationalized by a relationship or set of relationships. The significance of this phenomena becomes obvious when viewed in light of the fact that administrator effectiveness depends largely upon the degree to which a workable pattern of operation is established with and between each entity.

Equally important to the characteristic of administrator effectiveness is the ability to perform required tasks, which in turn requires "omni-competence." Stressing this, Mann (1975) cites the following criteria by which good educational administrators can be determined. By his standards, good administrators are:

Those who are adept at critical analysis, learning psychology, community politics, labor negotiations, financial management, philosophy, planning, classroom management and... (p. 140).

Speaking also to the issue of competence, March (1974) identifies the following critical analysis skills as appropriate to academia and important to the problems facing administrators:

1. The analysis of Expertise. The management of Knowledge.
2. The analysis of Coalitions. The management of Conflict.
3. The analysis of Ambiguity. The management of Goals.
4. The analysis of Time. The management of attention.
4. The analysis of Information. The management of Influence.

With similar objectives (Katz (1974) in the Harvard Business Review Classic on Administrator Effectiveness, suggests the demonstration of human, conceptual, and technical skill as indicators of successful administrators. The definitions that follow are those which he developed from his original commentary on the subject, and from his retrospective commentary review.

Human Skill - the ability to work effectively as a group member, and to build cooperative efforts within the team he leads and with other team with which he works.

Conceptual Skill - the ability to see the institution as a whole, recognize how the various functions of the organization depend on one another and how changes in any one part affect the others as they affect and are affected by other systems.

Technical Skill - the ability to understand and perform proficiently specific activities involving methods, processes, procedures, and techniques. Included is knowing the right questions to ask and how to evaluate the answers.

In the same article, and as an item of extreme importance, Katz explains that the value of the skills listed as generic to educational administration are useful only when variance in appointed position, institutional size and organization, possession and accessibility to resources, and cultural setting of the institution are taken into account.

To this point, the focus of this analysis has been the responsibilities and competencies of the unit administrator. However, analysis of the administrator's role with respect to perceived influence is also an important consideration. Hill and French (1967) demonstrate the value of this approach in their study of "Perceptions of the Power of Department Chairmen by Professors." They found that the greater the professor's satisfaction, the lower the output of research, and the greater the perceived productivity of teaching goals. Greater support for these findings is obvious in Glueck and Thorp's (1974) investigation of the influence of forty-six unit chairpersons and six research center directors and two hundred and fifty-two research professors. They concluded that the behavior of the administrators influenced the satisfaction of the professors and also contributed to their productivity.

As a final note, we are reminded that efforts to meet the diverse requirements of the position of unit administrator are subject to such constraints as the incumbent's perception of the role what is expected by significant

others, and the possession of and accessibility to human and environmental resources; all of which can have a profound effect on role performance.

CHAPTER III

METHODOLOGY

The discussion that follows outlines the research design and hypotheses, the selection and description of respondents, the development of the instrument, and the collection of and the procedure for the analysis of data.

Research Design

In this correlational study consideration is given to role strain of home economics unit administrators as a dependent variable related to the demographic characteristics of age, sex, and education. Other influences on the prevalence of role strain to be tested include the independent variables of role diversity (the frequency of interaction with role set relationships), size of institution and unit, and the extent to which administrators spend time meeting role demands. As a second consideration, role diversity is explored as a dependent variable of institution and department size. See Figure 1 (page 16) for the conceptual model of the relationships among the above listed variables.

Development of the Instrument

Several operational phases preceeded the development of a final research instrument. Leading to the creation

of an instrument proposal, phase one involved the following three steps. First, an instrument for measuring role strain, the dependent variable of this investigation, had to be located. A review of relevant literature resulted in the identification of the Job Related Tension Index (JRTI), a Likert-type scale, "designed to measure a variety of difficulties in job performance, close to the conceptual meaning of role strain" (Snoek, 1966). For the present study, several items of this instrument were modified by rewording, restating, or rearranging while several new items were added to make it more appropriate to the study being undertaken. In addition, and in keeping with the recommendation of the research guidance committee, the JRTI was extended to include several open ended questions which, at the time, seemed important for a balance of psychological tone and for the free expression and input of respondents.

As a second step, a section was developed to ascertain the demographic character of home economics unit administrators and to obtain information on the structural features of the organizations. Characteristics and features of particular relevance to this investigation, as indicated in the hypotheses, included sex, age, and education of home economics unit administrators and the size of the institution and the unit.

The last step of phase one involved constructing a comprehensive list of role sets with whom home economics unit administrators are assumed to maintain a working

relationship. As the most logical source of information, literature embracing the role analysis of higher education administration was examined. Studies by Litherland (1975) and Nicholson (1977), along with the input of randomly selected department chairpersons from other academic areas at Michigan State University were extremely helpful in the construction of a role set interaction inventory, listing a total of forty-six role sets. At the conclusion of this step, a complete proposal of the research instrument was drafted, typed, and duplicated for review and evaluation.

Phase two of the developmental process began with the selection of a jury of experts to critique and evaluate the proposed instrument for content and construct validity. The decision to use this method was based on Englehart's (1972) suggestion that:

The first draft of a questionnaire should be submitted to competent persons for criticism and be given a preliminary trial by persons typical of the proposed mailing list.

It was decided, for various reasons, that unit administrators within the researcher's own college be excluded from the study sample and be reserved as prospective jury members. As professionals in higher education with experience in home economics unit administration, their opinions were considered credible and reliable references to the fit and effect of the device.

An evaluation form was developed to aid the professional assessment of the preliminary draft, and jury

members were encouraged to make any comments they deemed necessary concerning the instrument. It was reported by Snoek (1966) that earlier studies had shown that items on the Job Related Tension Index intercorrelate significantly with each other and were effective as a measure of dissatisfaction close to the conceptual meaning of role strain. On the basis of these findings, and the fact that subsequent analysis of evaluation by the expert panel was consistent with these findings, the instrument was concluded to have content and construct validity and reliability.

Next a packet (Appendices C, D, and E) containing a letter soliciting the assistance of the professional expert, a statement explaining the purpose of the anticipated research, a draft of a cover letter to prospective respondents, a complete copy of the instrument proposal, and an evaluation form was submitted to each of the four practicing unit administrators in the College of Human Ecology, Michigan State University, two other faculty members (both of whom formerly served in this same capacity), and the Assistant Dean of the College of Human Ecology. As an added measure for the assurance of a quality instrument, a packet was also submitted to a consultant in the Office of Research Consultation, an ancillary service of the university at which this research was conducted. It should be noted that no instance occurred in which validity or reliability was either implied or mentioned as a concern.

Five of the six experienced administrators served as jury members by returning their evaluations within the designated time frame. Their critiques, along with those of the research consultant, were then examined and summarized as may be found in Appendix F.

Following an analysis of the evaluations, the third and final phase of instrument development ensued involving revising the instrument to reflect the suggestions and concerns of the evaluators, restructuring and adding to the graphic format, and proceeding with the clerical and technical operations for the final production of a data collection tool.

Description of the Sample

Sixty-seven (excluding Michigan State University) land grant institutions (Anderson, 1976), including those in the American territories of Guam, Puerto Rico, and the Virgin Islands were contacted. Of those, fifty-four responded, submitting a total of one hundred and forty prospective participants. It is noted that, with the exception of two institutions, all responded in reference to the title of "department chairperson" while the remaining two indicated the use of the alternative titles of "head of department" and "person in charge" as correct titles for those who would qualify for participation. However, this categorization of titles changed somewhat when individual administrators were asked to list their official titles on the mailed instruments.

Mailed questionnaires were sent to each member of the initial sample identified through a preliminary survey. A total of ninety-eight (70%) questionnaires were returned. Of those, nine were ineligible for use, thus constituting a research sample of eighty-nine (64%) home economics unit administrators, including fifty-nine females (68%) and twenty-eight males (32%). (See Appendices A and B for additional information on sample selection.) As can be seen in Table 1, the greatest percentage of respondents (41.6%) falls into the 51-60 aged group. Those remaining were distributed as follows: twenty-six (29.2%) in the 41-50 aged group, eighteen (20.2%) in the 31-40 aged group, and two (2.2%) in the 30 or under aged group.

Table 1
Age Distribution of
Home Economics Department/Unit Administrators

Age Range of Administrators	Number	Percent
30 or under	2	2.2
31 - 40	18	20.2
41 - 50	26	29.2
51 - 60	37	41.6
61 or older	6	6.0
TOTAL	89	99.2*

*Rounding adjustment

The majority of the administrators surveyed were married (fifty-one, for 57%). For the remaining respondents, thirty-one (35%) indicated they were single, and seven (8%) indicated they were either widowed or divorced (see Table 2).

Table 2
Marital Status of
Home Economics Department/Unit Administrators

(N = 89)		
Marital Status	Number	Percentage
Married	51	57
Single	31	35
Divorced	5	6
Widowed	2	2
TOTAL	89	100

Information about family status was obtained by asking for the number and age(s) of children living at home. The response to this question showed that thirty-five (39%) of the administrators were parents or guardians. Table 3 shows the number and average number of children in each age group as reported.

Upon reviewing the professional backgrounds of the respondents, it was found that with the exception of two subjects, all others (eighty-seven) had attained the terminal degree. Seventy four (85%) of those held a doctorate of philosophy degree and thirteen (15%) held a doctorate of education degree. Analysis of academic rank (Table 4) reflects the various levels normally found in institutions of higher education, with sixty-two (70%) as full professors, eighteen (20%) as associate professors, nine (10%) as assistant professors and no instructors or others specified.

Table 3

Number of Children and Average Number of Children
by Age Range, as Reported by
Home Economics Department/Unit Administrators

(N = 89)

Age Range of Children	Number Of Children		Average Number Of Children		# of Adminis- trators Reporting Having Children In Various Age Ranges		Percentage	
	(a)	(b)	(c)					
No Children				54		61		
to 5 years	6	2.5		3		3		
6-10 years	9	1.3		6		7		
11-15 years	27	1.3		21		24		
16 & older	31	1.5		21		24		
TOTAL	83	1.7		105		119		

- (a) Number of children in each age range as reported by the study sample.
- (b) Average number of children in each age range as reported by the study sample.
- (c) NOTE: The number of administrators reporting and the percentage total more than 89 and 100% because some respondents reported having children in more than one age range group.

Table 4

Academic Rank of

Home Economics Department/Unit Administrators

(N = 89)

Academic Rank	Number	Percent
Full Professor	62	70
Associate Professor	18	20
Assistant Professor	9	10
Instructor or Other	0	0
TOTAL	89	100

The diversity of titles attached to the position of unit administrator was the basis upon which subjects were asked to provide their official titles. Distribution of responses to all titles considered in the research instrument are displayed in Table 5.

Table 5
Official Titles Reported by
Home Economics Department/Unit Administrators

(N = 89)		
Administrative Title	Number	Percent
Head	36	40
Chairperson	32	36
Dean	3	4
Director	5	5
Program Coordinator	3	4
Professor in Charge	10	11
TOTAL	89	100

Sixty-eight (76%) of the participating administrators held the titles of "head" or "chairperson," and twenty-one (24%) reported their official titles as dean, directors, program coordinators, and professors in charge.

Tables 6, 7, and 8 summarize data regarding location, type, and years of previous work experience in administration. All respondents were concluded to have had previous administrative experience either in or outside academia. Fifty-seven (64%) of the sample had previous experience in education administration, and thirty-two (36%) had experience outside of education administration. It was further

Table 6

Location of Previous Administrative Experience of
Home Economics Department/Unit Administrators

(N = 89)

Location of Previous Administrative Experience	Number	Percent
In Academia	57	64
Outside Academia	32	36
TOTAL	89	100

Table 7

Type of Previous Administrative Experience of
Home Economics Department/Unit Administrators

(N = 89)

Type of Previous Admin- istrative Experience	Number	Percent
Previous Experience as a Department/Unit Admin.	30	34
No Previous Experience as a Department/Unit Admin.	59	66
TOTAL	89	100

Table 8

Range of Years of Previous Experience
As an Educational Administrator as Reported by
Home Economics Department/Unit Administrators

(N = 89)

Range of Years of Previous Administrative Experience	Number	Percent
0 - 2	23	26
3 - 5	15	17
6 - 10	26	29
11 - 15	9	10
16 or more	16	18
TOTAL	89	100

revealed that thirty (34%) of the eighty-nine subjects had held the position of a previous department administrator, with fifty-nine (66%) without previous experience in department administration.

Regarding tenure (length of time) in present position, six to ten years was the average length of time reported by administrators. The range of years were: 0 - 2 years, 3 - 5 years, 6 - 10 years, 11 - 15 years, and 16 years or more.

Inquiry about the methods used in the selection or appointment of the research subjects to their present positions showed the faculty selection with administrative approval was used in forty-seven (53%) of the cases. The second most common method was that of administrative appointment with faculty approval, which applied in twenty-six (29%) cases. The other two methods of appointment enumerated in this study, "administrative appointment," and "faculty selection," were utilized for the remaining sixteen (18%) respondents (see Table 9).

Table 10 illustrates responses to the range of years of experience in present administrative position. Thirty-three (37%) of the respondents had held their present administrative positions for 0 - 2 years, twenty-two (25%) for 3 - 5 years, twenty-four (27%) for 6 - 10 years, four (4%) for 11 - 15 years, and six (7%) for sixteen or more years.

Table 9

Selection/Appointment Method Reported By
Home Economics Department/Unit Administrators

(N = 89)

Method of Selection/Appointment As Administrator	Number	Percent
Election by Dept. Faculty	47	53
Appointment by Administration	26	29
Election by Faculty with Administrative Approval	10	11
Appointment by Administration with Faculty Approval	6	7
Other	0	0
No Response	0	0
TOTAL	89	100

Table 10

Range of Years in Present Position as Reported by
Home Economics Department/Unit Administrators

(N = 89)

Range of Years in Present Administrative Position	Number	Percent
0 - 2	33	37
3 - 5	22	25
6 - 10	24	27
11 - 15	4	4
16 or more	6	7
TOTAL	89	100

In relation to the trend of selecting administrators from either within or outside the institution in which there is a position vacancy, fifty-one (57%) of the total sample were found to have held their immediate previous positions in the same institution as that which they currently represent. The other thirty-eight (43%)

respondents were found to have held their immediate previous positions in organizations external to that which they are currently affiliated.

Efforts to determine the length of term for which department/unit administrators were appointed proved futile because most failed to specify the number of years. Accessible data, however, show that sixty-two (70%) of the respondents are appointed for indefinite periods of time and twenty-seven (30%) for a definite period.

Other data regarding policies and procedures applicable to home economics department/unit administrators reveal that at the time of appointment only twenty-three (26%) of the subjects had access to job descriptions of their positions as department/unit administrator. The remaining sixty-six (74%) reported that no job description was provided at the time of appointment; more importantly, when asked if they now have access to a job description of their present administrative position, there was some degree of change in that forty-one (46%) reported they now have access, while forty-seven (54%) still do not.

The results of data concerning subjectivity to periodic evaluations indicate that seventy-six (83%) of the administrators surveyed are subject to periodic evaluation and thirteen (17%) are not. The importance of these findings are evidenced in the fact that forty-seven (54%) of the entire sample may not be totally aware of the criteria by which their performances are evaluated. This,

in turn, brings into question the basis upon which those appointed for indefinite terms are maintained and those appointed for definite periods are relieved.

Degrees offered and faculty size were examined as indicators of the degree of complexity of the academic settings from which the sample for this study was drawn. From the data summarized in Table 11, seven (8%) of the sample represented departments which offer only baccalaureate degrees. Forty-three (48%) represented departments which offer both the baccalaureate and master's degrees, and thirty-nine (44%) offer the bachelor's, master's, and doctorate degrees.

Table 11
Academic Degree(s) Offered by
Home Economics Departments/Units
As Reported by Administrators

(N = 89)		
Academic Degree(s) Offered	Number	Percent
Associate	0	0
Bachelor's only	7	8
Bachelor's & Master's	43	48
Bachelor's, Master's and Doctor's	39	44
Other	0	0
TOTAL	89	100

Additional knowledge about the organizational structure and supervisory responsibility was gained by determining the number of full-time equivalent faculty. Figures

in Table 12 show a breakdown of administrator's responsibilities for supervising full-time faculty (see Appendices J and K for details of all demographic responses).

Table 12
Range of Full-Time Equivalent Faculty
Responsible to
Home Economics Department/Unit Administrators
(N = 89)

Range of Full-Time Equivalent Faculty	Number	Percent
1 - 5	11	12
6 - 10	21	24
11 - 15	30	34
16 - 20	9	10
20 or more	18	20
TOTAL	89	100

Collection of Data

Designation of land grant institutions as the locale of the population for this study resulted in the survey of one hundred and forty home economics unit administrators representing four defined geographical regions (see Table 13, "Population Regions").

