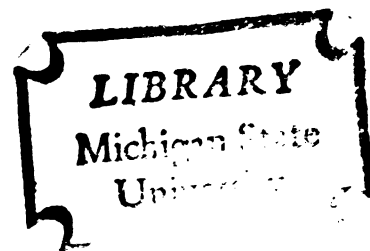ANALYSIS OF THE PERCEPTIONS OF
THE ROLE OF THE SUBORDINATE AND
SUPER-ORDINATE WITH RESPECT TO
AUTHORITY, RESPONSIBILITY, AND
DELEGATION IN THE COMMUNITY
SCHOOLS OF FLINT AT THE
ATTENDANCE CENTER LEVEL

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
BOBBY M. MITCHELL, SR.
1973

This is to certify that the

thesis entitled

## ANALYSIS OF THE PERCEPTIONS OF THE ROLE OF THE SUBORDINATE AND SUPER-ORDINATE WITH RESPECT TO AUTHORITY, RESPONSIBILITY, AND DELEGATION IN THE COMMUNITY SCHOOLS OF FLINT AT THE ATTENDANCE CENTER LEVEL

presented by

## Bobby M. Mitchell, Sr.

has been accepted towards fulfillment
of the requirements for

_Ph. D._ degree in _Educational Administration + Higher Education_

_Joseph H. McMillan_
Major professor

Date___April 30, 1973___

O-7639

ABSTRACT

ANALYSIS OF THE PERCEPTIONS OF THE ROLE OF THE
SUBORDINATE AND SUPER-ORDINATE WITH RESPECT TO
AUTHORITY, RESPONSIBILITY, AND DELEGATION IN
THE COMMUNITY SCHOOLS OF FLINT AT
THE ATTENDANCE CENTER LEVEL

By

Bobby M. Mitchell, Sr.

In this study the writer sought to determine if significant differences exist between the perceptions of the principals and community school directors with respect to the variables authority, responsibility, and delegation as measured by the following instruments: Responsibility, Authority and Delegation Scales; Leader Behavior Description Questionnaire; The Job Satisfaction and Job Expectations Questionnaire.

The RAD Scale measures how the individual perceives his responsibility, authority, and delegation. A (P) value of $< .05$ would indicate harmony or dissonance based on a significant or insignificant statistic when analyzed.

The Leader Behavior Description Questionnaire commonly referred to as (LBDQ) is an instrument that measures the perception of one leader in the formal

organization by another leader in the formal organization or by himself. The pronoun (I) may be substituted for (He), if one uses the instrument to measure himself.

The Job Satisfaction Scale measures satisfaction with school, administration, and recognition. The Job Satisfaction Scale is counted as one variable even though it has three parts.

The Job Expectations Scale measures expectations concerning work, advancement, friends' attitudes, pay, freedom on the job, family attitudes, and job security

The sample of this study included the entire population of the elementary principals and community school directors in the inner-city of Flint, Michigan. There are 44 elementary principals and 42 community school directors in the elementary schools of Flint, Michigan. Because of the special nature of two of the schools, teachers who acted in the capacity of community school director in their respective building are included in this study. One school was an elementary school for the mentally retarded students, therefore, the board could not justify the employment of a full-time director. Another school was a school for the academically talented, there-fore, a full-time director could not be employed for that school. These directors were not performing all of the functions of community school directors, because they had their regular teaching assignments as well. These

quasi-directors, however, did assist the principals in working with parents, school activities, other teachers, and the curriculum. For the reasons mentioned above, two teachers at the respective schools were substituted for community school directors.

The data was examined by a multi-variate analysis of variance test (programmed by Jeremy Finn). Significance was determined by a confidence level of .05, and a (P) value of <.05 considered significant.

The following conclusions were made as a result of this study:

1. There is no significant difference between the perceptions of principals and community school directors with respect to the variable responsibility.

2. There is a significant difference between the perceptions of the principals and community school directors with respect to the variable authority.

3. There is a significant difference between the perceptions of the principals and community school directors with respect to the variable delegation.

4. There is no significant difference between the perceptions of the principals and community school director with respect to the variable initiating structure.

5.  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable consideration.

6.  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable school management and recognition.

7.  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable work.

8.  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable advancement.

9.  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable friends.

10. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable pay.

11. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable freedom.

12. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable family.

13. There is no significant difference between the per-
ceptions of the principals and community school
directors with respect to the variable job security.

## Implications and Recommendations

It appears from the findings of this study that an
administrative reorganization at the attendance center
level is a function of many implications factors; among
them is the creative personnel involved, and that admini-
strative directives, job descriptions, and definitions have
their limitations.

Significant differences were found in Hypothesis 2.
These differences appear to be due to the fact that, in
his new role the community school director is a sub-
ordinate and not a quasi-colleague as he was before, and
this appears to cause conflict. The principals accustomed
to being concerned about the K-6 program, and though they
relish the notion of having the authority over the com-
munity school director, they appear not to relish the
thought of the added time spent in taking part in the
night-time activities.

Significant differences were found in Hypothesis 3.
How authority is delegated has some interesting socio-
psycho-anthropological manifestations. Conflict in dele-
gation may breed insecurity in the personnel of the
organization. It may result in disloyalty and reduce
efficiency. A commitment to the task delegated might

result in minimum effort to complete the task and reduce creativity.

How does this effect community education? Community education is an area that thrives on creativity. A conflict in authority threatens creativity. To be sure, delegation is an integral part of the organizations function, but conflict in this area is not healthy. It becomes a matter of what activities are delegated to the community school director, for example, lunchroom duty, discipline, and various other types of alienating activity may get in the way of the community school directors' relationship with the community and the students. As was indicated in the interviews, the delegation of K-6 increased responsibility reduces the time for community work. However, on the positive side most interviewees agreed that the most salient point of the reorganization plan is that it permits people to understand who they are to report to and who is responsible. The problem appears to be how, and to what extent.

In sum, the study appears to indicate that the reorganization plan in Flint may be a viable alternative to the "two headed monster." The data gives evidence that there is conflict with respect to the variables authority and delegation.

## Recommendations

Based on the data, the writer sets forth the following recommendations:

1. That the chief administrator reexamine the goals of the organization in order to evaluate the utilization of the data. Two major considerations must be taken into account.

   a) Is change the major goal of the organization?

   b) Is it desirable to have the two administrators differing or having the same perceptions?

   If the goal of the organization is to bring about change only; then the present state of affairs is acceptable. If the goal of the organization is to promote change while preserving harmony, then the process should be employed to ameliorate differences. It appears that this may be accomplished through in-service training of administrators; providing periodic opportunities for the two groups to be together away from the task environment; reorganization of administrators so that more compatible administrators will be together; reducing ambiguity in roles through a clarification of roles or having the two groups mutually define roles.

2. That studies be conducted to analyze why there is a difference in authority and delegation to further

delineate cause and effect relationships in the problem.

3. That studies be conducted to ascertain the effects of the problem on the organization.

4. That studies be conducted to ascertain the effects of the problem on the curriculum.

5. That studies be conducted to ascertain the effects of the problems on subordinate staff morale.

6. That studies be conducted to ascertain the effects of the problem on student morale.

7. That a "consensual base" be established for the health of an organization and to offset the tendency of organizations in dynamic change to tend toward atrophy.

In summary, Hypothesis 2 and Hypothesis 3 were found to be statistically significant. They were related to the variables authority and responsibility. Hypotheses 1, 4, 5, 6, 7, 8, 9, 10, 12, and 13 were not found to be statistically significant with a (P) value of <.05, according to the analysis.

ANALYSIS OF THE PERCEPTIONS OF THE ROLE OF THE

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By

Bobby M. Mitchell, Sr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration
and Higher Education

1973

G 82782

This manuscript is dedicated to the most
wonderful lady in the world, Loretta Elaine
Mitchell

Sharing these honors are Tammye Lynne, and
Tarra Leene

and a significant other part of me, Bobby M.
Mitchell, Jr., my shadow

"IN MEMORIA"


**To Those Who Have Been a Party to This Document in Absentia:**


"You will be a doctor."
        My mother Bernice Margaret Lee Mitchell

"You will take care of me when I am old"
        My grandmother Lillian McPherson

"I have taken care of this boy since he was
eleven days old"
        My grandfather Charles McPherson

"What I am worth, is what I have been doing
for people"
        My patron Saint Charles Stewart Mott

ACKNOWLEDGMENTS

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## PREFACE

For men who toil and can see the bitter end, it gives an incentive to carry on unceasingly towards a goal yet to come and a mountain yet to climb, however, success brings a joy never to be tasted by the quitter, the defeated, the insecure, and those who are not confident.