For the purpose of expedience, data were collected by the use of a mailed questionnaire. Each administrator was sent a research packet containing a cover letter outlining the objectives of the research and requesting their assistance, a three-part questionnaire, and a self-addressed, postage-paid envelope to return the instrument (see Appendix G). A period of three weeks was allowed for reply.

Table 13
Geographical Regions for Population

West Region (14)		
Alaska	Hawaii	Oregon
Arizona	Idaho	Utah
California	Montana	Washington
Colorado	Nevada	Wyoming
Guam	New Mexico	
Midwest Region (11)		
Illinois	Minnesota	Ohio
Indiana	Missouri	South Dakota
Iowa	Nebraska	Wisconsin
Kansas	North Dakota	
Northeast Region (12)		
Connecticut	Maryland	New York
Delaware	Massachusetts	Pennsylvania
Washington, D.C.	New Hampshire	Rhode Island
Maine	New Jersey	Vermont
South Region (16)		
Alabama	Louisiana	S. Carolina
Arkansas	Mississippi	Tennessee
Florida	N. Carolina	Texas
Georgia	Oklahoma	Virgin Islands
Kentucky	Puerto Rico	Virginia
		W. Virginia

Those not responding within that time were sent reminders (see Appendix H) emphasizing the importance of their contribution and reiterating a request for the return of the instrument. Table 14 shows the details of instrument returns.

Table 14
Number and Percentage of
Responses to Questionnaire, Reported by Region

Region	(N = 140) Questionnaires			
	Mailed	Returned	Eligible	Ineligible(a)
West	26 (19%)	21 (15%)	21 (15%)	0 (0%)
Midwest	47 (33%)	35 (25%)	32 (23%)	3 (2%)
Northeast	31 (26%)	19 (14%)	17 (12%)	2 (1%)
South	36 (26%)	23 (16%)	19 (14%)	4 (3%)
TOTAL	140 (100%)	98 (70%)	89 (64%)	9 (6%)

(a) Questionnaires received after the second deadline or received with incomplete data were considered ineligible for the study.

Significant to this study is the fact that ninety-eight (70%) of the mailed questionnaires were returned and that eighty-nine (64%) of the questionnaires were eligible for inclusion in the study. The remaining nine (6%) were either returned after the second deadline or were returned not filled out. The geographical locations of those who responded have also been tabulated in Table 14. Institutions represented in this population are listed in Appendix I.

Procedure for the Analysis of Data

Prior to the collection of data, a coding for the name of institution, official title of respondent, and name of department/unit was established to facilitate accounting for returned instruments. Codes were later established for

each item of part I and II and all those in part III which did not require open response.

Those requiring open response were analyzed by the researcher who recorded all responses except duplications. The list of recorded responses to each item was later examined for the detection of similarities and repetitions. Following this, appropriate term were either collapsed or deleted to form a list of open responses that could be coded. A data code book was prepared for use in transferring the responses of each participant from the questionnaire onto keypunch cards. The accuracy of this operation was verified by the punch/repunch method involving two keypunch operators. In addition, a printout from the cards was proofread for errors.

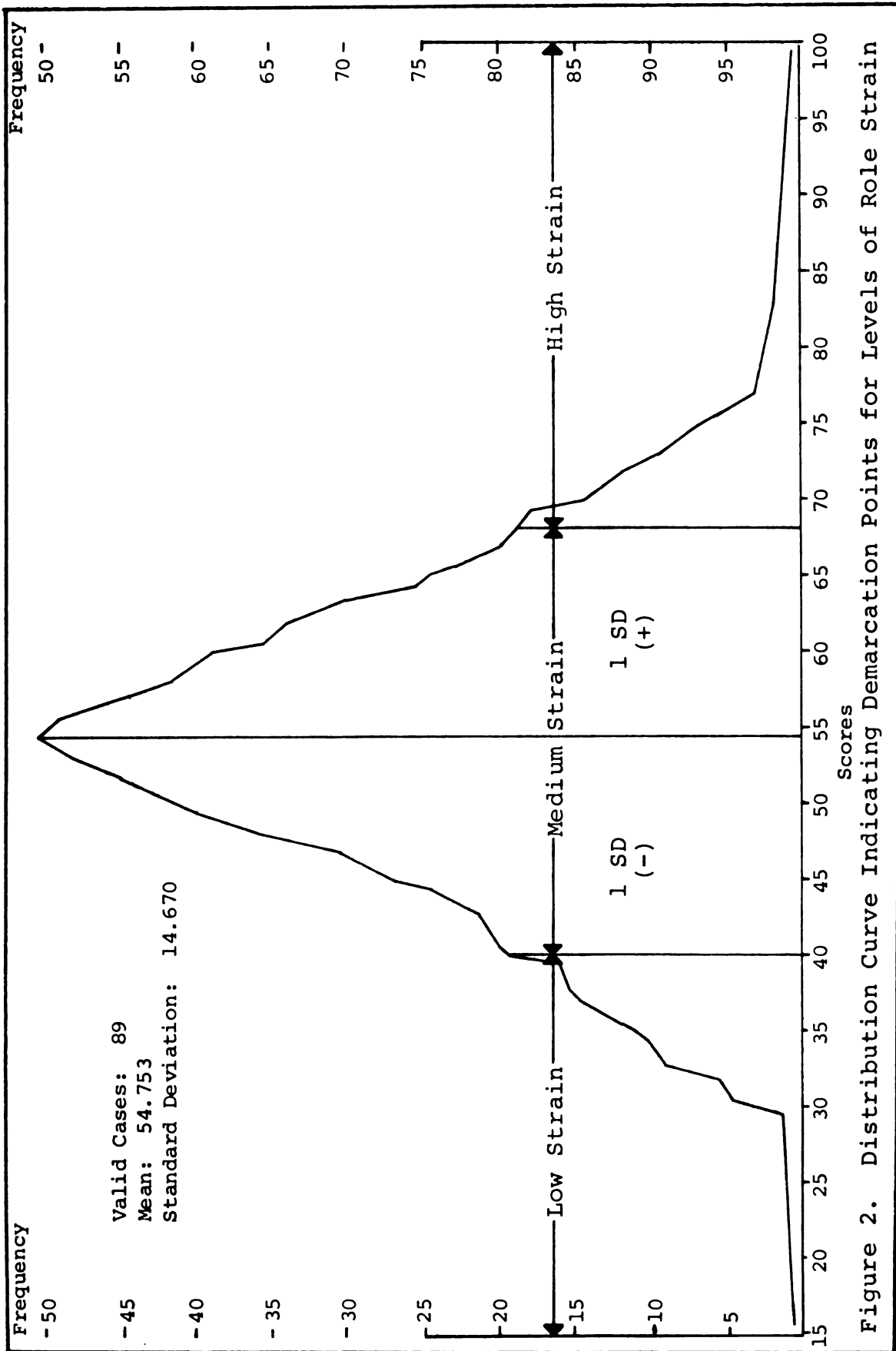
As the dependent variable of this investigation, role strain, operationalized as job related tension, was a matter of preeminence in the collection and analysis of data. It was explored through the use of a five-point nominal scale on which respondents were to indicate how frequently they felt bothered by certain occurrences and situations related to their work. Using the method of Snoek (1966), a range of 1.0 as low ("very rarely") to 5.0 as high ("very frequently") was used to measure the level of job related tension or role strain. Using these data, a role strain tension index score for each member of the sample was computed as the mean frequency score based only on the total number of items each respondent considered

applicable to his or her job (so that unmarked items would not influence the findings). The results of these analyses can be reviewed in Appendix L.

The mean role strain index score for the total sample was computed as 54.753, with a standard deviation of 14.670. Measuring 1.00 standard deviation units on each side of the mean, sixty-eight and forty were shown as the demarcation scores for high and low tension (see Figure 2). By this method, individuals scoring upward of sixty-eight were classified as high tension cases and those scoring below forty as low tension cases. These two samples are important, as they provide the data upon which the hypotheses are based.

Another dimension was added by including a third role strain group. This group consists of all scores within one standard deviation on each side of the mean and is labeled as "medium role strain." By adding this third group, comparative analysis can be made on the total sample. Additionally, the "medium" category strengthens what can be generalized about the low and high role strain categories because it allows one to examine the spectrum of scores from lowest to highest.

Responses by the total sample to each tension index item were computed (see Appendix M). Appendix M illustrates the mean score for each index item. Using a mean score (2.500+) as indicative of those items that tend to be high



role strain producers, it can be seen from Table 15 that only seven out of twenty-four items are reasonably sound stress indicators.

Table 15

Mean Role Strain Scores for High Tension Items

Tension Index Item	Mean Scores
Feeling that the demands of your position tend to interfere with your personal and/or family life	(2.708)
Feeling that you do not have a reasonable balance between your administrative and other professional work roles	(2.898)
Feeling that you do not have sufficient financial resources to perform assigned tasks	(3.034)
Feeling that you do not have sufficient support personnel to operate more efficiently and effectively	(3.148)
Thinking that the amount of work you have to do interferes with how well it gets done	(3.205)
Feeling that you have too heavy a work load: one that you generally cannot complete in an ordinary week	(3.655)
Feeling that the demands of your position tend to interfere with your production of scholarly work	(3.663)

Having established three levels of role strain -- low, medium, and high -- data on age, sex, and education were analyzed separately to determine how these variables correlated with role strain. This was done by crosstabbing each of these variables with the three levels of role

strain. Additionally, two-tailed tests of significance, using Kendall's and Spearman's correlations, were utilized in order to establish relationships.

From a frequency distribution showing formal education for administration, subjects were divided into those having received such training and those not. These two groups were then compared by cross tabulation with the three levels of role strain.

Using the same procedure as above, correlational relationships with role strain were established for those subjects whose content areas of degree specialization and content areas of administrative appointment were congruent and those who were incongruent.

Role diversity, operationalized as both the total number of role set relationships maintained by virtue of holding the position of unit administrator and the frequency of interaction with each role set relationship was measured by response on a five degree Likert-type scale to the question of how often, within the course of a typical year, do department administrators interact with each of the role sets identified.

Data concerning a second independent variable, time commitment (the extent to which time is spent meeting the demands of these role set relationships), were obtained through the use of a similar type scale with three response categories. Frequency distributions of "frequency" of interaction, and frequency of "time" interaction with each

role set relationship and class of role set relationships were constructed. Mean scores of frequency of interaction (3.00+) and of "time" interaction of (2.00+), for each subject were extracted and analyzed by cross tabulation with the three levels of role strain and tested by use of Chi Square.

In measuring the variable of institutional size, respondent data on Fall term, 1977, total student enrollment were compiled. Eight range choices were provided for convenience of reply and ease of coding. Size of the department or unit was measured through similar means by aggregating the total number of department/unit majors enrolled Fall term, 1977. Frequency of interaction and frequency of time spent interacting as correlates of institution and department/unit size with role strain were analyzed by cross tabulation with previously established role set mean scores of (3.00+ and (2.00+) and the three levels of role strain. See Appendix N for correlation coefficients of total role strain scores and selected background variables.

CHAPTER IV

ANALYSES OF DATA

In this chapter are the results of empirical and statistical analyses used to test the hypotheses of this study. The null form of each hypothesis is stated individually, followed by the presentation of relevant data.

Hypothesis 1

- H0: There is no relationship between sex identity and the degree of role strain experienced by home economics department/unit administrators.
- H1: Research Hypothesis: Male home economics department/unit administrators will experience a higher degree of role strain than female incumbents in this role position.

Table 16 illustrates the sex group identity of the research sample as to the levels of low, medium, and high role strain. It indicates that twenty-eight (32%) of the total sample are male and fifty-nine (68%) female. Using the previously established categories of low, medium, and high role strain, the sample reflects a composition of seventeen (15.5%) low strain, fifty-two (59.8%) medium strain, and eighteen (20.7%) high strain cases. (It is noted that Table 16 is based on a total compiled sample of eighty-seven respondents because two subjects failed to submit relevant data.)

Table 16
Sex Group Identity in Relation to
Level of Role Strain Reported by
Home Economics Department/Unit Administrators

(N = 87)						
Sex (a)	ROLE STRAIN LEVEL					
	Low		Medium		High	
	N	%	N	%	N	%
Female	12	21.0	36	61.0	11	18.0
Male	5	18.0	16	51.0	7	25.0
TOTAL	17	18.5	52	59.8	18	20.7
					87	100.

(a) Two of the administrator respondents did not indicate "sex." Therefore, the total N for this item is 87, not 89.

Analysis of these three strain level groups shows low role strain as representative of twelve (21%) females and five (18%) males; medium strain at thirty-six (61%) females and sixteen (51%) males; and high strain as eleven (18%) females and seven (25%) males.

To determine the statistical significance of this finding, Kendall and Spearman correlation coefficients with two-tailed test of significance were computed, correlating sex with role strain (see Table 17). Setting a confidence level of 0.5 or less, no evidence was given to support sex as a significant factor to role strain experienced by home economics department/unit administrators. Consequently, the null hypothesis was not rejected.

Table 17
Correlation Coefficients of
Sex, Age and Levels of Role Strain
for Home Economics Department/Unit Administrators

Sex (a) and Age (b)	Role Strain Level		
	Low Strain	Medium Strain	High Strain
Female	N(12)	N(36)	N(11)
	Sig. .758	Sig. .470	Sig. .533
	Score .0378	Score .0772	Score .0910
Male	N(5)	N(16)	N(7)
	Sig. .465	Sig. .521	Sig. .895
	Score .0336	Score .0619	Score .1711
Age	N(17)	N(42)	N(18)
	Sig. .284	Sig. .307	Sig. .581
	Score .0671	Score .0255	Score .0918

$\underline{P} < .05$

- (a) Correlation coefficients were determined by computing sex with total role strain scores to determine significance levels for each sex group within each role strain level. None were significant at the $\underline{P} < .05$ level of significance.
- (b) The same procedure as in (a) above was utilized to determine relationship of age to role strain. None of the test proved significant at the $\underline{P} < .05$ level of significance.

Hypothesis 2

- H0: There is no relationship between age and the degree of role strain experienced by home economics department/unit administrators.
- H2: Research Hypothesis: Younger home economics department/unit administrators will experience a higher degree of role strain than older incumbents in this role position.

Data for the variable of age were collected using categories in which respondents were identified by age

groups of : 30 or under, 31-40, 41-50, 51-60, and 61 or older. Distribution of the total sample into these age brackets (See Table 18) shows two (2.2%) as 30 or under; eighteen (20.2%) as 31-40; twenty-six (29.2%) as 41-50; thirty-seven (41.6%) as 51-60 and six (6%) as 61 or older.

Kendall and Spearman correlation coefficients, using two-tailed tests of significance, were computed to test the relationship implied between age and role strain. The results of these computations are given in Table 17 which shows that the relationship between age and role strain is not statistically significant at $p < .05$.

Table 18
Age Group In Relation to Degree
of Role Strain as Reported by
Home Economics Department/Unit Administrators
(N = 89)

Age Range Groups	<u>DEGREE OF ROLE STRAIN</u>							
	<u>Low</u>		<u>Medium</u>		<u>High</u>		<u>Total (a)</u>	
	N	%	N	%	N	%	N	%
30 or under	0	0.0	2	100.0	0	0.0	2	2.2
31 - 40	2	22.0	13	72.0	1	6.0	18	20.2
41 - 50	6	23.0	13	50.0	7	27.0	26	29.2
51 - 60	6	16.0	23	62.0	8	22.0	37	41.6
61 or older	<u>1</u>	<u>17.0</u>	<u>3</u>	<u>50.0</u>	<u>2</u>	<u>33.0</u>	<u>6</u>	<u>6.0</u>
TOTAL	17	19.1	54	60.7	18	20.0	89	99.2*

*Rounding Error

(a) Number and percentage for total sample

In Table 18, which identifies the percentage of respondents in each age group according to category or role strain level, low strain appears to occur more often among those between 41-50 years of age. This observation, however, is based on the finding that seventeen (19.1%) of the total study sample comprised the low strain sub-sample group and that six (23%) of this sub-sample was represented in the 41-50 age category.

By the same procedure, medium role strain was found to occur most often among those in the 31-40 year old age category of respondents, which accounts for thirteen (72%) of all those comprising this particular age category (N=20), and fifty-four (60.7%) of those in the medium strain sub-sample. The relative size of each sub-sample was an important consideration in these computations. This is especially apparent in the identification of the 51-60 age group as the one most indicative of high role strain. As Table 18 illustrates, nine (22%) of all thirty-seven respondents in this sub-sample age group were categorized as high strain.

Hypothesis 3

- H0: There is no relationship between education and the degree of role strain experienced by home economics department/unit administrators.
- H3: Research Hypothesis: Home economics department/unit administrators who have attained the terminal degree and who have attained congruency between content area of degree specialization (see Appendix O) and content area of administrative appointment (see Appendix P) and who have had formal training for administration will experience lower role strain than those without these attributes.

Respondents in each role strain sub-sample were identified according to possession of the terminal degree and type of program specialization; i.e., major or minor. The findings of this analysis are presented in Table 19. From all indications there is no relationship between degree of role strain and the attainment of the terminal degree. This, as shown in Table 19, is attributed to the fact that with the exception of two, all respondents held either doctorate of philosophy or doctorate of education degrees.