CHAPTER I

INTRODUCTION


If men define situations
as real, they are real in
their consequences.
--W. I. Thomas


To paraphrase Thomas, "if men perceive situations
as real, they are real in their consequences." With some
men perception is a questionable topic, however, educa-
tors use the term quite freely in their conversations.
The way we see things is another way of saying that we
perceive things, objects, or ideas. The way we perceive
things is another way of expressing our internalization
of what our senses are exposed to in our environment. If
we internalize these impressions they are real to us. In
Community Education for a long while there has been a
question of whether the principals and community school
directors share the same or similar perceptions. This
difference in perception apparently has led to the notion
of the "Two Headed Monster." This study examines the

1

2

notion of the "Two Headed Monster" in terms of authority, responsibility, and delegation.

Organizations live and die, but the health of an organization depends on a constant search for a conquest of uncertainty. One approach to dealing with this uncertainty is by a systematic search for an answer to live dynamic problems in the organization. Research provides for us a vehicle to explore these problems of uncertainty; it is to this end that this study is undertaken.

## Statement of the Problem

The problem was to determine whether or not significant differences exist between principals and community school directors with respect to responsibility, authority, and delegation as analyzed by the Responsibility, Authority, and Delegation Scale; Leadership Behavior Description Questionnaire; and The Job Satisfaction and Job Expectations Questionnaire.

## Needs and Assumptions of the Study

Studies have been done to cover broad spectra of populations, and wide administrative domains. These studies have usually covered perceptions of principals and teachers or community directors and teachers. There have been studies done on the perceptions of superintendents and principals or community school directors and parents with respect to authority, responsibility, and

delegation. But none have been done with the principal and the community school director as a legitimate subordinate-superordinate relationship. No school system affords a principal and community school director in a more legitimate superordinate-subordinate relationship than Flint.

## Assumptions

The following are assumptions underlining this study:

1. It is assumed that the instruments Responsibility, Authority, and Delegation Scale; Leadership Behavior Description Questionnaire; and The Job Satisfaction and Job Expectation Questionnaire; and personal interviews will provide researchable data to provide some understanding of role perceptions of principals and community school directors.

2. It is assumed that the respondents are aware of the major change in the organizational structure and how it affects them.

3. It is assumed that paradigms of a transplantable nature can be identified in the Flint school system.

## Purpose of the Study

In the marriage of ideas, there are two essential components. One is the understanding of perceptions, and the other is understanding of the person's perspective. Perceptions may be interpersonal or extrapersonal. This study is concerned with perceptions. Dow defines perceptions as:

> The perceived behavior is the actual leadership activities of elementary principals as described by themselves and their teachers. Stogdill refers to this type of behavior as "real" behavior.[1]

The Flint Community Schools have a unique organizational arrangement for principals and community school directors. The principals have a direct line and staff relationship over the community school directors. The community school directors report only to the principal. In an interview with Peter Clancy, Superintendent of Flint Community Schools, Clancy stated:

> The community school director will be assigned directly under the direction of the principal and will become an assistant principal.[2]

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[1]John Dow, Jr., "A Comparative Study of Inner-City Elementary Teachers' and Principal's Perceptions of and Role Expectations for the Leadership Behavior of Selected Inner-City Elementary Principals" (unpublished Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1971), p. 4.

[2]Peter Clancy, Superintendent of Flint Community Schools, interview, August 15, 1972.

Homer E. Dowdy, Vice-President, Program Administration, Mott Foundation, stated:

> To date 5/6 of the community school director's salary is tax supported and only 1/6 Mott Foundation supported in the elementary schools of Flint. On the high school level the Mott Foundation supports half and the taxes support half.[1]

The statements above suggest two unique concepts: (1) that there is a subordinate and super-ordinate relationship between the principal and community school director, (2) that the community school director is supported by tax monies and is a legitimized position within the regular school system.

Therefore, the principal is the super-ordinate, and the community school director is the subordinate. It is the purpose of this study to examine the perceptions of the role of the principal and community school director in a unique, changing, transitional, community education organization model. The perceptions will be examined by using three instruments: Responsibility, Authority, and Delegation Scale; Leadership Behavior Questionnaire; and the Job Satisfaction Questionnaire.

## General Hypotheses

1. Significant differences exist between the perceptions of the principal and community school

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[1] Homer E. Dowdy, Vice-President, Program Administration, Mott Foundation, Speech made to 1972 Mott Interns, Flint, Michigan, September 19, 1972.

director with respect to the Responsibility, Authority, and Delegation Scale.

2.  Significant differences exist between the perceptions of the principal and community school director with respect to the Leadership Behavior Description Questionnaire.

3.  Significant difference exists between the perceptions of the principal and community school director with respect to the Job Satisfaction and Job Expectations Questionnaire.

<div align="center">Delimitations of the Study</div>

This study is concerned with the perceptions of the principal and the community school director as measured by the Responsibility, Authority, and Delegation Scale; Leadership Behavior Description Questionnaire; and The Job Satisfaction and Job Expectation Questionnaire; and interviews with the respondents. This study is restricted to the administrator at the elementary attendance center level. Due to the nature of the sample, it is restricted to the elementary level. The study is limited to the cooperation of the respondents. This study is not concerned specifically with any other population on the school staff except as they relate directly to the role of perceptions of the principal and

community school director, because these are the para-
meters of the population of the study.

## Limitations of the Study

Conclusions drawn from this study are subject to
the following limitations:

1. The study is limited by the recent reorganization
   of the school district.

2. The study is limited by the newness of super-
   ordinate-subordinate legitimate relationship of
   the principal and community school director.

While being aware of these limitations, the re-
searcher realized that personnel changes in rapid succession
or large magnitude are not atypical of urban school systems
today. This is a "nuisance variable" and personnel changes
cannot be controlled by the researcher.

## Definition of Terms and Illustrations

In order to clarify some terms used in the study,
the following statements are made:

RAD Scale: is a scale that measures the authority,
responsibility, and delegation of super-ordinates and
subordinates in different kinds of organizations and
institutions.

LBDQ: is an instrument that may be either used to
describe the behavior of one's supervisor or his own
behavior.

JS and JE:  is an instrument used to measure the respondent's satisfaction with his school and its management, and the respondent's recognition, and his expectations past and present.

Chief Administrator:  is defined in this study as the principal.

Subordinate:  is defined in this study as the community school director.  It refers to a position of lower rank in an organization, and is not used in this study to reflect in any way upon the individual in that position as a person.

Super-ordinate:  is defined as the person in a superior status position in an organization.  This term is used frequently in some literature to describe administrative hierarchy.

Harmony:  refers to similar perceptions of the two administrators in this study as measured by the instruments.

Disharmony:  refers to significant differences in the two groups of administrators as measured by the instruments employed in this study.

## Illustrations

On the pages that follow, illustrations of possible problems in perceptions are presented in diagramatic form (Figures 1 through 3).

## Overview of the Thesis

In Chapter II, selected related literature and research are reviewed. Among the topics covered are: administrative theory and supportive research, socio-psychological-cultural implications of role and role conflict, the changing role of principal and community school director in the reorganization and merger of K-12 and community education in the schools of Flint. In Chapter III, the design of the study will consist of the following: site and sample, the instruments, personal data, procedure, hypotheses, and treatment of the data. In Chapter IV, the results of the data gathered is presented and analyzed. In Chapter V, the results of the research is summarized, and conclusions and recommendations are made based on the findings of the data.
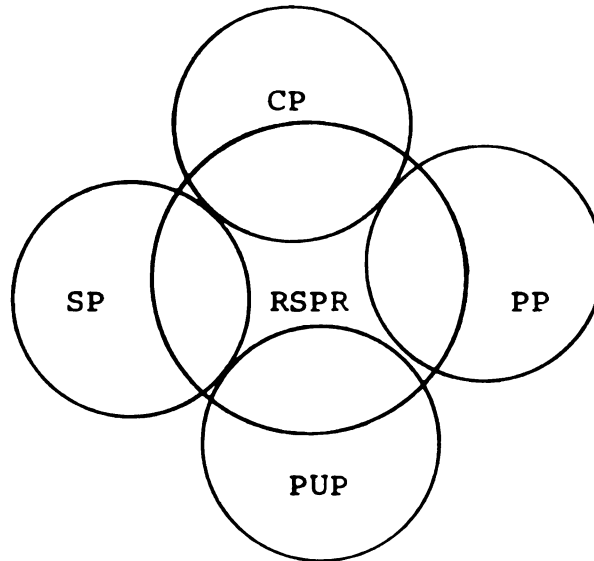
Symbolic Representation:

1. CP = Chief's perception
2. SP = Student's perception of subordinate's role
3. PP = Parent's perception of subordinate's role
4. PUP = Public's perception of subordinate's role
5. RSPR = Resultant perception of subordinate's role
6. Harmony = H
7. Disharmony = D
8. CT = Chief's task

Equation:     CT $\longrightarrow$ SP x PP x PUP = $\dfrac{D}{H}$ $\longrightarrow$ RSPR


Figure 1.--Interacting Perceptions of Subordinate's Role.