Table 19

Possession of Terminal Degree in Relation to
Level of Role Strain as Reported by
Home Economics Department/Unit Administrators

Indication of Attainment of Terminal Degree	Number and Percentage for Strain Level Sub- Sample			Total Number and Percentage for Total Sample	
	Low	Medium	High		
Yes				87	98%
No	0	0	0	0	0
No Response	0	0	0	<u>2</u>	<u>2%</u>
TOTAL				89	100%

Analyses were also conducted in reference to each respondent's program of study for the terminal degree and his or her concentrated major or minor. Similar data were also compiled regarding the respondents' master's and baccalaureate degree programs as added dimensions not included in the hypothesis. Shown in Table 20 are the results of the

Kendall and Spearman correlation coefficients (two tails of significance) for each degree and type of specialization. These findings demonstrate that neither level of degree attainment (doctorate, master's or bachelor's) is a significant correlate of role strain.

Table 20
Kendall and Spearman Correlation of
Degree Attainment with Role Strain(a)

Type of Specialization For Degree Program	Kendall Correlation Coefficients for Total Role Strain Scores for all Subjects	Spearman Correlation Coefficients for Total Role Strain Scores for all Subjects
Bachelor's Major	(.0167) (N=89) Sig. (.817)	(.0 0) (N=89) Sig. (.809)
Bachelor's Minor	(.0187) (N=89) Sig. (.796)	(.0907) (N=89) Sig. (.848)
Master's Major	(-.0674) (N=89) Sig. (.650)	(-.0818) (N=89) Sig. (.447)
Master's Minor	(-.0773) (N=89) Sig. (.284)	(-.1077) (N=89) Sig. (.316)
Doctorate Major	(-.0329) (N=88) Sig. (.650)	(-.0442) (N=88) Sig. (.683)
Doctorate Minor	(-.1021) (N=88) Sig. (.159)	(-.1358) (N=88) Sig. (.208)

Level of Significance = $p < .05$

(a) At no level did attainment of degree in major or minor fields correlate significantly with high role strain.

Considering the administrative aspect of the variable education, study participants who had had formal education training in any area of administration were identified.

Only ten (11%) of the total study sample (N = 89) met this qualification. Those with formal administrative training were compared with the remaining seventy-nine (89%) respondents to assess the differences between levels of role strain. The tabulations of Table 21 illustrate this data relationships. Only one (10%) of the ten respondents in the group with such preparation was categorized as high strain, as compared to seventeen (21%) of the seventy-nine who had had no formal preparation for administration. Other findings reveal that, although seventeen (21%) of the seventy-nine member sub-sample without formal preparation were categorized as high strain, sixty-two (79%) of those in this group were distributed between the categories of medium and low strain.

Table 21

Formal Educational Preparation

In Administration as Reported by

Home Economics Department/Unit Administrators

Formal Educational Preparation in Administration	(N = 89)							
	ROLE STRAIN LEVEL							
	Low		Medium		High		Total	
	N	%	N	%	N	%	N	%
Formal Education	5	50.0	4	40.0	1	10.0	10	11.0
No Formal Educ.	<u>21</u>	<u>27.0</u>	<u>41</u>	<u>52.0</u>	<u>17</u>	<u>21.0</u>	<u>79</u>	<u>89.0</u>
TOTAL	26	30.0	45	50.0	18	20.0	89	100

In effect, the possibility of a slight relationship between the lack of formal education for administration and high role strain is indicated. However, size of the subsample with formal preparation as a necessary factor for further comparison makes this relationship less than definitive. Based upon this rationale, it is concluded that additional data would be needed for further statistical analysis.

A complete list of content areas of specialization as majors and minors for degrees earned by the study sample were compiled and are displayed in Appendix O. This procedure was followed in an attempt to determine the relevance of congruency between this aspect of the sample's educational background and the content area of home economics units presently being administered by the subjects of this study (see Appendix P) as a correlate of role strain. Table 22 separates the surveyed sample according to those indicating congruency between content area of terminal degree specialization and content area of administrative appointment, and those indicating incongruency between these variables.

An example of "congruency" is explained as a hypothetical situation in which an administrator identifies "Child and Family Science" as the content area in which his or her terminal degree is conferred, and is presently the administrator of a department of the same or a related content area such as "child development." "Incongruency,"

of course, would exist if that same person were the administrator of a department of a different or unrelated content area, such as "Home Economics Education."

Table 22
Congruency of Academic Preparation in
Relation to Administrative Appointment by
Level of Role Strain as Reported by
Home Economics Department/Unit Administrators

		(N = 89)					
Congruency of Academic Prep. & Admin. Appt.		ROLE STRAIN LEVEL					
		Low		Medium		High	
		N	%	N	%	N	%
Congruent		21	39.0	24	44.0	9	16.0
Incongruent		10	29.0	10	29.0	15	42.0
TOTAL		33	37.0	34	38.0	23	25.0
		89	100				

As shown in Table 22, fifty-four (60%) of the research sample indicate congruency between content area of degree conferment and content area of administrative appointment. Those comprising this congruency group reflect the following distributions: twenty-one (39%) low strain, twenty-four (44%) medium strain, and nine (16%) high strain. By comparison, the incongruent group, thirty-five (40%) of the total sample is distributed as ten (29%) low strain, ten (29%) medium and fifteen (42%) high strain. Intercomparison of percentages within the congruency sample suggest a positive relationship between congruency of content area of terminal degree conferment and content

area of administrative appointment, and low role strain. On the other hand, similar analysis of the "incongruency" sub-sample identifies fifteen (42%) as high strain in comparison to ten (29%) in the low strain category. Given these findings, it is concluded that although a positive relationship tends to exist between congruency of content area of terminal degree conferment and content area of administrative appointment, and high role strain, additional data would facilitate statistical analysis for significance. Thus, the null of the entire hypothesis is neither rejected nor accepted.

Hypothesis 4

- H0: There is no relationship between role diversity as the number of different role set relationships maintained, and the degree of role strain experienced by home economics department/unit administrators.
- H4: Research Hypothesis: The more role-set relationships maintained by home economics department/unit administrators, the higher the role strain of these role incumbents.

An inventory of forty-six role set relationships was included as part of the research instrument in anticipation of this hypothesis. A frequency distribution of the number of role set relationships maintained by all department/unit administrators in this study shows that, with the exception of four respondents, each subject of the sample maintained relationships with all forty-six sets. The other four reported maintenance of relationships with 92% of the forty-six sets. Considering this, it was concluded that further analysis of a possible relationship between the number of role set relationships maintained and the degree

of role strain was inappropriate because of inconclusive data.

Hypothesis 5

- H0: There is no relationship between role diversity as the frequency of interaction with role set relationships maintained and the degree of role strain experienced by home economics unit administrators.
- H5: Research Hypothesis: The higher the frequency of interaction with role set relationships, the higher the degree of role strain among home economics unit administrators.

The role set interaction inventory was also used for the collection of data in order to test this hypothesis. In this case, participant response to the inventory was reported by a five degree Likert scale including categories of frequency ranging from "1" (very rarely) to "5" (very frequently). A frequency distribution table was constructed to determine the overall frequency of interaction with each role set (see Appendix Q). Empirical analysis of these distributions resulted in the arbitrary selection of 3.00 or more as the mean frequency response score of these role sets showing a high frequency of interaction. Identified in Table 23 are the eighteen role sets which met this criterion and which served as the basis for further analysis.

Following these procedures a frequency count was again conducted to ascertain the role strain level of those participants to whom the identification of the eighteen high frequency role sets were attributed. The results of

Table 23

Role Set Relationships Indicating High Tension:

Total Number of Role Sets Showing A Mean Score of 3.00+ for Frequency of Interaction

Role Set Relationships	Mean Scores of Frequency of Interaction	Role Set Relationships	Mean Scores of Frequency of Interaction
Research Administrator(s)	(3.024)	Graduate Assistants and Work/Study Personnel	(3.625)
All-University Committees	(3.045)	Administrators of Other Departments or Academic Units in Home Economics	(3.747)
Prospective Faculty	(3.048)	New Faculty	(3.824)
Graduating or Graduated Students Seeking Advice and/or Assistance	(3.216)	Graduate Majors	(3.880)
Transfer Students	(3.294)	Departmental and/or College Committees	(3.867)
Prospective Students and Visitors from other Institutions	(3.443)	Dean or Chief Administrator of the Home Economics Unit	(4.293)
Undergraduate Majors	(3.471)	Clerical-Technical Services Personnel	(4.420)
Joint Faculty	(3.493)	Departmental Faculty	(4.580)
Students Enrolled in Classes or Other Instructional Pro- grams Offered by the Dept.	(3.561)		
Cooperative Extension and Agricultural Experiment Station Personnel	(3.573)		

this tabulation, as shown in Table 24, identify the role set relationships which correlate with high role strain. It should also be mentioned that thirty-five percent or greater was arbitrarily chosen as the criterion for the percentage of population response necessary for high correlation with levels of role strain. Subsequently, each role set included in Table 25 not only represents a mean frequency interaction score of 3.00+ but was reported as such by thirty-five percent or more of the research sample. See Table 26 for role set relationships which correlate with low role strain.

The inventory of role set relationships was clustered into the groups of Home Economics Administrative Personnel, Faculty-Staff, Student Personnel, Institutional Personnel, and External Personnel (Table 27). Because of this, some consideration was given to the relationship between the frequency of interaction with each cluster of role set relationships and the degree of role strain. This approach was taken to acknowledge the impact of other role sets within a given cluster which may not qualify as indicators of high strain but which certainly contribute to the overall frequency of interaction with the cluster group of which they are a part.

Data in Table 27 which include only those role set relationships reflecting a mean frequency of interaction score of 3.00+, and Table 23 which shows the role strain level of participants indicating such frequency of

Table 24
Role Set Relationships with High Frequency
of Interaction and Level of Role Strain

Role Sets	(N = 89)							
	ROLE STRAIN LEVEL						Total	
	Low		Medium		High			
	N	%	N	%	N	%	N	%
Research Administrators	-32	36.0	39	44.0	18	20.0	89	100.0
All-University Committees	29	32.0	39	44.0	21	24.0	89	100.0
Prospective Faculty	-52	58.0	29	32.0	8	10.0	89	100.0
Graduating or Graduated Students Seeking Advice and/or Assistance	19	21.0	56	63.0	14	16.0	89	100.0
Transfer Students	13	15.0	63	70.0	13	15.0	89	100.0
Prospective Students and Visitors from Other Institutions	26	29.0	27	30.0	36	41.0	89	100.0
Undergraduate Majors	25	28.0	39	44.0	20	28.0	89	100.0
Joint Faculty	-43	49.0	28	31.0	18	20.0	89	100.0
Students Enrolled in Classes or Other Instructional Programs offered by the Dept.	18	20.0	56	63.0	16	17.0	89	100.0
Cooperative Extension and Agricultural Experiment Station Personnel	9	10.0	42	47.0	38	43.0	89	100.0
Graduate Assistants and Work/Study Personnel	24	28.0	47	52.0	18	20.0	89	100.0

Table 24 (Continued)

Role Sets	ROLE STRAIN LEVEL							
	Low		Medium		High		Total	
	N	%	N	%	N	%	N	%
Administrators of Other Departments or Academic Units in Home Economics	16	18.0	40	45.0	33	37.0	89	100.0
New Faculty	31	35.0	39	44.0	19	21.0	89	100.0
Graduate Majors	10	11.0	64	72.0	15	17.0	89	100.0
Departmental and/or College Committees	17	19.0	35	39.0	37	42.0	89	100.0
Dean or Chief Administrator	21	24.0	32	36.0	36	40.0	89	100.0
Clerical-Technical Services Personnel	11	12.0	41	46.0	37	42.0	89	100.0
Departmental Faculty	24	28.0	29	32.0	36	40.0	89	100.0

Table 25
Role Set Relationships Which
Correlate with High Role Strain

(N = 89)

Role Set Relationships	High Strain	
	Number*	Percent*
Dean or Chief Administrator	36	40.0
Administrators of other departments or academic units in home economics	33	37.0
Departmental Faculty	36	40.0
Clerical-Technical Services Personnel	37	42.0
Departmental and/or College Committees	37	42.0
Cooperative Extension and Agricultural Experiment Station Personnel	38	43.0
Prospective Students and Visitors from Other Institutions	36	41.0

* Total N exceeds 89 (100%) because respondents could make more than one choice.

Table 26
Role Set Relationships Which
Correlate with Low Role Strain

(N = 89)

Role Set Relationships	Low Strain	
	Number*	Percent*
Research Administrator(s)	32	36.0
Joint Faculty	43	49.0
Prospective Faculty	52	58.0
New Faculty	31	35.0

* Total N exceeds 89 (100%) because respondents could make more than one choice.

Table 27

Mean Scores for Frequency of Interaction
with Clusters of Role Set Relationships

Clusters	Role Sets	Mean Scores of Frequency of Interaction
Home Economics Administrative Personnel	Dean or Chief Administrator of Home Economics Unit	(4.293)
	Research Administrators	(3.024)
	Administrators of other Departments or Academic Units in Home Economics	(3.747)
Faculty- Staff	Departmental Faculty	(4.580)
	Joint Faculty	(3.493)
	Prospective Faculty	(3.048)
	New Faculty	(3.824)
	Clerical-Technical Services Personnel	(4.420)
	Departmental and/or College Committees	(3.867)
Student Personnel	Students Enrolled in Classes or Other Instructional Pro- grams Offered by the Dept.	(3.561)
	Undergraduate Majors	(3.471)
	Graduate Majors	(3.880)
	Graduating or Graduated Students Seeking Advice and/or Assistance	(3.216)
	Transfer Students	(3.294)
	Graduate Assistants and Work/ Study Personnel	(3.625)
Institutional Personnel	Cooperative Extension and Ag- ricultural Experiment Station Personnel	(3.573)
	All-University Committees	(3.045)
External Personnel	Prospective Students and Visitors from Other Institutions	(3.443)

interaction, as presented, were not useful as a basis for comparing one cluster to another because of their exclusive concentration. Instead, and because each cluster included several more role sets with a 3.00+ mean frequency of interaction score, it was necessary to review each cluster individually. Table 28 gives the results of this analysis in which the mean frequency of interaction score for each role set has been used to compute the Chi-Square value for each cluster of role set relationships.

Table 28
Chi-Square Values for Each
Cluster of Role Set Relationships

Cluster of Role Set Relationships	Chi-Square Values
Home Economics Administrative Personnel	.7233
Faculty-Staff	.8198
Student Personnel	.8539
Institutional Personnel	.1027
External Personnel	.6422

Level of Significance: $p < .05$

Final results of these analyses show the role set of Dean or Chief Administrator as a correlate of high role strain. At the other extreme, the role set of Research Administrator(s) appear to correlate positively with low role strain. Considering the clusters of role set relationships, Faculty staff excelled as the group with which

the highest frequency of interaction is associated. To be more specific, this cluster of role set relationships is a more positive correlate of high role strain than any other group.

Statistical tests for a relationship between cluster of role set relationships and the frequency of interaction and role strain were performed using Chi-Square calculations of the total number of role sets maintained by the total sample. As can be seen in Table 28, none of the results were significant at the $p < .05$ or less level. Thus, the basic conclusion drawn is that clusters of role sets used in this study are not significantly related to high role strain.

Hypothesis 6

- HO: There is no relationship between the extent to which time is spent meeting the demands of role set relationships and the degree of role strain experienced by home economics unit administrators.
- H6: Research Hypothesis: The more time spent meeting the demands of role set relationships, the higher the degree of role strain among home economics unit administrators.

Exploration of the relationships between "time commitment" and the degree of role strain began with the construction of a frequency table showing the mean amount of time devoted to each role set relationship. Role sets reflecting a mean "time commitment" response score of 2.00 or more were extracted for subsequent analysis.

(This particular score was arbitrarily chosen as

indicative of high time commitment based on the response scale of "1-too little" to "3-too much.") Table 29 was developed following this procedure and lists the five role sets which scored accordingly.

Table 29
Role Set Relationships of
Home Economics Department/Unit Administrators
Indicating Mean Scores of 2.00+ for Time Commitment

Role Set Relationships	Mean Scores of Time Commitment
Clerical-Technical Services Personnel	(2.059)
Department and/or College Committees	(2.284)
Affirmative Action and/or Collective Bargaining Unit Personnel	(2.024)
Physical Plant Development and Maintenance Personnel	(2.035)
All-University Committees	(2.058)

Table 30 gives the strain group identity of all participants responding to each of these role sets. As previously explained, a population response rate of thirty-five percent or more was necessary for consideration as a correlate of the levels of role strain. In Table 30, "Department and/or College Committees," "Affirmative Action and/or Collective Bargaining Unit Personnel," and "All-University Committees" appear as correlates of high role strain. Further examination reveals "Physical Plant

Development and Maintenance Personnel" as the single role set showing the most positive correlation with low role strain.