Subordinate's
Perception of
Manifest Message

Perception of
Latent Message

Chief's
Manifest
Message

Latent
Message

Area of Disharmony
Filter

Critical Area

Cathectic Positive Feedback

Positive self-image

Positive image as perceived
by teachers

Positive image as perceived
by students

Positive image as perceived
by parents

Positive image as perceived
by public

System in "harmony"

Cathectic Negative Feedback

1. Low subordinate morale

2. Low image of subordinate
   by teachers

3. Low image of subordinate
   by students

4. Low image of subordinate
   by parents

5. Low image of subordinate
   by public

Figure 2.--Diagram of Mechanism of Communication Flow About Delegated Task.

```
                    Task                              Task
                 Discipline                        Discipline  ──▶ Cathectic
                                                                   Negative
                                                                   Feedback
```

Manifest Message ──────▶

Latent Message ─ ─ ─▶
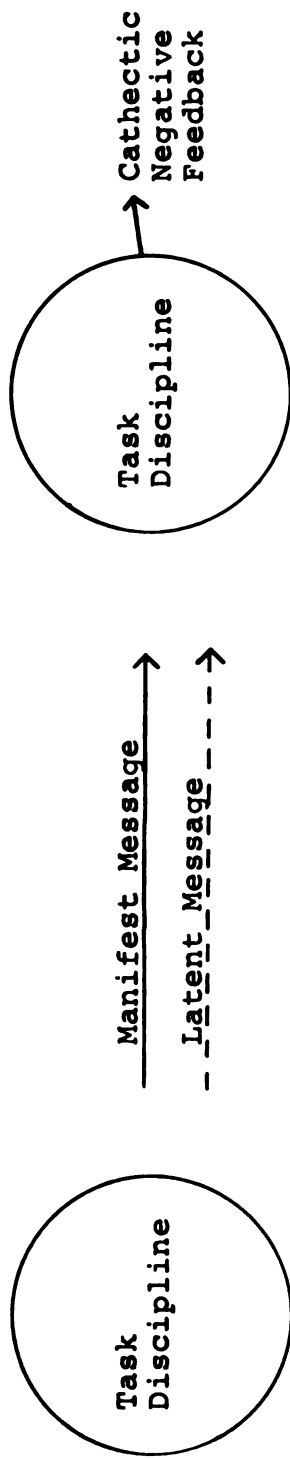
Manifest Perceptions:

1.  It is necessary to have
    the subordinate take care
    of discipline because
    he has better skills
    in this area (discipline).

2.  The chief does not have
    the time to do discipline.

3.  This is the approved culturally
    constituted role for a sub-
    ordinate.

Latent Message Perceived

I was selected for my
position because of
my bronze and not my
administrative skills.

The chief may be using
the subordinate for a
"scapegoat," or crutch.

What provisions are being
made for individual differ-
ences?  Is the chief oper-
ating on logic or tradition?

Figure 3.--Delegated Task Which Might Create Disharmony.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

> Strong pressure for changes in the group can
> be established by creating a shared perception
> by members of the need for change, thus making
> the source of pressure for change lie within
> the group.
> --Warren G. Bennis

The focal point of this chapter will be directed

toward developing a background of related literature with

respect to the role of chief administrator and the sub-

ordinate.  The chief administrator at the attendance center

level is the principal and the subordinate is the com-

munity school director in the public schools of Flint.

This study draws heavily upon the behavioral

leadership studies done at Ohio State University, at the

Bureau of Business Research, and the behavioral leadership

studies done at the University of Chicago.  The studies

that were done at Ohio State University were led by

Ralph M. Stogdill, and the studies done at the University

of Chicago were led by Andrew W. Halpin.  An attempt will

be made to gather information relating to other studies
in leadership behavior that are related to the role per-
ceptions of personnel at the attendance center level in
administrative positions.

Views will be presented from other authorities in
the field on their perceptions of the roles of the chief
and the subordinate. The literature will be examined in
terms of how practitioners and authorities view the role
of the principal and community school director roles.

If we can conceive of a social system in which
stratification is inherent, then a study like this becomes
more meaningful. Organizational stratification implies
differentiation of roles. While the above statements are
apparently obvious, what is not obvious are the problems
presented by role perceptions in the three variables:
authority, responsibility, and delegation. Much has been
written about authority, responsibility, and delegation,
and numerous studies have been researched in business,
hospitals, army, and navy installations with respect to
these variables. Halpin has done studies on the super-
intendents' roles. At the attendance center level there
is a more direct line of communication between the client
and the next level administrator (client--in this case is
the student, and the parent). Therefore, harmony at this
level is essential for harmony in the areas of management,
curriculum, and human relations.

In a community school system harmony may be more important than in other school systems. One reason may be because there are a greater number of people of all ages interacting with the school on a daily basis. These people tend to hold the school under a microscope and may be more sensitive to symptoms of disharmony.

The term "feedback variables," will be defined as those variables that evolve as a result of disharmony between the perceptions of the prescribed role as defined by the principal and the community school director.

While the writer is aware of a certain amount of ambiguity that is inherent in the leadership process in terms of the roles that the chief and subordinate may play, he suggests that administrative processes should be approached scientifically to provide for efficiency and to deal with uncertainty. Thompson refers to this as "computational strategy."[1] Bales points to these problems with great pessimism. Bales states that:

> The difficulty in defining what the leader does
> or in constructing a value theory of what he should
> do is certainly due in part to the fact that the
> leader is usually required to do different things
> at different times, according to the condition of
> the group and its common culture as a system. Our
> ability to specify what some of these important
> differences of condition are has improved in the
> past five or ten years, but one feels that we have

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[1] James D. Thompson, Organizations in Action (New York: McGraw-Hill Book Company, 1967), p. 134.

only begun to be able to handle the problem empirically.[1]

Another statement by Bales clarifies part of the key notion in this study, when he talks about the mal-integrative terminal effects of the distribution of authority and status and its effect on the solidarity of the group. Bales says:

> One chain of events has its starting point in the necessities of adaptation to the outer situation and proceeds in its series of strains through changes in the division of labor, changes in the distribution of property, authority, and status and has its malintegrative terminal effects in the disturbance of the existing state of solidarity.[2]

In the field of social psychology, a term, "cohesiveness," is used which appears to be close to the notion of "harmony." Bales defines the term "cohesiveness" as: "anything that attracts people to take part in a group."[3] Therefore, creating "harmony" or existing harmony would be a characteristic of "cohesiveness," because it is reasoned that a state of "harmony" would make subordinates more inclined to work more effectively for group goals. Bales further states that:

> Cohesiveness is a value variable; it refers to the degree of reinforcement people find in the activities of the group. Festinger and his colleagues consider two kinds of reinforcing

[1]Robert F. Bales, Small Groups (New York: Alfred-A-Knoff, 1965), p. 357.

[2]Ibid., p. 127.      [3]Ibid., p. 173.

activity: the symbolic behavior we call "social approval" (sentiment) and activity valuable in other ways, such as doing something interesting.[1]

## Administrative Theory and Supportive Research

Now that we have some background information about the uniqueness of the Flint organizational model, we may now examine and explore the theoretical bases for role theories.

What Halpin calls role conflict situation, the writer calls a "role perception conflict situation." Halpin suggests:

> Role conflict occurs whenever a role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that adjustment to one set of requirements makes adjustment to the other impossible or at least difficult. Role conflicts in this sense are situational givens and independent of the personality of the role incumbent. They are evidence of disorganization in the nomothetic dimension and may arise in several ways: (a) from disagreement within--reference group defining the role; e.g., the principal of the school may be expected by some teachers to visit them regularly for constructive help and by others to trust them as professional personnel not in need of such supervision.[2]

Another example could be a principal assigning a community school director a curriculum assignment at a time when he has an important community interests group

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[1]Ibid., pp. 173-74.

[2]Andrew W. Halpin, Administrative Theory in Education (Chicago, Ill.: Midwest Administration Center, University of Chicago, 1958), p. 1.

going.  John Connor, Superintendent, Worcester Public

Schools, discusses the conflict caused by the community

school director reporting to too many heads.  He suggested

the way he has dealt with the problem.  When these schools

were initiated into the Worcester School System, Connor

states that:

> He sent both the principal and the community school
> director to Flint to study Flint's model.  On the
> Worcester organizational chart he placed the com-
> munity school director in a line and staff relation-
> ship directly under the assistant principal.[1]

Connor's organizational model[2] places the com-

munity school director in the following line and staff

relationship:

---

Table of Organization
   Worcester
   Public Schools
   Chart 3
   January 1, 1970

| Supervisors of Elementary Schools |
| Advisory Council |
| Elementary School Principals |
| Assistant Principal |
| Community School Director |

---
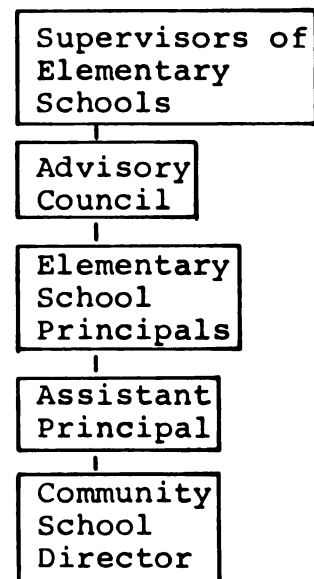
[1]John Connor, Superintendent, Worcester Public
Schools, Worcester, Massachusetts, Speech to Mott Interns,
Flint, Michigan, October 5, 1972.