Table 30

High Demand Role Set Relationships:

Role Sets Indicating a Mean Score of 2.00+

For Time Commitment in Relation

To Level of Role Strain

Role Set Relationships	(N = 89)							
	LEVEL OF ROLE STRAIN							
	Low		Medium		High		Total	
	N	%	N	%	N	%	N	%
Clerical-Technical Services Personnel	22	23.0	54	62.0	13	15.0	89	100.0
Physical Plant Development and Maintenance Personnel	59	66.0 ^b	17	19.0	13	15.0	89	100.0
Department and/or College Committees	16	18.0	39	44.0	34	38.0 ^a	89	100.0
All-University Committees	22	23.0	32	36.0	35	41.0 ^a	89	100.0
Affirmative Action and/or Collective Bargaining Unit Personnel	11	12.0	37	42.0	41	46.0 ^a	89	100.0

^aThese role set relationships correlate positively with high role strain.

^bThis role set relationship correlates positively with low role strain.

The isolation of only five role set relationships as the sub-sample of role sets used to examine the relationship between time commitment and role strain circumvented further analysis relative to time committed to the clusters of role set relationships. It can, however, be pointed out from observation that only two of the role set relationships in the sub-sample group of five belonged to the particular cluster of "Faculty-Staff." However, the concurrence of this finding with prior results which identify this cluster as that which home economics unit administrators interact most frequently is virtually unimportant when viewed in the context of previous findings showing no significant relationship between clusters of role set relationships and the frequency of interaction and role strain.

Hypothesis 7

- H0: There is no relationship between institution and unit size and the degree of role strain experienced by home economics unit administrators.
- H7: Research Hypothesis: Home economics unit administrators of large units and in large institutions will experience a higher degree of role strain than those in smaller ones.

In the investigation of role strain as a dependent variable of institution and unit size, a frequency count was taken of the total number of respondents concurrent to each of eight sizes of institutions and eight sizes of departments, as included in the research instrument. Through empirical analysis, a positive correlation was found to exist between size of institution and size of home economics academic unit or department. Table 31 illustrates this relationship as a near-perfect positive regression in which all situations show that the smaller

Table 31
Institution Size and Average Number of Majors Enrolled Fall Term, 1977
In Home Economics Departments/Units of Respondents

Institution Size Category	Number of Departments Represented In		Average Number of Majors		Total Number of Majors
	Each Category	Each Category	Bachelors	Masters Ph.D	
Under 2,000	0	0	0	0	0
2,001-5,000	4	4	75	0	75
5,001-8,000	10	10	140	8	148
8,001-11,000	7	7	150	15	165
11,001-14,000	4	4	200	20	225
14,001-17,000	5	12	250	25	283
17,001-20,000	6	13	350	35	400
20,001-More	<u>11</u>	<u>38</u>	<u>425</u>	<u>50</u>	<u>495</u>
TOTAL	47	88	1590	153	1791

the institution, the smaller the department; and the larger the institution, the larger the department. It should be noted that data concerning department size are based on the total number of department majors reported by each respondent. In view of this, and because most institutions were represented by more than one department/unit administrator, Table 31 includes averages for the number of majors corresponding to each size institution which were computed to allow for the variance among units and to facilitate ease of illustration.

Following this, frequency distribution tables were constructed to determine the strain group identity of all respondents associated with each size institution. Table 32 shows the general results of these findings. As it appears, high role strain is more prevalent among institutions serving a total student population of 14,001 to 17,000 persons and a corresponding total average department size of two hundred and eighty-three majors. In contrast, low strain level for administrators was most apparent in institutions of 5,001 to 8,000 students with a concordant average size department of one hundred forty-eight majors.

As a concluding point it is emphasized that even though five (41%) of all departments in the sub-sample group of 14,001 to 17,000 students reflect the condition of high role strain among home economics department/unit administrators, and six (60%) of those in the sub-sample group of 5,001 to 8,000 students reflect the condition of low strain,

total sub-sample sizes of only twelve and ten departments, respectively, are considered too small to be indicative of any general trend. These findings, however, do imply a need for additional research involving samples large enough to withstand statistical analyses.

Table 32
Number of Home Economics Department/Unit
Administrators in Each Institution
Size Category in Relation to
Level of Role Strain

(N = 88) ^a							
Institution Size Category	LEVEL OF ROLE STRAIN						Total N
	Low		Medium		High		
	N	%	N	%	N	%	
Under 2,000	0	0.0	0	0.0	0	0.0	0
2,001 - 5,000	0	0.0	4	100.	0	0.0	4
5,001 - 8,000	6	60.0	2	20.0	2	20.0	10
8,001 - 11,000	2	28.0	4	58.0	1	14.0	7
11,001 - 14,000	2	50.0	2	50.0	0	0.0	4
14,001 - 17,000	2	18.0	5	41.0	5	41.0	12
17,001 - 20,000	4	31.0	4	31.0	5	38.0	13
20,001 or More	<u>9</u>	10.0	<u>16</u>	42.0	<u>13</u>	34.0	<u>38</u>
TOTAL	25		37		26		88

^aFigure based on the total number of participants responding to the item from which these data were compiled.

Hypothesis 8

- H0: There is no relationship between institution and unit size and role diversity as the number of role set relationships maintained by home economics unit administrators.
- H8: Research Hypothesis: Home economics unit administrators of large units and in large institutions maintain more role set relationships than those in smaller ones.

Efforts to determine the existence of a relationship between size of department/unit and institution and role diversity as the number of role set relationships maintained by department administrators were aborted due to inconclusive data as explained in the discussion of hypothesis 4. Therefore, the null hypothesis remains untested and is necessarily accepted as stated.

Hypothesis 9

- H0: There is no relationship between institution and department size and role diversity as the frequency of interaction with role set relationships maintained by home economics administrators.
- H9: Research Hypothesis: Home economics department/unit administrators of large departments/units and in large institutions will interact more frequently with role set relationships than those in smaller ones.

Data already compiled in Table 23 were used to examine this hypothesis. Role sets reflecting high frequencies of interaction (those with mean frequency interaction scores of 3.00+) were analyzed to determine the size of the departments/units and institutions represented by those indicating such levels of interaction. This was achieved through the construction of the mean frequency of interaction scores exhibited in Table 23. The results

suggest that there is a positive relationship between department and institution size and the frequency of interaction with role set relationships. To test this, Spearman and Kendall correlation coefficients were computed and two-tailed tests of significance applied. The results (.162 level of significance) provided no support at the $p < .05$ level or less for a relationship between these variables, and the null hypothesis was, therefore, accepted.

Summary and Discussion

Impetus for this investigation was received from Miles (1976) who suggested that, while a number of studies involving job-induced tension and anxiety and the propensity to leave the organization have been pursued and operational definitions and measurements for certain theoretical concepts reported, more needed to be done to relate these occurrences to specific organizational roles and to explain them on the basis of role requirements imposed on role incumbents. In view of this and other reports which document the complexities of the specific roles of higher education department/unit administrators and the posture of professionals regarding this position, this investigation concentrated on the relationship of demographic characteristics and structural-organizational properties and role strain among home economics department/unit administrators.

The Snoek study (1966) explored the theoretical concept of role strain, the felt difficulty of fulfilling multiple role demands, as a dependent variable of role set diversity, the requirement to maintain relationships with a wide variety of individuals in complementary roles, and organizational size. The Job Related Tension Index was used as an indicator of role strain and for the collection of data from a national sample of salary and wage workers. The results of the Snoek study supported the hypothesis that role strain will be more common in jobs requiring the individual to maintain a highly diversified set of role relationships and that role strain is more common in large than in small organizations. He also reported that high role strain was more prevalent among men, among those younger in age, among those with higher educations, and among those with supervisory responsibilities.

A survey of literature on higher education administrators revealed that, although some studies have addressed the population of department/unit administrators, there is an absence of studies on the status and outcomes of individuals in this role position and the significance of organizational processes and structures as factors of stress. This not only adequately describes the situation of most disciplines, but is especially relevant to that of home economics. Bearing this in mind, the objectives of the study were: (1) to identify factors in the educational and professional backgrounds of home economics department/

unit administrators which may predict role strain; (2) to explore conditions and procedures relevant to the appointment, operation, and evaluation of home economics department/unit administrators which may influence role strain; (3) to develop a suitable instrument for use in determining the degree of role strain produced by certain conditions under which home economics department/unit administrators work; (4) to identify the inventory of the role set relationships maintained by home economics department/unit administrators; (5) to determine the extent to which each role set relationship(s) and cluster of role set relationships contribute to the role strain of home economics department/unit administrators; and (6) to determine which role set relationships and clusters of role set relationships demand the least and most amount of time.

In order to achieve these objectives, the Job Related Tension Index, as used in the Snoek study, was modified to accommodate the population of this study and was used in the development of the research instrument.

A second part, consisting of an inventory of forty-six role set relationships, was constructed using ideas from Litherland (1975) and others and was added along with a section soliciting information about the personal and professional backgrounds of participants and the operational procedures of the settings in which they work. A panel of experts with experience in home economics department/unit administration was used to evaluate the

instrument proposed for this study. Following their suggestions, the instrument was revised to meet their standards and resulted in the instrument used in this study.

All U. S. land grant institutions (excluding Michigan State University), including those in the American territories of Guam, Puerto Rico and the Virgin Islands, were surveyed to identify the population for this study. This resulted in the identification of one hundred and forty home economics department/unit administrators to whom questionnaires were mailed. Of the one hundred and forty questionnaires mailed, a total of ninety-eight (70%) were returned. Nine (6%) of those returned were ineligible for inclusion in the study, which resulted in a total research sample of eighty-nine participants representing sixty-four percent of the total number approached.

Codes were assigned for each item of the research instrument and a code book was developed for the transformation of data for computer application. The responses of all eighty-nine subjects were coded onto key punch cards and verified for accuracy. Frequency distribution tables were established to stratify responses as a first step toward the examination of the relationship of selected variables. Chi-Square, and Kendall and Spearman rank-order correlation coefficients were chosen as the methods for testing the null hypotheses, with $p < .05$ as the alpha level for rejection. Findings regarding demographic variables and role strain among home economics department/unit

administrators suggest that high role strain was experienced more often by male department/unit administrators, by those older in age, by those whose content areas of terminal degree conferment and content areas of administrative appointment was incongruent, and by those without formal educations for administration. However, statistical analysis of these findings did not refute the hypothesis of no relationship among sex identity, age, and education (operationally defined as the attainment of the terminal degree), congruency of content area of terminal degree conferment and administrative appointment, formal education for administration, and the degree of role strain experienced by home economics department/unit administrators.

The relationship between role diversity, as the number of role set relationships maintained by home economics department/unit administrators, and role strain could not be examined due to the lack of sufficient data. Consequently, the hypothesis of no relationship between this aspect of role diversity and the degree of role strain experienced by home economics department/unit administrators remained untested.

Efforts to examine the relationship between role diversity, as the frequency of interaction with role set relationships, were continued using Chi-Square analysis. Chi-Square values were computed for all of the forty-six role sets, with seven previously identified (by frequency and percentage of response) as correlates of high role

strain. The role sets in this group included "Dean or Chief Administrator," "Prospective Students and Visitors from other Institutions," "Administrators of Other Departments or Academic Units in Home Economics," "Departmental Faculty," "Clerical-Technical Service Personnel," "Department and/or College Committees," and "Cooperative Extension and Agricultural Experimental Station Personnel."

Using percentages, Cooperative Extension and Agricultural Experiment Station Personnel excelled as the role set with which the greatest number of those of high strain reported a high frequency of interaction. However, since none of the Chi-Square values fell within the .05 level of significance, the null hypothesis of no relationship between the frequency of interaction with role-set relationships and the degree of role strain experienced by home economics department/unit administrators was accepted. Additional analyses were conducted to determine if a relationship existed between the frequency of interaction with clusters of role set relationships and the degree of role strain. Of the five clusters used in grouping the role set relationship, the Faculty-Staff category showed the strongest correlation to high role strain, and External Personnel the least. Chi-Square calculations for each cluster were obtained to test the possibility of a significant relationship, but none were deemed significant.

Data on the extent to which time is spent meeting the demands of role set relationships were collected to verify

a relationship between time commitment and role strain. A frequency count of responses to this research item was conducted to determine the mean score for the amount of time committed to each role set. From the results, "Department and/or College Committees" and "Legal Personnel" role sets were shown to receive the most and least amounts of administrator time, respectively. Using the mean score of 3.00 or more, five role sets were identified as representative of high time commitment. However, when cross-tabulated to determine the strain level of those reporting this degree of time commitment, only three measured up to the thirty-five percent or more population response rate necessary to be considered a correlate of high role strain. Those correlating with high strain include "Department and/or College Committees," "Affirmative Action and/or Collective Bargaining Unit Personnel," and "All-University Committees." Chi-Square calculations for each of these proved insignificant in value, which justified acceptance of the null hypothesis of no relationship between time commitment and the degree of role strain experienced by home economics department/unit administrators.

In examining the degree of role strain experienced by home economics department/unit administrators of different sized departments/units and institutions, a positive correlation was found to exist between institution and department size. A frequency count of responses to each of six categories of institutional size was conducted and the

results of these findings were analyzed for strain level identity in order to determine the association between size of the department/unit and institution and role strain. It was shown that high role strain is more prevalent among department/unit administrators in institutions with total student populations of 14,001 to 17,000 and a corresponding average size department of two hundred and eighty-three majors. These findings plus the high prevalence of low role strain among administrators in institutions of 5,001 to 8,000 students and an average of one hundred forty-eight departmental majors suggests a tendency toward a positive relationship between the variables of size and degree of role strain. The significance of this relationship was not statistically tested due to the smallness of the sub-sample group from which data for this observation were drawn. Therefore, the hypothesis remains untested as stated in null form.

Exploration of the relationship between institution and department/unit size and role diversity as the number of role set relationships maintained was considered in this investigation, but was discontinued based on the finding that all subjects maintained relationships with forty-two of the forty-six role sets inventoried. This, of course, provided an unsound basis for comparative analysis and resultant findings of pertinence of the test of the hypothesis. This, the hypothesis that there is no relationship between institution and department/unit size and role

diversity as the number of role set relationships maintained by home economics department/unit administrators, remains to be tested.

Defined also as the frequency of interaction with role set relationships, role diversity was examined as a dependent variable of institution and department/unit size. A review of relevant frequency tables already constructed projected a positive relationship between these variables. Spearman and Kendall correlation coefficients, using two-tailed tests of significance, were administered but failed to support this projection. As a result, the null hypothesis of no relationship between role diversity as the frequency of interaction with role set relationships was accepted.

CHAPTER V

FINDINGS AND DISCUSSION, AND IMPLICATIONS

The results of this study seem to suggest that certain work-related conditions are factors of tension for home economics department/unit administrators. Interference with the production of scholarly work, followed by the extent of the work load, the amount of work as a deterrent to the quality of it, the lack of sufficient numbers of support personnel, the lack of sufficient financial resources, imbalance between administrative and other work roles, and interference with personal and/or family life (in this rank order) were identified as resultant conditions which respondents consider most bothersome. As the paramount concern among administrators in this study, interference with the production of scholarly work was previously confirmed by Waltzer (1977) who concluded the need for administrative assistance so that adequate time could be devoted to scholarly endeavors. Other high ranked concerns which are believed to bear some relationship to this condition include the weight of work loads imposed on administrators and/or the lack of sufficient numbers of support personnel. Concerning these limitations and their perceived impact on the functions and effectiveness of department administrators and deans, both Nicholson and

Litherland recommend the provision of administrative assistants to relieve administrators of certain routine tasks and responsibilities. In short, it can be said with some assurance that this study, like others which explore the functional roles of educational administrators imply a causal relationship between work overload and job tension or role strain.

Data concerning sex group identity and degree of role strain gives the impression that high role strain is more prevalent among males than among females (twenty-five percent to eighteen percent). The serious consideration of this as an adequate description of the research sample is hampered by the following circumstances: of primary importance is the lack of significance when statistically tested, preceeded by the proportionately small number of males represented in this study--twenty-eight (32.2%) as compared to fifty-nine (67.8%) females--in relation to the probability of a more equal distribution for legitimate comparison. Also, as reported, sixty-nine (79.33%) of the total population are distributed between the categories of low and medium role strain, with only eighteen (20.67%) remaining in the high strain group. Even more important is the fact that, within the sub-sample groups of male and female, those reported as medium strain alone represent fifty-two (60%) of the entire study sample.

In the opinion of the researcher, this provides sufficient reason to avoid any definitive conclusion about the degree of role strain attributed to gender. Nevertheless,

these findings concur with those of Snoek (1961) who observed the tendency for high strain to be more common among males than among females. In rationalizing this, he attributed it to the fact that the jobs held by males were more likely to involve role set diversification and supervisory responsibility. In the research hypothesis, it was assumed that male home economics department/unit administrators would experience higher degrees of role strain than females. This, however, was not based on Snoek's finding, but on the fact that men are now taking a more active role and are assuming more responsibilities in a professional field historically dominated by females, and that tension could be a function of their relatively new statuses.