[2]Abstracted from the Table of Organization, Wor-
cester Public Schools, Chart 3, January 1, 1970.

Connor discusses his team approach to ameliorating staff conflict in a document distributed at the seminar. Connor states:

In the Worcester Community Schools responsibility for the program implementation is in the hands of an administrative team composed of the school principal, community school director,aand the assistant principal. The community school director in Worcester is a full-time twelve month administrative position. The principal also serves the year round. This allows the team to successfully carry out the program ramifications of the community school concept.[1]

Dow reports in his study of inner-city elementary teachers and principals that:

. . . it is found that principals expect more on their own performance than what they are themselves actually performing. Which is to say, they are not doing as well as they think they should with regards to their leadership behavior.[2]

Roger Harrison examines role orientation in terms of types of organizational character. He classifies organizations into two classes of organizational character. One class is "interests of people," and the other is "interests of the organization." He contends that the behavior of the individuals is a function of the role orientation of the organizational character.

Harrison categorizes and contrasts organizations having different orientations and how the arrangement

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[1]John Connor, Superintendent of Schools, "Staffing of the Community School," in Worcester Community Schools Mean . . . People (Worcester, Massa.: Worcester Public Schools, September, 1972), p. 13.

[2]Dow, op. cit., p. 102.

affects the interests of people. Harrison finds that organizations that have the interests of people exhibit the following type of "Role Orientation": high: security against economic, political, psychological deprivation; low: opportunities for voluntary commitment to worthwhile goals; low: opportunities to pursue one's own growth and development independent of organization goals. In contrast, organizations that have the interests of the organization exhibit the following type of "Role Orientation": moderate to low effective response to dangerous, threatening environments; low: dealing rapidly, and effectively with environmental complexity and change; and high interval integration and coordination of effort if necessary, at the expense of individual needs.[1]

For at least twelve years, the schools of Michigan have had a philosophy of the union of the school and community. It is thought by some that this role can be filled by the community school director as an aid to the principal. Some people feel that the role of role of uniting the school and community is the responsibility of the principal. By others this liaison role can best be filled by the community school director operating semi-autonomously. However, the basic philosophy was laid down by Bartlett. Bartlett states:

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[1]Roger Harrison, "Understanding Your Organization's Character," Harvard Business Review, L, No. 3 (May–June, 1972), 121.

For too long a time it was thought by some that a good school could be operated more or less apart from the community. Regrettably there are those who still believe this to be possible. We do not think so. We believe that a good school cannot thrive and grow without the active support and constructive interest of the people in the school community.[1]

The question of who or how the individual should play this liaison role is a moot question today. The Flint school system has made a step in the direction of searching for a way to provide a liaison administrator under the K-12 program to have some institutionalized relative position to the principal.

An article in the Flint Journal quoted Cenko, President of the Flint Board of Education as saying:

The K-12 program has dealt with the first objective while the Mott Foundation financed community school program has dealt with the second he said. The two are interrelated in that the development of individuals contributes to a better community and a better community stimulates the development of better individuals, Cenko said.[2]

This statement by Cenko complies with the spirit; if not the letter of the statement made by Hart in 1960.

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[1]Lynn M. Bartlett, State Superintendent, A Statement of Basic Philosophy Regarding Public Education, The Importance of the Community to Education, Prepared by the Department of Public Instruction (Lansing, Mich.: Michigan Department of Public Instruction, 1960), p. 2.

[2]Lewis A. Morrissey, "Early Gets New Duty: Clancy is Successor," Flint Journal, Flint, Michigan, May 25, 1972.

Campbell in his discussion of "High Quality

Leadership," quotes Mary Follet, and she describes in

dramatic form what a community leader should be concerned

with. Campbell states:

> Whoever has struck fire out of me aroused me to
> action which I should not otherwise have taken,
> he has been my leader. The community leader
> is he who can liberate the greatest amount of
> energy in his community.[1]

In relating this idea to the community school

director, Campbell stated the position of the late Frank

Manley on what he thought the role of a community school

director should be:

> Frank hit upon the technique of having his men
> start work at noon and then continue on in the
> evening. By making their staff members a kind of
> friend in court to fathers, mothers, and children,
> their role became exciting, dynamic, indeed to them
> a new profession in its own right.
> There is a maxim in school administration that
> whenever everybody is responsible, nobody is
> responsible. Frank put teeth into Community Educa-
> tion by making Community School Directors accountable
> for certain school-community activities.[2]

Clancy is taking this concept one step further and

extending this role to the principal and establishing an

atmosphere whereby these roles can be interchangeable

with respect to the principal and community school

director.

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[1]Clyde Campbell, "High Quality Leadership,"
The Community School, National Community School Education
Association, Flint, Michigan, X, No. 11 (July, 1972), 2.

[2]Ibid., p. 3.

A bill resides in the house of representatives today concerning the establishment of federal funds for community schools. The bill is H.R. 11709, and is sponsored by Donald Riegle of Michigan. Riegle states:

> . . . would provide Federal moneys to help local communities set-up community school systems.[1]

These federal dollars appear to suggest a genuine interest in community education by the federal government. According to Riegle, the amount of taxes people pay appears to be a concern of the public in considering community education. One only has to note the percentage of many citizens' salaries that go for local taxes. Riegle states:

> Many older Americans are now paying 20-40 percent of their meager incomes to the local tax collector.[2]

Senator Church (D-Idaho) and Senator Williams (D-N.J.) are proposing the Community School Center Development Act. Riegle states:

> Gives modest federal financial assistance for the establishment of new community schools and the bolstering of existing ones and would also pay community school directors.[3]

As the writer reviews the literature of educational administration, one is constantly reminded of the

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[1] U.S., Congressional Record, 92d Cong., 2d sess., 1972, CXVIII, Part 2, p. E6670.

[2] Ibid., p. E6670.        [3] Ibid., p. E6671.

inadequate body of knowledge in the study of role defini-
tion and role perceptions in the field. Four writers, who
are well versed in the educational administration field,
state very clearly that a need exists for research in the
field. These writers are Roald Campbell, Luvern Cunning-
ham, Roderick F. McPhee, Raphael O. Nystrand. Campbell
suggested that:

> If there are to be more diverse roles, the need for
> role understanding and clarification is intensified.
> Somehow, ways must be found of helping all who work
> in school systems to understand something about the
> work of others in the system.[1]

The writer feels that the administrative team
should not be immune to this self-searching of reducing
role ambiguity and understanding of role perceptions. The
discussion that follows, as sort of an after-thought, the
writers do point out the dilemma of the administrator
himself. Campbell suggested that:

> Not only will the administrator of the future
> find the job of role definition for members of
> his staff more demanding than at present, he will
> also find it more difficult to delineate his role
> in the administrative hierarchy.[2]

Another great writer in the field of educational
administration has been made aware of the limited studies

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[1]Roald F. Campbell, Luvern L. Cunningham, Roderick
F. McPhee, and Raphael O. Nystrand, The Organization and
Control of American Schools (2nd ed., Columbus, Ohio:
Charles E. Merrill Publishing Company, 1970), p. 265.

[2]Ibid., p. 265.

in the area of roles and role perceptions in educational

research. Halpin suggested that:

> During the post war period, however, administrators
> have become increasingly aware of the role of theory
> and have come to recognize the contributions that
> social scientists can make to our understanding of
> educational administration. The superintendent's
> job and the jobs of principals and supervisors have
> been viewed afresh in the light of recent human
> relations research. Those of us responsible for
> training administrators have welcomed research find-
> ings on leadership and group behavior, and we have
> found ourselves drawing heavily upon insights about
> administration derived from other disciplines. But
> at the same time we are abashed by the poverty of
> theory within our own field, have been dismayed by
> the extent to which our own research has been
> anchored to "naked empiricism."[1]

This study will make an attempt to reduce some of

the "poverty of theory" in the field, that was stated so

ably by Halpin.

At this point the writer would like to state some

derivations that Halpin found in research studies about

role perceptions, and the superordinate-subordinate

administrative relationship. He speaks of it as a kind

of interpersonal perception, which is partly what this

study will get into except it is reasoned that the major

conflicts are not the results of mere personality but due

to a lack of administrative data in how to deal with role

perceptions. To this point Halpin suggested that:

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[1]Andrew W. Halpin, Administrative Theory in
Education (Chicago, Illinois: Midwest Administration
Center, University of Chicago, 1958), p. 1.

We may mention first a very simple derivation, that
is, that the administrative relationship always
functions at two levels of interaction. The first
level derives from the particular offices or
statuses in the social system and is determined by
the nature of the roles involved in the interaction.
This is, of course, the nomothetic dimension of our
model. The second level of interaction derives from
the particular people or individuals in the social
system and is determined by the personalities
involved in the interaction. This is, of course, the
idiographic dimension of our model. You will recall
that we said that the publicly prescribed nomothetic
relationship is enacted in two separate private
idiographic situations one by the superordinate.
The functioning of the administrative process will,
we said, depend on the nature of the overlap--i.e.,
on the relative congruence or discrepancy--between
the separate perceptions of the expectations in
the two situations.[1]

This is one way of explaining what will happen
when the superordinate and subordinate interact in a
school situation that might result in conflict if the
perception of subordinate's role is not in harmony with
superordinate. Halpin goes on to suggest what happens
in a role conflict situation, which the writer refers to
as a "role perception conflict situation." Halpin
suggested that:

Role conflict occurs whenever a role incumbent
is required to conform simultaneously to a number
of expectations which are mutually exclusive,
contradictory, or inconsistent so that adjustment
to one set of requirements makes adjustment to
the other impossible or at least difficult. Role
conflicts in this sense are situational givens
and independent of the personality of the role
incumbent. They are evidence of disorganization
in the nomothetic dimension and may arise in
several ways: (a) from disagreement within--the

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[1]Ibid., p. 159.

referent group defining the role; e.g., the princi-
pal of the school may be expected by some teachers
to visit them regularly for constructive help and
by others to trust them as professional personnel
not in need of such supervision.[1]

This example in the writer's opinion, is analo-

gous to the chief administrator prescribing roles or tasks

for his subordinates and the subordinates perceive the

prescribed roles or task differently which could lead to

possible conflict.

The writer has talked a great deal up to this time

about role and role expectation.  Stogdill has done a

great deal of research on this concept.  Indeed, this

concept has many dimensions, and has been defined in

various ways, but Stogdill suggested a quite workable

definition for this term.  He suggested that:

The concept of role thus encompasses both
role expectations and role behavior.[2]

In this study we are concerned with both expectations and

behavior.  Let us suggest for the moment how this may

happen.  The chief prescribes for one assistant the role

of disciplinarian.  The chief prescribes for one assis-

tant or community school director in this case a possibly

unacceptable role.  The chief has certain expectations of

the individual that he has assigned this role to, and the

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[1]Ibid., p. 161.

[2]Ralph M. Stogdill, Leadership and Role Expecta-
tion (Columbus, Ohio:  The Ohio State University, Bureau
of Business Research, College of Commerce and Administra-
tion, 1956), p. 1.

subordinate has certain perceptions as to how this role should be fulfilled. How he will behave in filling this role is dependent upon what the chief expects and what he can reconcile himself to do and at the same time maintain his self-esteem. The resulting role behavior will be a product of what the chief expects him to do and how he sees himself, and how he can reconcile the resulting differences within his ego-structure.

Stogdill refers to Linton's studies to explain the roles associated with the various statuses that an individual plays at various points in time. Though this concept does exist in the school setting, the role of the subordinate is more characteristically a steady state, and is culturally constituted, by the dictates of the prior educational systems. When one refers to the subordinates in the administrative hierarchy at the attendance center level, certain stereotypic pictures flash in the minds of central office staff, teachers, parents, pupils and chief. One has only to search the nearest library to find only a very small mention of the subordinates' existence, though the load he carries in the functioning of a school is monumental.

A harmonious social system is one in which there is clarity of role expectations on a multilateral basis. It appears to the writer that tradition is a possible dilemma facing both principal and community school

director in regard to this problem. The problem may be answered by simply saying, "we always did it this way." A more scientific approach in dealing with role expectations it appears, is to ask yourself questions. Whose expectations are involved in the problem? Do the roles that I prescribe have synonymous meaning to the person they are being prescribed for or are they unilateral in the direction of my choosing? Do they have meaning for others? Are the roles too restrictive or are they too general? Stogdill suggested that:

> Roles are not by any measure clearly defined when one examines small formally organized groups and attempts to analyze individual responses concerning expectations for some of the more specialized statuses, such as vice-president, commanding officers, and similar statuses found in these groups. It is found that these statuses and roles frequently are controversial matters: there is often considerable disagreement among the members of the group in their expectations of behavior for persons occupying these various positions. This situation soon becomes evident when an empirical examination of the problem is attempted.[1]

To remedy some of the confusion Stogdill makes a distinction between the two types of expectations. Stogdill suggested that:

> It has been found convenient in the present analysis to distinguish between two types of expectations: (a) Self-expectations and (b) expectations by others.[2]

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[1]Ibid., p. 3.  [2]Ibid., p. 3.

The fluidity of the role definition was discussed by Haas under what he called "role consensus." Haas defines "role consensus" as:

> These normative specifications which a person holds may be referred to as his definition of the role, or more simply, his role conception. Each member of a group has a conception of what is required, what is permitted behavior for each of the roles which are the normative base for the performance structure of the group.[1]

Haas also speaks to the point of the multi-dimensional configuration of the role. This characteristic of the role makes it an exciting variable to study, and forces the researcher to stay in the realm of the theoretical because he cannot be really sure of the causal relationship, however, data can help him to be more objective about the concept. Haas suggested that:

> A role is a relatively complex and multi-dimensional configuration. Any instrument designed to elicit an accurate reflection of a person's role conception must take this complex characteristic into account. That is, the instrument must differ from a uni-dimensional scale in that it must elicit responses to many different aspects rather than to just one.[2]

Fendrock suggested that:

> When man's material wants are satisfied, his quest for improvement moves to other areas. The result has been the voicing of increasing concern for the nonmaterial values in life which seemed to have eluded our society during this harvest of plenty. This self-evaluation is not new. It can be traced

[1] J. Eugene Haas, Role Conception and Group Consensus (Columbus, Ohio: The Ohio State University, Bureau of Business Research, College of Commerce and Administration, 1964), p. 33.

[2] Ibid., p. 44.

to Henry David Thoreau and Ralph Waldo Emerson, who
sought the simple pleasures in life, ignoring the
then prevalent pursuit of industrial development.
Today, however, this mild protest has been trans-
formed into violent reaction and caustic criticism
of what the American way of life has become. Much
attention has focused upon the manager as the
creator of this condition.[1]

Fendrock makes this general statement about the

changing role of the executive. Fendrock suggested that:

Concurrent with the demands of his job are those
demands made upon him as a socio-civic person
in the community, a husband and father in the
house, and a man living with himself.[2]

If the principals in Flint need to find comfort

in numbers, they should be quite satisfied because accord-

ing to Fendrock the new role of the principal as a "socio-

civic person in the community," is the new image for all

executives.

Jennings makes the following statement about the

trend in handling authority and delegation. Jennings

states:

Today the chief executive delegates his authority
to more executives who interact more frequently
with him about decisions made exclusively by his
predecessors. Because his subordinates are more
numerous and carry more authority than ever before,
the offices in the executive suite are both larger
and more numerous.[3]

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[1]John J. Fendrock, Goals in Conflict (New York:
American Management Association, Inc., 1969), p. 7.

[2]Ibid., p. 99.

[3]Eugene Emerson Jennings, Routes to the Executive
Suite (New York: McGraw-Hill Book Company, 1971), p. 35.

In summary, this exploration of the literature has made an attempt to explain some background information about a dramatic unique change that is taking place in the Flint school system. The K-12 program and the community school program are being merged. The roles of the principal and community school director are being changed to a super-ordinate and subordinate relationship. Studies in role relationships are presented to give a basis for examination of the perceptions of the roles of the two populations in this study, the principals, and the community school directors.

The broad spectrum of comparisons that have been studied on this subject may lend itself to the possibility of more freedom of error. A narrowing in on a comparison of two groups having a more similar function, and a one-to-one relationship, might more one a step closer to the problem. For example, studies have been done on teacher versus principals, community groups versus community school directors, and administrators, but seldom if ever have studies been done on positional relationships that are relatively similar in physical environment, and positional relationships. The principal is in a different environment from the superintendent, and the teacher has a different function from the principal. Therefore, these differences may be inherently conflicting.

## The Socio-Psychological-Cultural Implications
## of Role and Role Conflict

The concept of role and role conflict is a socio-psychological-cultural term that has its base in the field of psychology, sociology, and anthropology. For more depth of understanding one has to examine this notion in these fields. In this section of the review of the literature, an attempt will be made to scratch the surface of this concept in its proper perspective using a multi-disciplinary approach trying to remain ever cognizant of the relationship of role as it relates to the principal and community school director. More specifically, what happens in a super-ordinate and subordinate relationship in an organizational group setting?

What are the socio-psychological implications of conflict in the school setting? Educational administration as described by Roald Campbell, and its future direction, gives promise to becoming a true science through scientific inquiry. Campbell states:

> Educational administration will be seen not only as a field of practice but also as a field of study intimately related to the broader world of scholarship.[1]

Due to the multidisciplinary domain of problems faced by educational administrator and the history of the discipline, it has been necessary to resort to the fields of sociology,

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[1]Andrew W. Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1967), p. vi.

psychology, and anthropology for its source of data and theory. Therefore, socio-psychological-cultural implications may be discussed at this point.