Statistical test of data pertaining to age and degree of role strain provided no support for a significant relationship between these variables. One finding considered noteworthy is the fact that among the eighteen subjects in the second-youngest sub-sample age group of 31-40 years, only one case of high strain was identified in comparison to thirteen medium strain cases and four low strain cases. In proportion to the total sample of eighty-nine, this sub-sample is representative of 20.2%, or one-fifth of all included in this study. These data tend to run counter to findings by Snoek in which high tension prevailed most often among those younger.

The question of a relationship between role strain and the attainment of the terminal degree is of special

interest to this discussion because of its function as an important credential for employment in most areas of higher education. The assumption was made that home economics department/unit administrators who have attained the terminal degree will experience lower role strain. Presumably those who have completed this phase of professional development are not likely to be cast in the dual roles of student and professional, nor are they likely to suffer the anxieties of having to "measure up" for reasons of job security. Other possibilities for consideration were that the additional preparation received while pursuing the terminal degree would afford specific knowledge and skills which complement the subjects' professional roles. Since all but two in the study sample had attained the terminal degree, the relationship of this variable to role strain could not be examined. Although the Snoek report of high tension as a more common characteristic among college-educated subjects than those with lower levels of education gained no support from this investigation, the parallel between the function and impact of a college degree in the work world of business and industry and the terminal degree in higher education, gives the hypothesized relationship some validity.

As explained in the findings section of this research report, data relevant to the analysis of a possible relationship between role strain and role diversity as the number of role set relationships maintained were deemed

inconclusive. It is the opinion of the researcher that this development is due, perhaps, to the basic design of that section of the research instrument used to solicit information, the limited size of the study population, and/or the homogeneity of land grant institutions as the academic setting of the population to which this study is confined.

In regard to role diversity as the frequency of interaction with role set relationships and the relationship of role strain to clusters of role sets, it seemed significant that while the cluster of "Student Personnel" shows the second highest rate of frequency of interaction, it also shows the least positive correlation with high role strain than any other cluster. This finding is supportive of Litherland's, in which student affairs and activities were not concluded as functions of overriding concern for deans. Also to be mentioned is the fact that in both this study and in Litherland's, the role set cluster of "Faculty-Staff" is identified as the group with which department/unit administrators interact most frequently and with which deans of home economics are most frequently involved. In this study the role set clusters of "Institutional Personnel" and "External Personnel," the role sets of "Prospective Students and Visitors from Other Institutions," respectively, were the only ones found to correlate positively with high role strain. To account for this, it is speculated that the nature of demands made by role set relationships is, perhaps,

a more significant factor than frequency of interaction or that there is, at least, a correlation between the two.

Further scrutiny of findings about time commitment and role strain reveal that out of a total of forty-six role set relationships, "Departmental and/or College Committees," and "All-University Committees" were the only sets that showed a high correlation between frequency of interaction and time commitment. This projects the need for further investigation, since many other role sets showed either high frequency of interaction or a high degree of time commitment, but no correlation between these variables. In terms of role diversity as the number of role set relationships maintained, not enough data were available to accommodate preliminary analysis; therefore, the relationship of this aspect of role diversity and time commitment was not considered.

The possible relationship of time commitment and size of the institution and department/unit, although not hypothesized, was explored using compiled data showing role sets of high frequency of interaction (see Table 33). Following this, additional analysis to determine how participants in each sized institution responded were conducted. Table 33 further shows no obvious pattern of time commitment to any role sets. This evoked the proposition of no relationship between the extent to which time is spent meeting the demands of role set relationships and the size of the institution and department/unit.

Table 33

High Demand Role Set Relationships:

Role Sets Indicating A Mean Score of 2.00+ for Time Commitment

In Relation To Institution Size

Institution Size Category	(N = 88) ^a										Totals
	Clerical- service		Departmental and/or College		Affirmative Action Committees		Physical Plant Bargaining		Development Personnel All-Univ. Committees		
	N	%	N	%	N	%	N	%	N	%	N
Under 2,000		0		0		0		0		0	0
2,001 - 5,000	2	2.0	1	1.0	0	0.0	0	0.0	1	1.0	4
5,001 - 8,000	3	3.0	2	2.0	0	0.0	1	1.0	4	5.0	10
8,001 - 11,000	1	1.0	2	2.0	1	1.0	1	1.0	2	2.0	7
11,001 - 14,000	1	1.0	1	1.0	1	1.0	0	0.0	1	1.0	4
14,001 - 17,000	2	2.0	3	3.0	2	2.0	2	2.0	3	3.0	12
17,001 - 20,000	2	2.0	4	5.0	2	2.0	1	1.0	4	5.0	13
20,001 or more	8	9.0	9	10.0	6	7.0	4	5.0	11	13.0	38
TOTALS	19	20.0	22	24.0	12	13.0	9	10.0	26	28.0	88
											100%

^aTotal figures are based on N=88 because of one missing piece of information in one of the instruments.

Limitations of the Study

It is necessary that the researcher identify and explain the limitations of this investigation. These limitations are described, at least in partial detail, to provide the reader with a clear understanding of the conditions which govern the application of results.

The scope of this study is, in itself, a testimony to its many limitations. Essentially, and because it is confined to the specific population of home economics department/unit administrators in land grant institutions, the results reported are necessarily considered inapplicable to any other group in any other setting. Concentration on the province of the professional role of the home economics department/unit administrator negates the effectual consideration of other roles in which participants may be cast simultaneously and which may influence professional role performance.

Taken as a single attribute in a personal context, the variable role strain is used to indicate perceived rather than actual patterns of difficulty which, of course, may vary from those revealed by observation or other formal methods of evaluation. Another circumscription is the lack of consideration for the idiographic factors of personality structure, interpersonal competence, and repertoire of life experiences as influences which may affect administrators' perceptions and/or endurances of strain. Further, the index used to measure role strain was limited to the

inclusion of items phrased in a "negative sense" which may have had a persuasive effect on those surveyed and which are acknowledged as an element of bias. From observation, it may be assumed that each item was specifically designed to allow indication of the respondent's personal feeling concerning a general work condition or circumstance. As a result, no provision was made for the reflection of specific conditions or circumstances which could bear a significant relationship to the responses given.

The inventory of role sets included in Part II of the instrument should not be looked upon as either exhaustive or representative of that which is normative. Rather, they should be viewed in the context of a singular attempt toward the systematic analysis of the department administrator's interaction frame. At the same time, this study does not presume to make any inference as to the nature or extent of the obligations or work tasks involved in or resulting from such interaction.

Other limitations associated with this study include the projection of a static relationship between the extent to which time is spent meeting the demands of role set relationships and the frequency of interaction with role sets. As presented, no consideration is given to the "fluctuating effect;" that is, the acclivity and descent of interaction with particular role sets which occur in conjunction with various activities and functions of operation.

Locus of control, accessibility to and use of support personnel are identified as important factors which are not considered in this investigation, but which definitely influence both the number of role sets with which an administrator interacts and the associated frequency of interaction.

In this study, the variable of education is, by definition, restricted to a consideration of formal learning experiences and the attainment of an earned degree or valid certification. Unfortunately, neither the value nor the impact of informal educational experiences were considered in the treatment of this variable.

This research does not purport to outline any criteria by which the role performance of department/unit administrators may be judged, nor does it suggest answers to any problems which may exist. It is, however, presented with the intention that it will stimulate further inquiry into a subject characterized by a paucity of research and that this information can serve as a data base for future comparative studies.

Implications for Future Research

It was the intent of this study to explore how the demographic characteristics of sex, age, education, role diversity and the structural properties of institutional and department/unit size relate to the role strain of home economics department/unit administrators. Although some

correlations between variables were found, most were not significant, which raises a number of questions and ideas for research leading to further exploration. For example, two of the more important questions raised by these findings are:

1. To what extent is the instrument used in this study effective in the measurement of role strain and role set interaction among home economics department/unit administrators?

As used, this modification of the job related tension index and the role set inventory represents an initial application. Therefore it is recommended that they be used again to test their reliability and so that they may be refined as needed for use as effective data collection tools. Constraints in the design of the present investigation suggest additional research involving various type institutions of higher education to determine the extent to which the tension items of the JRTI and the inventory of role set relationships reflect those other than home economics department/unit administrators in land grant institutions.

2. What other factors, personal, professional and/or organizational, are possible correlates of role strain?

While the present investigation explored the correlation of sex, age, and education, and future role strain studies may be directed towards the isolation and examination of role expectations and

need-dispositions which, according to Sweitzer (1969), are necessary for understanding the behavior and interaction of specific role incumbents in a given institution. The interrelationship between basic personality structure and social orientation, and role performance suggests further study for greater insight into the specific factors of personal values, standards, morale, role perception and orientation, and general and vocational philosophy as possible correlates of role strain. Other factors which may also impact role strain are competence, which entails the command of relevant knowledge and skills; the ability to communicate; the ability to identify, analyze, and solve problems; the ability to make and evaluate decisions; and the abilities to influence and lead others. The interpersonal qualities of humor, flexibility, empathy, perceptiveness, and teamsmanship are also demanded of department/unit administrators and may logically be considered to bear some relationship to the degree of role strain experienced by home economics department/unit administrators.

Analysis of the procedures concerning the selection, appointment, and evaluation of department/unit administrators indicates much diversity and an impressive number of situations in which incumbent administrators were uncertain and had to speculate about such matters. Upon this basis,

a more extensive study relating these results to administrative role strain is suggested as an approach to the identification of particular factors which influence attitudes and interests in the focal role positions.

In addition to role diversity and department/unit and institution size, as the organizational-structural factors included in this study, others not included should be explored in order to determine their significance.

By nature, the role of department/unit administrator is such that strain may be caused by a number of factors not included in this study. Thus, research should be directed towards the isolation and examination of particular work conditions, such as the availability of sufficient personnel to meet role demands (i.e., administrative assistants, clerical staff, faculty colleagues, and subordinates), process and network of communication, hierarchical structure and line of authority, and class load and other task assignments and their relationships to conflict and role strain. In addition, surveys are needed to determine the extent to which ancillary programs are available and used by home economics department/unit administrators and to identify others which are needed to help cope with increasing role demands.

Implications for the
Field of Home Economics

The examination, discussion, and implications of issues peculiar to the role position of the home economics department/unit administrator stands out as the major observation of this study. In the basis of these study findings, it appears that if the position of department/unit administrator is to be successfully negotiated, a functional evaluation should be conducted to determine exactly what incumbents in these positions are doing, to determine what is normative and should be done by incumbents, and to identify and justify the needs and goals toward which the department/unit administrator should be working. This, of course, could best be achieved by the initiative of each institution. However, because experience as proven differently, those professional organizations committed to the service of professionals may have to assume a more assertive role in meeting this end. Should this approach be taken, it should facilitate the development of a written document that conceptualizes what the position of home economics department/unit administrator encompasses in terms of performance tasks, personal and professional qualities, and characteristics.

Home economics professional organizations should consider the development of an "idea depository," such as a data bank, think tank, or idea exchange for the collection and dissemination of information and techniques which have

been successfully employed in departmental-level administration or which are new and may prove successful. Data and information compiled by this method could be used for time studies and work load investigations which might help to alleviate the frustration of unrealistically imposed deadlines and over-assignments, to name a few.

It is also recommended that home economics departments/units and colleges and universities, in general, design or revise graduate curricula to include or place more emphasis on information, techniques, and skills needed at lower levels of higher education management, such as department administration. Specific offering suggested for inclusion should involve special training in conflict management and creative problem solving, and an exploration of the range of opportunities for which department/unit administrators qualify as the result of administrative experiences at the departmental level.

In conclusion, it is believed that inefficiencies and/or underdevelopments which may result from the strain of meeting administrative demands are counter to the development and maintenance of the most effective system of higher education and its ultimate role in providing the highest possible quality of life. Thus, it is hoped that the results of this study will effectively stimulate the recognition of the significance of the role of department/unit administrator.

APPENDICES

APPENDIX A

REQUEST FOR ASSISTANCE IN
IDENTIFYING RESEARCH POPULATION

REQUEST FOR ASSISTANCE IN
IDENTIFYING RESEARCH POPULATION

October 10, 1977

Dear Administrator:

Based on my interest in the administrative leadership of Home Economics, I have chosen the department chairperson as the subject of my doctoral research. I propose to investigate the role strain of department chairpersons and I solicit your help in identifying the population for this study. Thus, you and other administrators of land grant institutions are being contacted in an attempt to develop an accurate list of persons currently serving in this capacity. Hopefully, you will find this request reasonable and will accommodate me in launching this study by completing and returning the enclosed self-addressed card at your earliest convenience.

Your time and effort shall be greatly appreciated and I look forward to your immediate response.

Sincerely,

Carolyn H. Ellis
1571 A Spartan Village
Michigan State University
East Lansing, MI 48823

APPENDIX B

RESPONSE CARD TO REQUEST FOR ASSISTANCE
IN IDENTIFYING RESEARCH POPULATION

RESPONSE CARD TO REQUEST FOR ASSISTANCE
IN IDENTIFYING RESEARCH POPULATION

HOME ECONOMICS DEPARTMENT CHAIRPERSON INFORMATION			
INSTITUTION: _____			
OFFICIAL NAME OF HOME ECONOMICS UNIT (Please circle one):			
College	School	Div. or Dept. of	_____

<u>Dept.</u>	<u>Chairperson</u>	<u>Address</u>	<u>Bus. Phone</u>

APPENDIX C

REQUEST TO JURY FOR EVALUATION OF RESEARCH INSTRUMENT

February 3, 1978

Dear

Allow me to apologize for interrupting your busy schedule and for adding to the number of requests that cross your desk. My interest in your position as a research topic makes me acutely aware of the many demands made of you as department administrator.

As a doctoral candidate in the Department of Family Ecology, I am preparing a dissertation on the role strain of home economics department administrators in land-grant institutions. I have completed a preliminary draft of the research instrument and it is now ready for review by a jury of experts such as yourself.

Your experience as a home economics department administrator in a land-grant institution identifies you as one whose judgment would be valuable to the evaluation of this research instrument and as one whose comments in general would add dimension to this study.

Enclosed you will find the following items: (1) a statement of problem for this study which I include for your reference; (2) a draft of the 3-part instrument which includes the Job Related Tension Index, the Demographic Data Survey and the Role Set Interaction Inventory; (3) an evaluation form which asks your response regarding such concerns as length of time required to complete the instrument, comprehensiveness of response items, and clarity of directions and items. I ask that you be extremely critical of this instrument. Also, feel free to identify any items you feel should be changed, deleted or added.

Please assist me by reviewing the enclosed materials and returning the packet by February 13, 1978, in the self-addressed envelope to:

Carolyn Hill Ellis
c/o Dr. Norma Bobbitt, Assistant Dean
College of Human Ecology
Rm. 7, Human Ecology Bldg.
Michigan State University

APPENDIX D

JURY EVALUATION FORM

JURY EVALUATION FORM

PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING
THE RESEARCH INSTRUMENT YOU HAVE REVIEWED.

1. What is your estimate of the amount of time involved in completing:

- a. Job Related Tension Index....._____
- b. Demographic and Institutional Data....._____
- c. Role Set Interaction Inventory and
Time Commitment....._____
- d. Entire instrument....._____

2. Were the directions for each section clear? _____
Comment: _____

3. What is your opinion of the comprehensiveness of the response items included in each section?

- a. Does the Job Related Tension Index reflect an accurate representation of concerns or strains that bother administrators in your position? _____
Comment: _____

- b. Does the section on demographic and institutional data solicit sufficient information? _____
Comment: _____

- c. Does the Role Set Interaction Inventory reflect an accurate and complete listing of role sets or groups of people with whom you interact in your function as department administrator? _____
Comment: _____

4. Were you able to interpret and use the rating systems employed? What suggestions do you make for improvement?

- a. Job Related Tension Index _____
Comment: _____

- b. Role Set Interaction Inventory and Time Commitment_____

Comment: _____

5. Were you personally or professionally offended by any of the information items included in the demographic and/or institutional data section?_____

Comment: _____

6. Does the instrument offer the participant sufficient opportunity for free expression and input?_____

Comment: _____

PLEASE ADD ANY OTHER COMMENTS YOU CARE TO MAKE
IN THE FOLLOWING SPACE. THANK YOU FOR YOUR TIME
AND INTEREST.

APPENDIX E

RESEARCH INSTRUMENT

RESEARCH INSTRUMENT

ROLE STRAIN OF HOME ECONOMICS DEPARTMENT
ADMINISTRATORS IN LAND GRANT INSTITUTIONS

OFFICIAL TITLE OF RESPONDENT: _____

NAME OF DEPARTMENT: _____

—DIRECTIONS—

PLEASE RETURN BY MARCH 31, 1978

ALL INFORMATION WILL BE HELD STRICTLY CONFIDENTIAL

This survey contains three parts.