Socio-psychological may be defined as relating to, or involving a combination of social and psychological factors. The principal and community school director are individuals that interact with each other, and other groups. Therefore, problems which result from these interactions have both social and psychological and social connotations and implications. Role as defined by Gross is:

> A term which we use to refer to expectations or standards applied to the behavior of incumbents of a position.[1]

Role conflict in this study will be defined as any noticeable differences between one individual's perceptions of what his role is and what his superordinates or subordinates think his role should be. The principalship may be defined by Gross as: the individual who leads his staff.[2]

Gross made a study of 175 principals and examined their perceptions of the administrative superior's behavior. The instrument that he used is referred to as the

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[1] Ibid., p. 91.

[2] Neal Gross, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, Inc., 1965), p. 106.

EPL (**Executive Professional Leadership**). Gross used a .02

level of confidence or, $p < .02$. Gross states the follow-

ing findings:

> Three out of four principals say their work is an
> important activity (item 1). But only two out
> of five say their superiors always help them to
> understand their important problems or make prin-
> cipals' meetings a valuable educational activity
> (items 5 and 6).[1]

The latter statement in the above quote appears to be a

source of role conflict. What the principal has perceived

as important is not perceived as important by his super-

iors or his superiors have not found it necessary to pay

attention to his needs. Whatever the reason the situation

is potentially conflict producing.

Gross further states other areas of conflict when

he cites obstacles to the principal conforming to his

role. Gross states:

> We have posited that a basic obstacle to a prin-
> cipal's conforming to professional leadership
> definition of his role is the resistance his sub-
> ordinates could offer to his efforts to influence
> their behavior because of their ideas about their
> own autonomy.[2]

Of the 175 principals studied by Gross he ob-

tained some very interesting findings. Gross states:

1. The greater the EPL displayed by the principal's
   immediate administrative superior, the greater
   the EPL of the principal.
2. The greater the managerial support displayed by
   the principal's immediate administrative superior,
   the greater the EPL of the principal.

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[1]*Ibid.*, p. 108.     [2]*Ibid.*, p. 108.

3. The more social support a principal receives from his immediate administrative superior, the greater the EPL of the principal.
4. The more the higher administration's approval of a principal's introducing educational change, the greater his EPL.
5. The more the higher administration involves a principal in the selection of his teachers, the greater the EPL.[1]

This study is interesting because now the principal is in the superior role, and it will be of interest if the same general response or reactions to their superiors will be found by the subordinates of the principals. In short, how much change in behavior will be observed by the principal switching roles from a subordinate to a superior status? How much conflict is inherent in the status position?

For a more technical definition of role one may refer to Gross. Gross states:

A role is a set of expectations, or in terms of our definition of expectations, it is a set of evaluative standards applied to an incumbent of a particular position.[2]

The usage of the term in this study is bidirectional because it refers to one's own expectations and the expectations of one's own superior or subordinate. Stogdill suggests that all groups have as one of their components of interaction, expectations. In this study the

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[1]Ibid., pp. 108-18.

[2]Neal Gross, Ward S. Mason, Alexander McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 60.

expectations of the incumbent and the relationship with the person in the opposite role is suspect.

Role conflict may be described as the incompatibility of expectations. Gross suggests that incumbents who suspect that they have been exposed to role conflict will find their job satisfaction influenced or affected.

Closely associated with the term role is the term position or status. It is necessary to take this term under consideration before talking about the role conflict because they are so interrelated. Gross states:

> . . . locations of actors in systems of social relationships, they can be completely described only by an examination of the content of their relationships.[1]

This relationship of the status of principal and community school director is not easily defined in most school systems. However, the superintendent's office is directionally clear.

With some understanding of what role and status might be, let us examine some possible approaches to conflict resolution. Gross quotes Parsons on one possible approach. Gross states:

> . . . differences have to be adjusted by an ordering of allocation of the claims of the different role expectations to which the actor is subject. This ordering occurs by priority scales, by occasion, e.g., time and place, and by distribution among alters . . .[2]

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[1]Ibid., pp. 49-50.    [2]Ibid., p. 281.

Gross cites Toby's approach of prevention of conflict, and Getzel's and Guba's approach of mobility or mobilizing the conflict forward.[1]

According to Parsons the process of finding and creating the necessary roles is conflict oriented. He suggested that in the earlier stages of the groups in which individuals interact, there is a struggle for position or status, and otherwise settling questions of relative statuses.[2] In many school systems because of the nature of the ambiguity of the two positions, principal and community school director; this "jockeying for position," as Parsons calls it, continues and is probably continuing now. Parsons suggests that goal specification of the individual member will lead to gratification. This gratification states Parsons perhaps in the beginning comes from success in his role as a promoter of solidarity and provider of tension release.[3] This works fine if the individual accepts the role of instrumental leader. However, if the individual accepts the role of the sociometric leader, goal specification is conflict producing. Parsons stated that:

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[1]Ibid., p. 281.

[2]Talcott Parsons, Robert F. Bales, and Edward A. Shils, Working Papers in the Theory of Action (Glencoe, Ill.: The Free Press, 1953), p. 250.

[3]Ibid., p. 250.

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When we say that a role is institutionalized and
that its pattern accordingly derives from the
common value system. We mean essentially that
the incumbent of this role as a unit is a system
and performs certain types of interaction . . .[1]

For example, the institutional role, of the
principal is not to get too overly involved in the after-
noon program, but to concentrate his energies toward the
K-12 program solely.  To expect him to revolutionize his
orientation instantaneously might become a source of
conflict.  To begin to share in responsibility, authority,
and delegation might be a traumatic experience, and a
source of probable conflict.  Parsons explains what action
Clancy has taken in defining the principal and community
school director's role in theoretical terms.  Parsons
states:

The legitimation of a differentiated role if "per-
mission," is granted in accordance with the common
value pattern by alter or alters for ego to act
differently from the way they do.[2]

Parsons makes a point of the power and influence
of the institutionalized role.  Though he was concerned
with the doctor-patient relationship, the analogy may be
the same; if you view the situation in terms of the
variables being, needs of others, expectations of others,
and institutionalized framework.  Parsons states:

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[1]Ibid., p. 250.          [2]Ibid., p. 252.

> . . . he is placed in an institutionally defined
> framework which are imputed to him, which is
> such an important feature of his role.[1]

Parsons suggests that universalism, neutrality,

and specificity, are necessary factors in the acceptability

of the role relationship.

Parsons looks at role conflict as:

> By this is meant the exposure of the actor to con-
> flicting sets of legitimized role expectations
> such that complete fulfillment of both is realis-
> tically impossible.[2]

Parsons connects conflict to uncertainty and mal-

integration. He suggests that role conflict might have

its beginning when there is a dilemma between the "per-

fectionistic," compulsive conformity pattern and the ego.

However, he suggests that the ego is not always to blame.

The cause may be outside of the social system. However,

Parsons does mean that both sides of the conflicting ex-

pectations are legitimized. This differs slightly from

the Flint situation because the board posits that the

status of the relationship will be that the principal is

the superordinate, and the community school director is

the subordinate.[3]

Parsons argues that societal differentiatedness

breeds role conflict. If this be true then there must be

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[1]Talcott Parsons, The Social System (Glencoe,
Ill.: The Free Press of Glencoe, 1951), p. 475.

[2]Ibid., p. 280.    [3]Ibid., p. 281.

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a way to ameliorate or deal with the conflict once it has

arisen. Parsons states:

> The differentiatedness of the society therefore
> must be articulated with the capacities of its
> individual members to manage these plural role
> participations which with greater differentiatedness,
> inherently involve potentialities of role conflict
> as well as indefiniteness of normative expectation.[1]

Dunkin did a study of 114 male primary teachers

in Australia to determine the nature and how to resolve

role conflict. He was concerned about role conflicts

between teachers' needs and role expectations. His design

was similar to this study in that he concerned himself

with perceptions of the individual and the perceptions of

others. He referred to this as "self oriented" and "other

oriented." The Edwards Personal Preference Schedule was

used in the study. With a .01 level of confidence, his

data suggested that individuals who are self-directed

have role conflict with socially induced forces. Their

behavior will be exhibited in terms of their needs. The

other directed individual will behave in the reverse.[2]

A copy of the structural arrangements of Dunkin's

paradigm is located in Appendix C. The illustration shows

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[1]Talcott Parsons, American Sociology (New York: Basic Books, Inc., 1968), p. 328.

[2]Michael J. Dunkin, "The Nature and Resolution of Role Conflict Among Male Primary School Teachers," Sociology of Education, XLV, No. 2 (1972), 167-82.

that the structure of conflicts is a function of role expectation versus needs versus role expectations divided by behavioral continuum.