Part I is designed to measure a variety of difficulties in job performance, close to the conceptual meaning of role strain.

Part II is designed to: (1) determine the diversity of role set interactions in your position as department administrator, (2) determine the relative extent to which you feel each role set requires your personal time during the course of a typical academic year.

Part III is designed to gather personal information about you as an individual and as a professional administrator, and about the organizational setting in which you work. Please respond to each item and provide specific information where requested.

Please complete the survey by filling in the appropriate response. After completion, please return the entire instrument in the self-addressed envelope to:

(Mrs.) Carolyn H. Ellis
1571A Spartan Village
Michigan State University
East Lansing, MI 48823

Any additional information you wish to provide will be most welcome. If you have any questions, please feel free to call me collect at (517) 355-3216

PLEASE RETURN BY MARCH 31, 1978

PART I

DIRECTIONS: Most administrators occasionally feel bothered by certain kinds of things prevalent in their work. From the following list of things that sometimes bother people in your position, please indicate how frequently you feel bothered by each of them.

Under FREQUENCY OF BOTHER, place an "X" on the continuum (1-"very rarely" to 5-"very frequently") for each of the following job related items.

	I Am Bothered				
	Very Rarely			Very Frequently	
	1	2	3	4	5
1. Feeling that you have too little authority to carry out responsibilities assigned you.					
2. Being unclear about the full scope of the responsibilities of your position.					
3. Not knowing what opportunities for advancement or promotion exist for you within academia.					
4. Feeling that you have too heavy a work load; one that you generally cannot complete in an ordinary workday.					
5. Thinking that you'll not be able to satisfy the conflicting demands of various people with whom you work.					
6. Feeling that you are weak in certain areas and not qualified to handle some of the demands of your position.					
7. Not knowing how your performance is evaluated.					
8. Not knowing what your immediate supervisor thinks about your performance.					
9. Not knowing where or how to get information needed to carry out the various tasks of your position.					

		I Am Bothered				
		Very Rarely		Very Frequently		
		1	2	3	4	5
10.	Having to make decisions that affect the lives of individuals.					
11.	Feeling that you may not be liked and accepted by those with whom you work closely.					
12.	Feeling that you have little or no influence on your immediate superordinate's decisions and actions that affect you in your position.					
13.	Not knowing what the people you work with expect of you.					
14.	Thinking that the amount of work you have to do interferes with how well it gets done.					
15.	Feeling that you have to do things that are against your better judgment.					
16.	Feeling that the demands of your position tend to interfere with your personal and/or family life.					
17.	Feeling that the demands of your position tend to interfere with your participation in professional activities.					
18.	Feeling that the demands of your position tend to interfere with your production of scholarly work.					
19.	Feeling that the demands of your position tend to interfere with your social and civic interests.					
20.	Feeling that you do not have sufficient financial resources to perform assigned tasks.					

		I Am Bothered				
		Very Rarely		Very Frequently		
		1	2	3	4	5
21.	Feeling that you do not have sufficient support personnel to operate more efficiently and effectively.					
22.	Feeling that your departmental faculty do not express their professional needs.					
23.	Feeling that you do not have the means necessary to sufficiently motivate your departmental faculty.					
24.	Feeling that you do not have a reasonable balance between your administrative and other professional work roles.					

ROLE SETS	FREQUENCY OF INTERACTION DURING ACADEMIC YEAR					TIME COMMITMENT DURING ACADEMIC YEAR		
	NEVER	RARELY	SOMETIMES	OFTEN	VERY OFTEN	TOO LITTLE	REASONABLE AMOUNT	TOO MUCH
	N	R	S	O	V	1	2	3
Prospective Faculty								
New Faculty								
Clerical-Technical Services Personnel								
Departmental and/or College Committees								
Other								
STUDENT PERSONNEL								
Students enrolled in classes or other instructional programs offered by the department								
Undergraduate Majors								
Graduate Majors								
Graduating or graduated students seeking advice and/or assistance								
Transfer Students								
Members of Student Organizations								
Student Representatives of Administrative and Advisory Committees								
Graduate Assistants and Work Study Personnel								
INSTITUTIONAL PERSONNEL								
Affirmative Action and/or Collective Bargaining Unit Personnel								
Life-Long Education and/or Continuing Education Personnel								

ROLE SETS	FREQUENCY OF INTERACTION DURING ACADEMIC YEAR					TIME COMMITMENT DURING ACADEMIC YEAR		
	NEVER	RARELY	SOMETIMES	OFTEN	VERY OFTEN	TOO LITTLE	REASONABLE AMOUNT	TOO MUCH
	N	R	S	O	V	1	2	3
Student Affairs and Student Services Personnel								
Physical Plant Development and Maintenance Personnel								
Personnel and Employee Relations Unit Members								
Academic Services Personnel								
Information and Public Relations Personnel								
Cooperative Extension and Agricultural Experiment Station Personnel								
Central Administrators and Administrators of other academic units on campus								
Other								
EXTERNAL PERSONNEL								
College or Departmental Alumni and/or similar interest groups								
Legislative and Political Personnel								
Legal Personnel								
Public Media Personnel, Publishers and Producers of professional and other literature								
Grant and/or Foundation Personnel								
Business and Community Organizations and Leaders								
Prospective Students and Visitors from other Institutions								

PART III

DIRECTIONS: Please respond to each item and provide specific information when requested. ALL INFORMATION WILL BE HELD STRICTLY CONFIDENTIAL.

_____ 1. Female

_____ 2. Male

Present Age

_____ 1. 30 or under

_____ 3. 41 - 50

_____ 2. 31 - 40

_____ 4. 51 - 60

_____ 5. 61 or over

Marital Status

_____ 1. Married

_____ 3. Single

_____ 2. Divorced

_____ 4. Widowed

Number and age of children living at home (PLEASE INDICATE THE NUMBER OF CHILDREN IN EACH AGE GROUP).

_____ 1. None

_____ 3. 6-10 years

_____ 2. 1-5 years

_____ 4. 11-15 years

_____ 5. 16 years or older

Please indicate your educational background in the categories below.

Earned Degree Held	Major Field(s) & Specialization Within It	Minor Field(s)
<input type="checkbox"/> B.A. <input type="checkbox"/> B.S.	Home Economics Food Service	Biology Chemistry
<input type="checkbox"/> B.A. <input type="checkbox"/> B.S.		
<input type="checkbox"/> M.A. <input type="checkbox"/> M.S.		
<input type="checkbox"/> Ed.D. <input type="checkbox"/> Ph.D.		
<input type="checkbox"/> Other or Cert. (SPECIFY)		

What is your academic rank?

- ____ 1. Professor ____ 3. Assistant Professor
____ 2. Associate Professor ____ 4. Instructor
____ 5. Other (PLEASE SPECIFY)

Including this year, how many years of work experience do you have as an educational administrator?

- _____ 1. 0-2 _____ 3. 6-10 _____ 5. 16 or more
_____ 2. 3-5 _____ 4. 11-15

Prior to assuming your present position, where you ever a department administrator?

- _____ 1. Yes (PLEASE SPECIFY) _____
2. No

Was your immediate previous position in your present institution?

1. Yes 2. No

What was the primary method used in selecting you as department administrator?

- _____ 1. Election by the department faculty
- _____ 2. Appointment by the administration
- _____ 3. Election by the faculty with administrative approval
- _____ 4. Appointment by the administration with faculty approval
5. Other (PLEASE SPECIFY)

At the time you assumed your present position, were you given a written description of the position?

1. Yes 2. No

Do you have access to a written description of your position?

1. Yes 2. No

Your term as department administrator is for:

- ____ 1. An indefinite period of time
 ____ 2. A definite period of time (PLEASE SPECIFY) _____

Is your position subject to evaluation periodically?

- ____ 1. Yes ____ 2. No
 a. How frequently? _____
 b. By whom? _____

Including this year, how long have you been administrator of this department?

- ____ 1. 0-2 years ____ 3. 6-10 years
 ____ 2. 3-5 years ____ 4. 11-15 years
 ____ 5. 16 or more

What was the last position you held prior to becoming administrator of this department?

JOB TITLE	LENGTH OF TIME
-----------	----------------

What was the Fall term 1977 total student enrollment in your entire institution (university)?

- | | |
|----------------------|--------------------------|
| ____ 1. under 2,000 | ____ 5. 11,001-14,000 |
| ____ 2. 2,001-5,000 | ____ 6. 14,001-17,000 |
| ____ 3. 5,001-8,000 | ____ 7. 17,001-20,000 |
| ____ 4. 8,001-11,000 | ____ 8. 20,001 or larger |

What is the official name of the entire home economics unit at your institution?

College of: _____

School of: _____

Division of: _____

Department of: _____

Other (PLEASE SPECIFY): _____

8. 101 or more
(PLEASE SPECIFY)

APPENDIX F

SUMMARY OF JURY COMMENTS AND CRITIQUES OF INSTRUMENT PROPOSAL

SUMMARY OF JURY COMMENTS AND CRITIQUES OF INSTRUMENT PROPOSAL

Jury Member No.	Item of Concern	Comments and Critiques
I	<p><u>Part I - Job Related Tension Index</u></p> <p>Item 12 (p. 1) - Feeling that you have no influence on your immediate superordinate's decisions and actions that affect you in your position.</p> <p>Item 16 (p. 2) - Feeling that the demands of your position tend to interfere with your family life.</p> <p>Item 23 (p. 2) - Feeling that the demands of your position tend to interfere with your social and civic interests.</p> <p><u>Part II - Demographic Data Survey</u></p> <p>Item (p. 4) - What is the official name of the entire home economics unit at your institution?</p>	<p>Use of the phrase "no influence" is too extreme. "Little or no influence" was suggested as a more appropriate and useable phrase.</p> <p>Use of the phrase "family life" considered personally offensive in the case of alternative lifestyles. "Personal life" as opposed to "family life" was suggested as a more general and inclusive descriptive phrase.</p> <p>Should be included sooner and grouped with item 16, which expresses similar feelings.</p> <p>A duplication of information requested on title page of instrument proposal.</p>

Jury Member No.	Item of Concern	Comments and Critiques
	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 1-3) - Response categories to INTERACTION TIME COMMITMENT DURING ACADEMIC YEAR: no commitment; very light; light; moderate; moderately heavy; heavy.	Categories should be revised to provide a more adequate reflection of the respondent's feelings concerning the time committed.
	Item (p. 3) - Role Sets - Other (not already included).	Visitors from other schools, colleges and countries should be added.
II	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 1-3) - Role Sets - (all those included).	Role Set Inventory should be revised to either include or accentuate the inclusion of role sets relative to the obligations of teaching, university committee work, speeches, etc.
III	<u>Part I - Job Related Tension Index</u>	
	Items 1-23 (p. 1-2) (All those included.)	Items included do not adequately reflect the amount of time related to responding to requests for information and should be addressed as a source of tension.

<u>Jury</u> Member No.	<u>Item of Concern</u>	<u>Comments and Critiques</u>
	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 1-3) - Role Sets (all those included).	Do not adequately reflect the demands of jointly administered departments or other non-traditional administrative units.
	Item (p. 1-3) INTERACTION TIME COMMITMENT DURING ACADEMIC YEAR	Some attempt should be made to quantitate the time demands of administrators.

IV	<u>Part I - Job Related Tension Index</u>	
	Items 1-23 (p. 1-2) - (All those included.)	Tends to be rather negative in tone -- what about the positive aspects? Are they assumed to produce no tension?
	Item 24 (p. 2) - Other (not already included).	Suggestions for additional items include: "Feeling that you cannot be as available to students because of other time commitments." "Feeling that you would like to teach more but are prevented from doing so by other demands."

Jury Member No.	Item of Concern	Comments and Critiques
	<u>Part II - Demographic Data Survey</u>	
	Item (p. 24) - What is the Fall term 1977 total student enrollment for your institution?	Requests involving number of students was described as bothersome and extra time consuming.
	How many majors were enrolled Fall term 1977 in your institution?	How will this information be used? "Is it really necessary?"
	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 3) - Role Sets - Other (not already included).	People from other institutions and foreign countries should be added.
V	<u>Part II - Demographic Data Survey</u>	
	Item (p. 4) - Approximate number of full-time equated faculty in the department of which you are administrator?	The phrase "full-time equated faculty" should be reworded to read "full-time equivalent faculty."
	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 2) - Graduated students and other type people seeking advice and assistance.	Should be reworded to eliminate the ambiguity of "other type people."

<u>Jury Member No.</u>	<u>Item of Concern</u>	<u>Comments and Critiques</u>
VI	<p><u>Title Page of Instrument Proposal</u></p> <p>Item - Name and Address of Institution Name of Respondent Office Telephone</p> <p>Item - Directions (system of presentation)</p> <p><u>Part I - Job Related Tension Index</u></p> <p>Item (p. 1-2) - Title of Part I: Job Related Tension Index</p> <p>Item 21 (p. 2) - Not knowing how to manipulate "hard" and "soft" money budgets.</p>	<p>Researcher either already has or has access to this information so there is no need to request it.</p> <p>Only information on title of respondent and name of department is necessary.</p> <p>Information should be rearranged to emphasize deadline for returns and the confidentiality of respondents.</p> <p>Instrument parts should not be titled, to avoid the provision of lead words.</p> <p>Remove titles from Parts II and III.</p> <p>Should be excluded because of its specificity in relation to the generality of other items with which it is grouped.</p>

Jury Member No.	Item of Concern	Comments and Critiques
	Item 22 (p. 2) - Feeling that the demands of your position tend to interfere with your participation and production of professional and scholarly activities.	Obligations involved are too important to be crowded into one item. Should be separated and treated separately.
	Item (p. 3) - Open-ended questions What things relative to your position do you PERCEIVE as PERSONALLY and/or PROFESSIONAL BENEFICIAL and SATISFYING?	Should be deleted because of their tendency to decrease response, unrelatedness to research hypotheses, and the difficulty of collapsing them descriptively.
	What do you LIKE BEST about your position as department administrator?	
	What CHANGES WOULD YOU LIKE TO SEE MADE in your role as department administrator?	
	What are the MOST APPARENT CONFLICTS BETWEEN YOUR FAMILY AND PROFESSIONAL ROLES?	
	<u>Part II - Demographic Data Survey</u>	
	Item (p. 1-4) - Part II: Demographic Data Survey	Data collection may be better served by requesting this information last. Instrument should be rearranged to make this section Part III.

Jury Member No.	Item of Concern	Comments and Critiques
	Item (p. 1) - Please indicate your educational background in the categories below	Year in which degrees were earned and the institutions that granted them are not relevant to this study and should not be requested.
	Item (p. 3) - What was the last position held prior to becoming administrator of this department?	"Institution and Location" not relevant to this study and should not be requested.
	<u>Institution & Location</u>	"From/To" could be more appropriately phrased as "Length of Time."
	<u>Job Title &/or Rank</u>	
	<u>From/To</u>	
	<u>Part III - Role Set Interaction Inventory</u>	
	Item (p. 1-3) - Part III: Role Set Interaction Inventory	This section should be moved up to become Part II.
	Item (p. 1-3) - Categorical responses to INTERACTION TIME COMMITMENT DURING ACADEMIC YEAR: no commitment; very light; light; moderate; moderately heavy; heavy.	Response categories should involve anchor words which better relate to role strain. "Too Much," "Reasonable Amount of Time," and "Too Little" were suggested as more effective for response.

Jury Member No.	Item of Concern	Comments and Critiques
	Item (p. 1-3) - Role Sets	Some categorization of role sets is needed to facilitate the analysis.

APPENDIX G

REQUEST FOR STUDY PARTICIPATION

MICHIGAN STATE UNIVERSITY

COLLEGE OF HUMAN ECOLOGY • OFFICE OF THE DEAN
HUMAN ECOLOGY BUILDING

EAST LANSING • MICHIGAN • 48824

March 8, 1978

Dear Administrator:

I am a doctoral candidate in the Department of Family Ecology, College of Human Ecology, Michigan State University. Dr. Norma Bobbitt is directing my research and my committee members include: Dr. Margaret Bubolz, Dr. Beatrice Paolucci and Dr. Lawrence Lezotte.

My interest in the department leadership role as a research topic makes me acutely aware of the many demands made of you as department administrator. However, I must call upon you to help me in completing the research component of my program.

The research that I am conducting centers around the following two important findings. First, the literature suggests that as a consequence of role performance, department administrators tend to encounter conflict of various forms and degrees which result in the experience of role strain. Secondly, most demands made of department administrators are based upon interaction and involvement with an increasing number of relationships which complement the function of the instructional unit.

Considering this, the enclosed survey is being distributed to you and other home economics department administrators in land-grant institutions.

Hopefully, you will assist in contributing to research in the field by completing this entire instrument and returning it by March 31, 1978 in the self-addressed envelope provided.

Any information provided will be held confidential and personalization will be avoided in any report of results. Also, all participants will receive a summary report of the study.

Thank you for your support and assistance.