Mitchell reports on a study made at the University of Kentucky in which it was found that practicing educational administrators could be classified into three broad personality groups according to behavior. These groups are as follows:

> . . . accept their own worth and . . . believe that other people are equally or more accepting of their worth.
> . . . administrators "reject themselves but believe that other people are more accepting of themselves."
> . . . individuals who "accept themselves and believe that other people are less accepting of themselves."[1]

Mitchell reports that behavior is a function of one's perception, and that changing perceptions would be changing behavior according to the University of Kentucky study.[2]

Mitchell found the following results to be significant in his study:

> Initiating structure behavior is significantly correlated with consideration behavior.
> Perceptions and expectations are significantly correlated.

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[1] Leonard L. Mitchell, Jr., "The Expressed Perceptions and Expectations of Selected Prospective Secondary School Teachers as They View the Leader Behavior of the Secondary School Principal" (unpublished Ph.D. dissertation, Michigan State University, 1969), p. 33.

[2] Ibid., pp. 33-34.

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Perceptions cannot be used as predictors of
expectations. The reverse is also true.[1]

Crosby suggested in his study that he would make
some recommendations for ways in which conflicting ex-
pectations might be harmonized if it is developed that
there were such conflicting expectations. He also sug-
gested that in the past the community school director may
have assumed or failed to assume his professional roles
appropriately, it may be due to lack of knowledge of
the expectations, or lack of skill in recognition of
situations which call for an expanded and different set
of roles.[2]

Crosby recommends as an area for further study
the following statement:

> Since Cowan's study indicated considerable conflict
> between the community school directors and teachers,
> additional research should be considered to deter-
> mine if the high level of conflict still exists.
> If so, the reasons for the conflict should be
> determined.[3]

In support of the statements above, Edson reports
in his study that:

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[1]Ibid., p. 79.

[2]Jerry David Crosby, "A Study of the Expectancies
Which Community School Directors and Related Others Have
of the Community School Directors' Roles in Serving
Neighborhoods of Eight Inner-City Schools in the City of
Flint, Michigan" (unpublished Ph.D. dissertation,
Michigan State University, 1965), p. 3.

[3]Ibid., p. 183.

In an attempt to discover the nature and extent
of agreement among role-expectations and among
the role-perceptions held by various reference
groups concerning the superintendent's function,
Sweitzer found a greater commonality of percep-
tions among those in the same reference group
than among those in different reference groups
within the hierarchy of a school system.[1]

In summary, Gross dealt with the principals and their superiors. There appeared to be discrepancies in the perceptions of the principals and their superiors when Gross examined their roles. Theories of conflict may have different bases. Parson bases role conflict on the expectations and statuses of the actors in a role, while Getzel and Guba focuses on the mobility of the conflict as a resolution technique. Crosby and Mitchell base their conflict theories on structure and expectations.

The broad spectrum of comparisons that have been studied on this subject may lend itself to the possi-bility of more freedom of error. A narrowing in on a comparison of two groups having a more similar function, and a one-to-one relationship, might move one step closer to the problem. For example, studies have been done on teachers versus principals, community groups versus community school directors, and administrators, but sel seldom, if ever, have studies been done on positional

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[1]Gilmore L. Edson, "An Analysis of the Percep-
tions of Administrative Activity by Michigan School
Superintendents and Professors of Educational Adminis-
tration" (unpublished Ed.D. dissertation, Michigan State
University, 1963), p. 14.

relationships that are relatively similar in physical
environment, and positional relationships. The principal
is in a different environment from the superintendent,
and the teacher has a different function from the prin-
cipal. Therefore, these differences may be inherently
conflicting.

To state further, Mitchell[1] states that behavior
is a function of one's perception, and perception is a
way in which we see things. Therefore, perception conflict
might be caused by blinding environmental pollution.

The sociologists, as he views man's problems of
conflict, focus in on the human social structure and
relationships. How man behaves as a social being in con-
flict situations. He differs from the psychologist in
that the psychologist focuses on the individuals or groups
as it relates to the mind and the emotions. The socio-
psychologist, focuses on a blending of the two disciplines.
Problems of individual or group's mental or emotional
problems as they relate to human social structures and
their relationships.

Using Talcott Parson's five pattern variables,
namely, company job requirements, company interest, uni-
formity of performance emphasis and work specificity,
Mumford found the following to be true about job satis-
faction. Mumford states:

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[1]Mitchell, op. cit., pp. 33-34.

If a firm can recruit and train employees whose
need dispositions meet its role expectations, then
there will be little conflict of interest and there
should be a considerable overlap between the ob-
jectives of the company and the objectives of its
staff. Similarly, if an individual can find an
employer whose role expectations meet his need
dispositions then the same degree of harmony should
occur.[1]

Again the position that Dunkin took about the individual

and his "needs" seem to have a relationship to the harmony

that exists between the staff members of an organization.

In conclusion Mumford states:

The analytical approach set out here, which
starts with the product market and then considers
the culture and functions of a company and the
impact these have on the role expectations they
will have of its staff, can provide a method
for distinguishing the work environment of one
type of firm from that of another. It seems a
more viable approach than looking at simple factors
such as size of technology. It can also provide
managers with a method of checking if they are
selecting, training, controlling and motivating
staff in a manner which is in line with the
firm's objectives.[2]

According to Lauer and Boardman an interesting

theory of roles is proposed by Lauer. Lauer states:

Appropriative role-taking is the process by which
the attitudes of the other are not only imagi-
natively constructed, but internalized. That is,

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[1]Enid Mumford, "Job Satisfaction--A New Approach
Derived From an Old Theory," The Sociological Review,
The University of Keele, Staffordshire, XVIII, No. I
(March, 1970), 77.

[2]Ibid., pp. 94-99.

the attitudes of the other are incorporated into
the structure of the self.[1]

Another concept closely related to role-taking is

synesic which is defined by Lauer as:

Synesic role taking is the imaginative construction
of the other's attitude, such that not only is his
behavior anticipated, but an understanding of his
feelings, his perceptions, his definition of the
situation, is gained.[2]

Lauer suggests that role-taking leads to playing at the

role that leads to appropriate role-taking that causes a

change in opinions.[3] Braroe uses an example of the

Indian and the White community's reciprocal exploitation.

The White men exploit the Indian men economically, and

the Indians exploit the White men by acting as "con-

artists." Braroe feels that Indians and Whites success-

fully predict one another's behavior and both are mutually

benefited, as far as their images are concerned.[4]

GerHardt suggests that role conflict differs with

the class structure; it differs mainly in the resolution

of conflict as we cross class lines. No one would argue

that principals and community school directors are in the

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[1]Robert H. Lauer and Linda Boardman, "Role-Taking:
Theory, Typology, and Propositions," Sociology and
Social Research, Los Angeles, California: University
of Southern California, LV, No. 2 (January, 1971), 139.

[2]Ibid., p. 139.      [3]Ibid., p. 140.

[4]Ibid., p. 141.

middle class. However, GerHardt divides his study into the upper middle class and the lower classes, and concludes that differences between the individual and collective resolutions of conflict are directly related to work positions and social inequality.[1]

GerHardt states that many authors hold that roles are internalized. This view is held by Lauer. However, GerHardt suggests that research differentiates between two forms of internalization in addition to other forms of norm commitment. Which he refers to as "humanistic-flexible orientation," and the "conventional-rigid orientation," for the internalized roles. For the norm commitment he refers to them as "compliance," and "identification."[2]

GerHardt states further in his discussion of conflict orientations:

> Conflict orientations, on the other hand, are experienced in those positions which offer a certain scope of free decision and autonomy for the role incumbents. Relative autonomy and scope of decision are conditions for the occurrence of conflicting demands in a role and at the same time they are characteristics of superordinate occupational rank.[3]*

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[1]Uta GerHardt, "Role Conflict and the Class Structure," Sociology and Social Research, LV, No. 3 (April, 1971), 285.

[2]Ibid., p. 287.      [3]Ibid., p. 289.

*Indicates these statements are very significant to this study.

Viano reports on a study by Blankenship and Miles in which they examined the relationship between organizational size, hierarchical position, and five dimensions of managerial decision behavior. Viano suggests " . . . that position in the hierarchy mediates the relationship between agency size and managerial attitudes."[1] Viano used 296 individuals from throughout the United States. They came from the federal, state, and county and city systems. His data indicated that on the dimension which included soliciting, weighing and incorporating the decisions of their peers and subordinate administrators, the study suggested that high scores were indicative of a readiness to involve peers in decision making.[2]

Beegle suggests some ways to ameliorate superordinate-subordinate conflict. Beegle states:

> The more you delegate, the more time you have for training and developing your subordinates so that they can assume even more delegated responsibilities.[3]

Beegle believes that one should visit his subordinates periodically on a friendly non-business basis.

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[1]Emilio Viano and John Wildeman, "Organizational Size and Managerial Attitudes of Probation Administrators," Sociology and Social Research, LVI, No. 4 (July, 1972), 481.

[2]Ibid., p. 483.

[3]Bernard B. Beegle, "Don't Do It--Delegate It!" Supervisory Management, XV, No. 4 (April, 1970), 3.