Sincerely,

Carolyn H. Ellis,
Doctoral Candidate

APPENDIX H

FOLLOW-UP REQUEST FOR STUDY PARTICIPATION

FOLLOW-UP REQUEST FOR
STUDY PARTICIPATION

March 29, 1978

Dear Administrator:

In early March I sent you a research packet on Role Strain of Home Economics Department Administrators in Land-Grant Institutions. If you have returned the packet, I ask that you disregard this reminder and accept this note as an expression of my gratitude for your cooperation. If for some reason you have not yet returned the packet, please do so at your earliest convenience or by April 7, 1978. Your response is vital to the successful conclusion of my doctoral research and I shall be grateful for your time and support.

Sincerely,
Carolyn H. Ellis, Doctoral Candidate
College of Human Ecology, Michigan State Univ.

APPENDIX I

SURVEY POPULATION:

DEPARTMENT NAMES AND ADDRESSES

SURVEY POPULATION:

DEPARTMENT NAMES AND ADDRESSES

(Unit names and addresses, per returned instruments and information supplied by these institutions.)

State	Unit Name and Address of Population
Alabama	School of Home Economics, Auburn University, Auburn, AL 36830
Alaska	Department of Home Economics, University of Alaska, Fairbanks, AK 99701
Arizona	School of Home Economics, University of Arizona, Tucson, AZ 85721
Arkansas	Department of Home Economics, University of Arkansas-PB, Pine Bluff, AR 71601
California	Department of Consumer Science and Housing, College of Home Economics, California State University, Long Beach, CA 90840
Colorado	Department of Child Development and Family Relations, College of Home Economics, Colorado State University, Fort Collins, CO 80523
	Department of Consumer Science and Housing, College of Home Economics, Aylesworth Hall, Colorado State University, Fort Collins, CO 80523
	Department of Textiles and Clothing, College of Home Economics, Gifford Bldg., Colorado State University, Fort Collins, CO 80523
	Department of Occupational Therapy, College of Home Economics, Humanities Bldg., Colorado State University, Fort Collins, CO 80523
	Department of Food Science and Nutrition, College of Home Economics, Gifford Bldg., Colorado State University, Fort Collins, CO 80523

State	Unit Name and Address of Population
Connecticut	School of Home Economics, University of Connecticut, Storrs, CT 06268
Delaware	College of Home Economics, University of Delaware, Newark, DE 19712
	Department of Home Economics, Delaware State College, Dupont Highway, Dover, DE 19901
District of Columbia	Department of Home Economics, Federal City College, Washington, D.C. 20001
Florida	Department of Food Science and Nutrition, College of Home Economics, University of Florida, 30001 McCarty Hall, Gainesville, FL 32611
	Division of Consumer Science & Technology, Florida A&M University, Tallahassee, FL 32308
Georgia	Division of Home Economics, Fort Valley State College, Fort Valley, GA 30602
	Department of HMC, School of Home Economics, University of Georgia, Athens, GA 30601
	Department of Child and Family Development, School of Home Economics, University of Georgia, Athens, GA 30601
	Department of Clothing, Textiles and Interior Design, School of Home Economics, University of Georgia, Athens, GA 30601
	Department of Foods and Nutrition, School of Home Economics, University of Georgia, Athens, GA 30601
Guam	Department of Home Economics, University of Guam, Agana, Guam 96910
Hawaii	Department of Food and Nutrition, Division of Human Resources and Development, University of Hawaii, Honolulu, HI 96822

State	Unit Name and Address of Population
Hawaii (Con't.)	Department of Human Development, Division of Human Resources Development, University of Hawaii, Honolulu, HI 96822
	Department of Home Economics, College of Tropical Agriculture and Human Resources, University of Hawaii, Honolulu, HI 96822
	Department of Fashion Design, Textiles & Merchandising, Division of Human Resources Development, University of Hawaii, Honolulu, HI 96822
Illinois	Department of Family and Consumer Economics, School of Human Resources and Family Studies, University of Illinois, Urbana, IL 61801
	Department of Foods and Nutrition, School of Human Resources and Family Studies, University of Illinois, Urbana, IL 61801
	Department of Human Development and Family Ecology, School of Human Resources and Family Studies, 210 Child Development Lab, University of Illinois, Urbana, IL 61801
Indiana	Consumer Sciences and Retail, School of Consumer and Family Science, Purdue University, West Lafayette, IN 47906
	Restaurant, Hotel & Institutional Management, Stone Hall, Purdue University, West Lafayette, IN 47906
	Child Development and Family Studies, School of Consumer and Family Science, CDFS Bldg., Purdue University, West Lafayette, IN 47906
	Department of Foods and Nutrition, School of Consumer and Family Science, Stone Hall, Purdue University, West Lafayette, IN 47906
Iowa	Department of Applied Art, College of Home Economics, 215B MacKay, Iowa State University, Ames, IA 50010

State	Unit Name and Address of Population
Iowa (Con't.)	Department of Child Development, College of Home Economics, 101A CD Bldg., Iowa State University, Ames, IA 50010
	Department of Food & Nutrition, College of Home Economics, 107 MacKay, Iowa State University, Ames, IA 50010
	Department of Family Development, College of Home Economics, 52A LeBaron, Iowa State University, Ames, IA 50010
	Department of Home Economics Education, College of Home Economics, 166B LeBaron, Iowa State University, Ames, IA 50010
	Department of Institutional Management, College of Home Economics, 11B MacKay, Iowa State University, Ames, IA 50010
	Department of Textiles and Clothing, College of Home Economics, 140 LeBaron, Iowa State University, Ames, IA 50010
Kansas	Department of Foods and Nutrition, College of Home Economics, Justin Hall, Kansas State University, Manhattan, KS 66506
	Department of Family & Child Development, College of Home Economics, Justin Hall, Kansas State University, Manhattan, KS 66506
	Department of Family Economics, College of Home Economics, Justin Hall, Kansas State University, Manhattan, KS 66506
	Department of Clothing, Textiles and Interior Design, College of Home Economics, Justin Hall, Kansas State University, Manhattan, KS 66506
	Department of Dietetics, Restaurant & Institutional Management, College of Home Economics, Justin Hall, Kansas State University, Manhattan, KS 66506

State	Unit Name and Address of Population
Kentucky	Department of Human Environment and Design, College of Home Economics, University of Kentucky, Lexington, KY 40506
	Department of Family Studies, College of Home Economics, University of Kentucky, Lexington, KY 40506
	Department of Nutrition and Food Science, College of Home Economics, University of Kentucky, Lexington, KY 40506
	Department of Home Economics, Kentucky State University, Frankfort, KY 40601
Louisiana	Department of Food and Nutrition, College of Home Economics, Southern University, Baton Rouge, LA 70813
	Department of Family Life, College of Home Economics, Southern University, Baton Rouge, LA 70813
	School of Home Economics, Louisiana State University, Baton Rouge, LA 70803
	Department of Clothing and Retailing, College of Home Economics, Southern Uni- versity, Baton Rouge, LA 70813
Maine	School of Human Development, University of Maine, Orono, ME 04473
Maryland	Department of Family Management and Child Development, College of Human Ecology, University of Maryland, College Park, MD 20742
	Department of Textiles and Consumer Eco- nomics, College of Human Ecology, Uni- versity of Maryland, College Park, MD 20742
	Department of Food, Nutrition and Institu- tion Administration, College of Human Ecology, University of Maryland, College Park, MD 20742

State	Unit Name and Address of Population
Maryland (Con't.)	Department of Housing & Applied Design, College of Human Ecology, University of Maryland, College Park, MD 20742
Massachusetts	Division of Home Economics, Skinner Hall, University of Massachusetts, Amherst, MA
Minnesota	Food Science and Nutrition, College of Home Economics, University of Minnesota, St. Paul, MN 55108
	Department of Textiles and Clothing, College of Home Economics, University of Minnesota, St. Paul, MN 55108
	Center for Youth Development and Research, College of Home Economics, University of Minnesota, St. Paul, MN 55108
	Department of Design, College of Home Economics, University of Minnesota, St. Paul, MN 55108
	Department of Family Social Science, College of Home Economics, University of Minnesota, St. Paul, MN 55108
Mississippi	Department of Home Economics, Alcorn State University, Lorman, MS 39096
	Department of Home Economics, Drawer HE, Mississippi State University, Mississippi State, MS 39762
Missouri	Department of Agriculture, Natural Resources & Home Economics, 303 Daniel Hall, Lincoln University, Jefferson City, MO 65101
	College of Home Economics, University of Missouri, 113 Gwynn Hall, Columbia, MO 65201
Montana	School of Home Economics, Montana State University, Herrich Hall, Bozeman, MT 59715
Nebraska	Department of Education and Family Res., College of Home Economics, University of Nebraska, Lincoln, NB 68583

State	Unit Name and Address of Population
Nebraska (Con't.)	<p>Department of Foods and Nutrition, College of Home Economics, University of Nebraska, Lincoln, NB 68583</p> <p>Human Development and Family, College of Home Economics, University of Nebraska, Lincoln, NB 68583</p> <p>Textiles, Clothing and Design, College of Home Economics, University of Nebraska, Lincoln, NB 68583</p>
Nevada	School of Home Economics, University of Nevada, Reno, NV 89508
New Hampshire	Department of Home Economics, University of New Hampshire, Durham, NH 03824
New Jersey	Department of Home Economics, Douglass College, Rutgers University, New Brunswick, NJ 08903
New Mexico	Department of Home Economics, College of Agriculture and Home Economics, Box 3470, New Mexico State University, Las Cruces, NM 88003
New York	<p>Department of Community Service Education, Cornell University, Ithaca, NY 14853</p> <p>Department of Consumer Economics and Housing, College of Human Ecology, Cornell University, Ithaca, NY 14853</p> <p>Department of Design and Environmental Analysis, College of Human Ecology, Cornell University, Ithaca, NY 14853</p> <p>Department of Human Development and Family Studies, College of Human Ecology, Cornell University, Ithaca, NY 14853</p> <p>Department of Nutritional Sciences, College of Human Ecology, Cornell University, Ithaca, NY 14853</p>

State	Unit Name and Address of Population
North Carolina	Department of Home Economics, North Carolina A&T University, Greensboro, NC 27411
North Dakota	Department of Clothing and Textiles, College of Home Economics, North Dakota State University, Fargo, ND 58102
	Department of Design, College of Home Economics, North Dakota State University, Fargo, ND 58102
	Department of Home Economics Education, College of Home Economics, North Dakota State University, Fargo, ND 58102
	Department of Child Development & Family Relations, College of Home Economics, North Dakota State University, Fargo, ND 58102
	Department of Home Management and Family Economics, College of Home Economics, North Dakota State University, Fargo, ND 58102
	Department of Food and Nutrition, College of Home Economics, North Dakota State University, Fargo, ND 58102
Ohio	School of Home Economics, Ohio State University, 235 Campbell, 1787 Neil Ave., Columbus, OH 43210
Oklahoma	Department of Hotel and Restaurant Administration, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074
	Department of Housing, Design & Consumer Services, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074
	Department of Clothing, Textile & Merchandizing, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074
	Department of Family Relations and Child Development, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074

State	Unit Name and Address of Population
Oklahoma	Department of Food, Nutrition & Institutional Administration, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074
	Department of Home Economics Education, Division of Home Economics, Oklahoma State University, Stillwater, OK 74074
	Department of Home Economics, Langston University, Jones Hall, P.O. Box 308, Langston, OK 73050
Oregon	School of Home Economics, Oregon State University, Corvallis, OR 97331 (Four questionnaires were mailed to this address)
Pennsylvania	Department of Individual & Family Studies, College of Human Development, Pennsylvania State University, University Park, PA 16802
	Department of Clothing Studies, College of Human Development, Pennsylvania State University, University Park, PA 16802
	Department of Food Service & Housing Administration, College of Human Development, Pennsylvania State University, University Park, PA 16802
	Department of Nutrition, College of Human Development, Pennsylvania State University, University Park, PA 16802
	Home Economics Education, College of Education, Pennsylvania State University, University Park, PA 16802
Puerto Rico	School of Home Economics, College of Education, University of Puerto Rico, Box AX - Univ. of Puerto Rico, Rio Piedras, PR 00931
Rhode Island	Department of Textiles & Clothing, College of Home Economics, University of Rhode Island, Kingston, RI 02881
	Department of Child Development, College of Home Economics, University of Rhode Island, Kingston, RI 02881

State	Unit Name and Address of Population
Rhode Island (Con't.)	Department of Home Management, College of Home Economics, University of Rhode Island, Kingston, RI 02881
	Department of Home Economics Education, College of Home Economics, University of Rhode Island, Kingston, RI 02881
South Carolina	Department of Home Economics, Campus Box 2065, South Carolina State College, Orangeburg, SC 29117
South Dakota	Department of Textiles, Clothing & Interior Design, College of Home Economics, South Dakota State University, Brookings, SD 57007
	Department of Child Development & Family Relations, College of Home Economics, South Dakota State University, Brookings, SD 57007
	Department of Home Economics Education, College of Home Economics, South Dakota State University, Brookings, SD 57007
Tennessee	Department of Home Economics, Tennessee State University, Nashville, TN 37203
Texas	School of Home Economics, Prairie View A&M University, Prairie View, TX 77445
Utah	Department of Home Economics and Consumer Education, Family Life College, Utah State University, Logan, UT 84112
	Department of Family & Human Development, Family Life College, Utah State University, Logan, UT 84112
	Department of Nutrition & Food Science, Family Life College, Utah State University, Logan, UT 84112
Vermont	Department of Early Childhood and Human Development, School of Home Economics, Uni- versity of Vermont, Burlington, VT 05401

State	Unit Name and Address of Population
Vermont (Con't.)	Department of Clothing, Textiles & Design, School of Home Economics, University of Vermont, Burlington, VT 05401
	Department of Home Economics Education & Consumer Education, School of Home Economics, University of Vermont, Burlington, VT 05401
	Department of Human Nutrition & Foods, School of Home Economics, University of Vermont, Burlington, VT 05401
	Department of Housing & Residential Environ- ment, School of Home Economics, University of Vermont, Burlington, VT 05401
Virgin Islands	Division of Home Economics, College of the Virgin Islands, St. Thomas, VI 00802
Virginia	Department of Home Economics, Virginia State College, Box M, Virginia State College, Petersburg, VA 23803
	Department of Management, Housing & Family Development, College of Home Economics, VPI and State University, Blacksburg, VA 24061
	Department of Clothing, Textiles & Related Art, College of Home Economics, VPI and State University, Blacksburg, VA 24061
	Department of Human Nutrition & Foods, College of Home Economics, VPI and State University, Blacksburg, VA 24061
Washington	Department of Child & Family Studies, College of Home Economics, Washington State University, Pullman, WA 99164
	Department of Clothing, Interior Design & Textiles, College of Home Economics, Wash- ington State University, Pullman, WA 99164
	Department of Foods, Nutrition & Institu- tional Management, College of Home Economics, Washington State University, Pullman, WA 99164

State	Unit Name and Address of Population
West Virginia	Department of Family Resources, West Virginia University, 702 Allen Hall, Morgantown, WV 26506
Wisconsin	Department of Home Economics Education, School of Family Resources & Consumer Sciences, University of Wisconsin, Madison, WI 53706
	Department of Home Economics Communication, School of Family Resources & Consumer Sciences, University of Wisconsin, Madison, WI 53706
	Department of Environment, Textiles & Design, School of Family Resources & Consumer Sciences, University of Wisconsin, Madison, WI 53706
	Department of Consumer Science, School of Family Resources & Consumer Sciences, University of Wisconsin, Madison, WI 53706
	Department of Child & Family Studies, School of Family Resources & Consumer Sciences, University of Wisconsin, Madison, WI 53706
Wyoming	Division of Home Economics, University of Wyoming, University Station Box 3354, Laramie, WY 82071

APPENDIX J

DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

Population Characteristic	(N=36) HEAD N %	(N=32) CHAIRPERSON N %	(N=3) DEAN N %	(N=5) DIRECTOR N %	(N=3) PROGRAM COORDINATOR N %	(N=10) PROFESSOR IN CHARGE N %
SEX						
Female	26 72	21 66	3 100	4 80	3 100	5 50
Male	10 28	11 34	0 0	1 20	0 0	5 50
AGE (Average)	41-50	41-50	51-60	41-50	41-50	41-50
MARITAL STATUS						
Married	17 47	21 64	1 33	5 100	1 33	6 60
Single	16 46	9 23	1 33	0 0	2 67	3 30
Divorced	1 3	3 8	0 0	0 0	0 0	1 10
Widowed	2 5	0 0	1 33	0 0	0 0	0 0
ACADEMIC RANK						
Full Professor	28 75	19 59	3 100	2 40	2 67	8 80
Assoc. Prof.	6 18	9 30	0 0	2 40	1 33	0 0
Asst. Prof.	2 7	4 11	0 0	1 20	0 0	2 20
Instructor/Other	0 0	0 0	0 0	0 0	0 0	0 0
DEGREES EARNED	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.
METHOD OF APPOINTMT.						
Faculty w/Adm. Approval	24 64	18 60	0 0	1 20	1 33	3 30
Adm. w/Faculty Approval	6 18	9 30	4 100	3 60	1 33	3 30
Adm. only	6 18	2 3	0 0	1 20	0 0	2 20
Faculty only	0 0	3 7	0 0	0 0	1 33	2 20

Population Characteristic	(N=36) HEAD N %	(N=32) CHAIRPERSON N %	(N=3) DEAN N %	(N=5) DIRECTOR N %	(N=3) PROGRAM COORDINATOR N %	(N=10) PROFESSOR IN CHARGE N %
TERM AS ADMIN. Indefinite Definite	27 75 9 25	19 60 13 40	3 100 0 0	2 40 3 60	1 33 2 67	8 80 2 20
PERIODIC EVALUATION OF POSITION Yes No	33 91 3 9	29 90 3 10	2 67 1 33	3 60 2 40	1 33 2 67	10 100 0 0
ACCESS TO WRITTEN JOB DESCRIPTION AT TIME OF APPT. Yes No	15 41 21 59	4 13 28 87	1 33 2 67	1 20 4 80	0 0 3 100	2 20 8 80
ACCESS TO WRITTEN JOB DESCRIPTION NOW Yes No	24 65 12 35	11 33 21 67	1 33 2 67	1 33 2 67	0 0 3 100	4 40 6 60
AV. NO. OF YEARS OF EXPERIENCE AS EDUC. ADMINISTRATOR	6-10	6-10	11-15	3-5	6-10	6-10
PREVIOUS ADMIN. EXP. IN/OUT OF ACADEMIA Yes No	23 73 13 27	21 66 11 34	2 67 1 33	4 80 1 20	0 0 3 100	7 70 3 30

Population Characteristic	(N=36) HEAD N %	(N=32) CHAIRPERSON N %	(N=3) DEAN N %	(N=5) DIRECTOR N %	(N=3) PROGRAM COORDINATOR N %	(N=10) PROFESSOR IN CHARGE N %
PREVIOUS EXPERIENCE AS A DEPT. ADMIN.						
Yes	13 36	8 30	2 67	2 40	0 0	5 50
No	23 64	24 70	1 33	3 60	3 100	5 50
AV. NO. OF YEARS ADMIN. OF PRESENT DEPARTMENT	6-10	3-5	3-5	0-2	3-5	6-10
IMMEDIATE PREVIOUS POSITION IN PRESENT INSTITUTION						
Yes	20 53	20 62	2 67	3 60	3 100	3 30
No	16 47	12 38	1 33	2 40	0 0	7 70
DEGREES OFFERED BY HOME ECONOMICS UNIT						
BA only	4 12	3 9	0 0	0 0	0 0	0 0
MA	12 33	23 72	1 33	2 60	0 0	5 50
Ph.D.	20 55	6 18	2 67	3 40	3 100	5 50

APPENDIX K

DEMOGRAPHIC DATA - COMPILED

DEMOGRAPHIC DATA - COMPILED

Population Characteristic	Number and/or Average			Total	
	N	%	Descriptor	N	%
Sex	59	68	Female	87	100
	28	32	Male		
Average Age	41-50			89	100
Marital Status	51	56	Married	89	100
	31	34	Single		
	7	10	Other		
Academic Rank	62	70	Full Professor	89	100
	18	20	Associate Professor		
	9	10	Other		
Degree Earned	Ph.D. (Only two subjects had neither the Ph.D. or Ed.D.)			89	100
Method of Appointment	47	53	Faculty selection w/ admin. approval	89	100
	32	47	All others		
Term as Admin.	62	70	Indefinite Term	89	100
	27	30	Definite Term		
Periodic Evalua- tion of Position	76	83	Evaluated Periodically	89	100
	13	17	Not Eval. Periodically		
Access to Job Description at Time of Appt.	66	74	No Access	89	100
	23	26	Had Access		
Access to Job Description Now	47	54	No Access	89	100
	41	46	Have Access		
Average No. of Years Exp. as Educ. Admin.	6-10			89	100
Previous Acad. Exper. In/Out of Academia	57	64	Had Previous Exp.	89	100
	32	36	Had No Prev. Exp.		
Previous Exp. As A Dept. Admin.	57	64	Had Previous Exp.	89	100
	32	36	Had No Prev. Exp.		

Population Characteristic	Number and/or Average			Total	
	N	%	Descriptor	N	%
Average No. of Years Admin. In Present Dept.	5-8			89	100
Immediate Prev. Position In Present Inst.	51	57	Yes	89	100
	38	43	No		
Degrees Offered by Home Econom- ics Unit	7	8	BA Only	89	100
	43	48	BA and MA		
	39	44	BA, MA & Ph.D./Ed.D.		

APPENDIX L

FREQUENCY DISTRIBUTION FOR ROLE STRAIN
INDEX SCORES FOR THE TOTAL STUDY
SAMPLE, INDICATING MEAN ROLE STRAIN SCORES,
AND DEMARCATION POINTS FOR
LEVELS OF ROLE STRAIN

FREQUENCY DISTRIBUTION FOR ROLE STRAIN

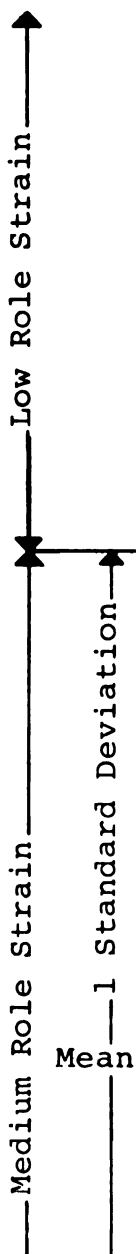
INDEX SCORES FOR THE TOTAL STUDY

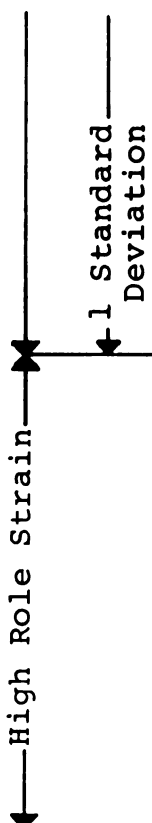
SAMPLE, INDICATING MEAN ROLE STRAIN SCORES

AND DEMARCATION POINTS FOR

LEVELS OF ROLE STRAIN

	Scores	Subjects Absolute Freq.	Relative Freq. (%)	Adjusted Freq. (%)	Cum. Freq. (%)
Low Role Strain	17.	1	1.0	1.1	1.1
	29.	1	1.1	1.1	2.2
	31.	2	2.2	2.2	4.5
	32.	1	1.1	1.1	5.6
	33.	2	2.2	2.2	7.9
	34.	2	2.2	2.2	10.0
	35.	1	1.1	1.1	11.2
	36.	1	1.1	1.1	12.4
	37.	2	2.2	2.2	14.6
	38.	1	1.1	1.1	15.7
Medium Role Strain	39.	1	1.1	1.1	16.9
	40.	2	2.2	2.2	19.1
	42.	1	1.1	1.1	20.2
	43.	3	3.4	3.4	23.6
	44.	1	1.1	1.1	24.7
	45.	2	2.2	2.2	27.0
	47.	4	4.5	4.5	31.5
	48.	5	5.6	5.6	37.1
	49.	3	3.4	3.4	40.4
	52.	4	4.5	4.5	44.9
	53.	3	3.4	3.4	48.3
	54.	2	2.2	2.2	50.6
	56.	2	2.2	2.2	52.8
	57.	3	3.4	3.4	56.2
	58.	2	2.2	2.2	58.4
	60.	3	3.4	3.4	61.8



		subjects	Relative	Adjusted	Cum.
		Absolute	Freq.	Freq.	Freq.
		Freq.	(%)	(%)	(%)
Scores					
 High Role Strain	61.	2	2.2	2.2	64.0
	62.	2	2.2	2.2	66.3
	63.	4	4.5	4.5	70.8
	64.	3	3.4	3.4	74.2
	65.	2	2.2	2.2	76.4
	66.	1	1.1	1.1	77.5
	67.	2	2.2	2.2	79.8
	68.	2	2.2	2.2	82.0
	69.	2	2.2	2.2	84.3
	70.	2	2.2	2.2	86.5
	72.	2	2.2	2.2	88.8
	73.	3	3.4	3.4	92.1
	75.	1	1.1	1.1	93.3
	76.	1	1.1	1.1	94.4
	77.	3	3.4	3.4	97.8
	83.	1	1.1	1.1	98.9
	101.	<u>1</u>	<u>1.1</u>	<u>1.1</u>	100.0
	TOTAL	89	100.0	100.0	

Valid Cases: 89
 Mean: 54.753
 Standard Deviation: 14.670

APPENDIX M

RANK ORDER OF MEAN SCORES FOR
TOTAL RESPONSE TO
TENSION INDEX ITEMS

RANK ORDER OF MEAN SCORES FOR
TOTAL RESPONSE TO
TENSION INDEX ITEMS

<u>Tension Index Items</u>	<u>Mean Scores</u>
Not knowing what opportunities for advancement or promotion exist for you within academia	(1.307)
Not knowing what the people you work with expect of you	(1.586)
Feeling that you may not be liked and accepted by those with whom you work closely	(1.614)
Not knowing what your immediate supervisor thinks about your performance	(1.663)
Not knowing where or how to get information needed to carry out the various tasks of your position	(1.739)
Feeling that your departmental faculty do not express their professional needs	(1.747)
Not knowing how your performance is evaluated	(1.851)
Feeling that you have little or no influence on your immediate subordinates' decisions and actions that affect you in your position	(1.931)
Being unclear about the full scope of the responsibilities of your position	(1.932)
Feeling that you have to do things that are against your better judgment	(1.966)
Feeling that you have too little authority to carry out responsibilities assigned to you	(2.068)
Feeling that the demands of your position tend to interfere with your civic and social interests	(2.091)

Tension Index Items	Mean Scores
Feeling that you are weak in some areas and not qualified to handle some of the demands of your position	(2.125)
Feeling that you do not have the means necessary to sufficiently motivate your departmental faculty	(2.295)
Feeling that the demands of your position tend to interfere with your participation in professional activities	(2.375)
Thinking that you will not be able to satisfy the conflicting demands of various people with whom you work	(2.427)
Having to make decisions that affect the lives of individuals	(2.432)
Feeling that the demands of your position tend to interfere with your personal and/or family life	(2.708)
Feeling that you do not have a reasonable balance between your administrative and other professional work roles	(2.898)
Feeling that you do not have sufficient financial resources to perform assigned tasks	(3.034)
Feeling that you do not have sufficient support personnel to operate more efficiently and effectively	(3.148)
Thinking that the amount of work you have to do interferes with how well it gets done	(3.205)
Feeling that you have too heavy a work load: one that you generally cannot complete in an ordinary week	(3.655)
Feeling that the demands of your position tend to interfere with your production of scholarly work	(3.663)

APPENDIX N

CORRELATION COEFFICIENTS OF TOTAL ROLE STRAIN AND SELECTED BACKGROUND VARIABLES

CORRELATION COEFFICIENTS OF TOTAL ROLE STRAIN
AND SELECTED BACKGROUND VARIABLES

Background Variables	N	TT Score	Significance
Sex	87	.0287	.694
Age	89	-.0593	.411
Marital Status	89	-.0902	.211
Earned Terminal Degree	88	-.0329	.650
Academic Rank	89	.0759	.293
Number of years experience as an education adminis- trator	89	-.0721	.318
Previous experience as a department administrator	87	.1707	.020*
Method of selection as department administrator	89	-.0438	.544
Initial written descrip- tion of position	88	-.1748	.016*
Period of Appointment (definite-indefinite)	89	-.1212	.093
Periodic evaluation of position	85	.0815	.270
Years as administrator of present department	89	.0058	.937
Nature of position held prior to present position	89	.0576	.424
Size of institution and department/unit	88	-.0858	.237
Number of full time equivalent faculty	88	-.1020	.160
Number of undergraduates in department	80	-.0510	.503

<u>Background Variables</u>	<u>N</u>	<u>TT Score</u>	<u>Significance</u>
Number of masters' students in department	74	.0193	.809
Number of doctoral stu- dents in department	37	-.0812	.480

*P < .05

APPENDIX O

AREAS OF SPECIALIZATION FOR DEGREE ATTAINMENT

AREAS OF SPECIALIZATION FOR
DEGREE ATTAINMENT

<u>Degrees (Major & Minor)</u>	<u>Degrees (Major & Minor)</u>
Chemistry	Public Health Education
Textile Science	Early Childhood Education/ Child Development
Guidance Counseling	Nursing
Psychology	Business Administration
Occupational Therapy	History
Home Economics Education	Journalism
Research and Statistics	Education
Consumer Sciences and Housing	Animal Sciences
Clothing and Textiles	Physiology
Physics	Hotel Administration
Biochemistry	Food Service and Housing Administration
Computer	Social Sciences
Finance	English
Endocrinology	Foods and Nutrition
Mathematics	Dietetics
Higher Education Administration	Food Systems Management
Home Economics	Philosophy
Human Development	Theology
General Science	Agriculture
Costume and Interior Design	Fine Arts
American Studies	Marriage and Family

<u>Degrees (Major & Minor)</u>	<u>Degrees (Major & Minor)</u>
Spanish	Urban Planning
Speech	Merchandising
Anthropology	Housing and Interior Design
Social Work	Family/Child Studies
Biology	Dairy Manufacturing
Bacteriology	Agronomy
Economics	Physical Education
Student Personnel Administration	French
Institution Administration	Humanities
Biometry	Vocational Education
CTM (Clothing, Textiles, & Merchandise)	Sociology
CTRA	Home Management and Family Economics
Marketing	Supervision and Administration

APPENDIX P

RANGE OF DEPARTMENTS SURVEYED

RANGE OF DEPARTMENTS SURVEYED

Department	Department
Home Economics	Home Management
Child Development	Family Economics
Occupational Therapy	Hotel and Restaurant Administration
Science	Individual and Family Studies
Technology	Food Services and Housing Administrator
Consumer Science	Man-Environment Relations
Child and Family Development	College of Education
Human Resources Development	Textiles, Clothing and Interior Design
Tropical Agriculture and Human Resources	Consumer Education
Human Resources and Family Studies	Nutrition and Food Sciences
Consumer and Family Sciences	Human Nutrition and Foods
Human Ecology	Family Resources
Agricultural Natural Resources	Continuing and Vocational Education
Human Development	Home Economics Educational Program Area
Family Studies	

APPENDIX Q

TOTAL SAMPLE RESPONSE TO TENSION INDEX ITEMS AND MEAN SCORES

TOTAL SAMPLE RESPONSE TO
TENSION INDEX ITEMS AND MEAN SCORES

<u>Tension Index Items</u>	<u>Mean Scores</u>
Feeling that you have too little authority to carry out responsibilities assigned to you	(2.068)
Being unclear about the full scope of the responsibilities of your position	(1.932)
Not knowing what opportunities for advancement or promotion exist for you within academia	(1.307)
Feeling that you have too heavy a work load: one that you generally cannot complete in an ordinary week	(3.655)
Thinking that you will not be able to satisfy the conflicting demands of various people with whom you work	(2.427)
Feeling that you are weak in some areas and not qualified to handle some of the demands of your position	(2.125)
Not knowing how your performance is evaluated	(1.851)
Not knowing what your immediate supervisor thinks about your performance	(1.663)
Not knowing where or how to get information needed to carry out the various tasks of your position	(1.739)
Having to make decisions that affect the lives of individuals	(2.432)
Feeling that you may not be liked and accepted by those with whom you work closely	(1.614)
Feeling that you have little or no influence on your immediate subordinates' decisions and actions that affect you in your position	(1.931)

Tension Index Items	Mean Scores
Not knowing what the people you work with expect of you	(1.586)
Thinking that the amount of work you have to do interferes with how well it gets done	(3.205)
Feeling that you have to do things that are against your better judgment	(1.966)
Feeling that the demands of your position tend to interfere with your personal and/or family life	(2.708)
Feeling that the demands of your position tend to interfere with your participation in professional activities	(2.375)
Feeling that the demands of your position tend to interfere with your production of scholarly work	(3.663)
Feeling that the demands of your position tend to interfere with your civic and social interests	(2.091)
Feeling that you do not have sufficient financial resources to perform assigned tasks	(3.034)
Feeling that you do not have sufficient support personnel to operate more efficiently and effectively	(3.148)
Feeling that your departmental faculty do not express their professional needs	(1.747)
Feeling that you do not have the means necessary to sufficiently motivate your departmental faculty	(2.295)
Feeling that you do not have a reasonable balance between your administrative and other professional work roles	(2.898)

APPENDIX R

TITLES OF STUDY PARTICIPANTS

TITLES OF STUDY PARTICIPANTS

Names for Titles

Head

Chairperson or Chairman

Dean

Director

Program Leader

Coordinator

Association Dean & Department Head

Professor in Charge

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