In this way he can spot problems before they arise. He suggests further that one should become acquainted with his subordinates' capabilities so as not to assign him tasks that are not attainable, too difficult, or too distasteful to him.[1]

Benton uses the illustration of a football game to demonstrate how people's perceptions color their opinions. He suggests if spectators viewed a football game accurately and objectively they would all agree on what happens. However, states Benton:

> Our attitudes, our interests, our expectations--
> all of these help to determine how we perceive
> something.[2]

Benton writes a section of his article in which he entitles it quite fittingly, "Correcting Distorted Vision." Benton states:

> Once you understand how and why perceptions differ
> you can take steps to prevent the conflicts they often
> cause. First, you should examine your own position
> when a disagreement erupts or seems imminent. Here
> are some questions you might ask yourself, before
> you jump into the argument.[3]

A few of the questions will be listed in the following statements. Benton states:

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[1]Ibid., p. 6.

[2]Lewis R. Benton, "The Many Faces of Conflict: How Differences in Perception Cause Differences of Opinion," Supervisory Management, XV, No. 3 (March, 1970), 7.

[3]Ibid., p. 10.

Am I taking all the facts of the situation
into account or only the ones that fit in with
my way of thinking?
How are my attitudes influencing the way I see
this situation?  Am I looking at it fairly and
objectively, or through the distorting filter of
my prejudices?[1]

Levison in discussing the subordinates points

out a possible conflict.  Levison states:

. . . some so-called leaders are actually afraid
to develop other people.  They seem to feel
threatened by the talents of others.  They appar-
ently fear they may be outclassed.[2]

Levison admonishes the superordinate to motivate,

inspire, and encourage his subordinates.  Uncover the

hidden talents that your subordinate might have.  He says

that our job is to search for the deeply hidden talents

of ourselves and others with whom we have supervision

over.[3]

Dr. Candoli, Superintendent of Lansing Schools,

stated:

That he was not aware of the environmental
distance between the superintendent's office
and the assistant principal's office until he
had been in office for a year.  They made him
aware of his neglect toward them, and now he
meets with them once a month.[4]

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[1]Ibid., p. 10.

[2]Robert E. Levison, "Are You Afraid to Develop
Talented Subordinates?" Supervisory Management, XVII,
No. 3 (March, 1972), 12.

[3]Ibid., p. 14.

[4]Dr. Candoli, Superintendent of Lansing Schools,
Lansing, Michigan, Interview, October 18, 1972.

Drabick suggests that group influences the per-
ception of a societal role. He also suggests that based
on experimentation, persons resident in logically discrete
societal categories exhibit the same perceptions of the
group in which they are resident. Included in this ran-
domized study were school administrators, teachers, and
community members.[1]

Epstein studied 899 professional social workers.
In analyzing the action effects of the role orientation,
Epstein found that bureaucratic orientation relates to
conservatism, a client orientation relates to radicalism
and a profession orientation, when taken alone, is
neither.[2]

In explaining how graduate students take on the
professional identity, Jackson, Spitzer, and Ballentine
examine role using a different approach from the symbolic
interactionistic approach to social behavior such as role
playing, role taking, the development of self, and role
commitment. Jackson's position is the categories used
to classify people, situations, and objects is learned
through language. Therefore, the individual, contrary

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[1]Lawrence W. Drabrick, "Social Position as a
Factor in Perception of Role Performance," Sociological
Abstracts, XX, No. V (August, 1972), 1060.

[2]Irwin Epstein, "Professional Role Orientations
and Conflict Strategies," Sociological Abstracts, XX,
Nos. I-II (February-April, 1972), 9.

to the Freudian concept, defines his sex role expecta-
tions on the basis of an accomplished level of cognition.[1]

Brumbaugh in a study of 34 practicing school
administrators and 95 graduate students studying admin-
istration examined authenticity-inauthenticity. In-
authenticity is reality distortion in the psychoanalytic
sense. The evidence did not support the hypothesis that
ambivalence was inversely related to dogmatism at the
.01 level. He concluded that using the ambivalence
measure as an index of inauthenticity was questionable.[2]

In summary, the relationship of role in a social
setting as evidenced by the behavior on the job gives
clear examples of role conflict in a practical setting.
Some areas of concern according to Mumford were staff
expectations and staff relationships. The perceptions
of the "other" as researched by Lauer, reveals socio-
logical implications of role conflict. Some hold that
role conflict is a function of social class. Benton and
Levison have given some alternative ways for dealing with
role conflict. Whatever the rationale used, it appears
that role conflict does have an influence on the actions
of others.

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[1]Ronald Jackson, Steve Spitzer, Jeanne Ballentine,
"Cognition and the Acquisition of Professional Identity,"
Sociological Abstracts, XX, No. III (May, 1972), 26.

[2]Robert B. Brumbaugh, "Authenticity and Theories
of Administrative Behavior," Sociological Abstracts,
XX, No. IV (July, 1972), 39.

Zabiholah studied 134 male supervisors of a civil service organization that were classified in three job levels. He predicted, and the evidence supported his contention that motivator characteristics of role perception were positively related to indices of job performance, but not hygiene characteristics. His data supported his hypothesis that motivator characteristics of role perceptions of supervisors at higher level jobs would increase.[1] Zabiholah states:

> The results of this study supported the industrial applicability of Herzberg's Motivator-Hygiene Theory and its predictions regarding motivational sources and job performance.[2]

## Psychological Implications of Role Conflict

Klinger and McNelly, in a study of role analysis held that the concepts of "motive" and "role" are not mutually exclusive terms. He suggested that they operate on a different sphere of analysis. Klinger and McNelly suggested that:

> Role enactments are socially supported and controlled and presumably develop as the behavioral product of social operant shaping processes. The implied invokability of sanctions can be expected to maintain learned avoidance responses on the part of the participants in social interaction. Each role thus comes to suggest and delimit an individual's

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[1]Sabet-SharGhi Zabiholah, "The Relationships Between Motivational Orientation, Role Perception, and Job Performance," _Dissertation Abstracts International_, XXXII, No. 3B (September, 1971), 1894B.

[2]_Ibid._, p. 1894B.

permissible aspirations, rewards, strategies and
acts in each particular kind of social context, and
also specifies a number of role-inappropriate
aspirations, rewards, strategies, and acts.[1]

In the anthropological sense, this means that role enact-

ment does not allow for acceptable deviance within the

normal range.  This enviromment for role behavior provides

for a fertile field for conflict.  To state this another

way, Klinger and McNelly suggested that:

> The presumption, then, must be that persons who
> defy role prescriptions do so at the cost of
> some anxiety.  One consequence should be the
> readily observable fact that people develop strong
> resistances to role-inappropriate behavior.[2]

Klinger and McNelly concluded that social class

status is related to values and performance.  That

achievers perceive themselves as overcoming difficult

tasks, that the possibility of success is limited, and

that they strive the hardest under these circumstances.

One way in which status might effect performance is by

prescribing approach or circumventing achievement goals.

This exposes the individuals to role conflicts during

role-inappropriate competition which gives rise to anxiety

and gets in the way of performance.[3]

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[1]Eric Klinger and Frederick W. McNelly, Jr.,
"Fantasy Need Achievement and Performance:  A Role Analysis,
Analysis," Psychological Review, LXXVI, No. 6 (November,
1969), 575.

[2]Ibid., p. 282.     [3]Ibid., p. 989.

Derr, in a study of conflict resolution, borrows from the views of an educational administrator. Derr stated that:

> The conflict resolution strategy that usually proves effective is situational. It depends on one's assessment of the severity of the disagreement, on who the organization is being attacked by, on whether the conflict is potentially constructive (that is, will produce creative tensions) or destructive, and knowledge the administrator possesses for dealing with the particular conflict in question.[1]

Though Derr is referring to extra-organizational conflict, some parts of this technique might be applicable to intra-organizational conflict down to the one-to-one relationships.[2]

In speaking of interpersonal conflict, Derr stated that:

> Conflicts arise because of differences of opinion, different orientations, power struggles, role competition, and other events that involve two or more persons. The source of the conflict is between these parties--usually over work-related issues--rather than just within the individuals themselves.[3]

Derr further discusses conflict and cites instances where principals are in competition with one another. Conflict is many times bred from competition for scarce resources. Derr suggested that conflict may be bred from role

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[1]C. Brooklyn Derr, "Conflict Resolution in Organizations: Views from the Field of Educational Administration," _Public Administration Review_, XXXII, No. 5 (September/October, 1972), 495.

[2]_Ibid._, p. 495.  [3]_Ibid._, p. 496.

negotiation, which he defined as a process of negotiating for a more favorable--yet acceptable--role in the organization.[1]

In summary, Derr suggested that the administrator should assess the situation, make a decision about the scarce resources that he might employ, and apply appropriate strategy to resolve the conflict.[2]

Runkel suggested in his discussion of the homogeneity of role taking in a given group that an arbitrary choice of groups or organizations, rather than random sample cannot yield an unbiased estimate of the pervasiveness of some characteristics of role taking. He points out as an example the number of identifiable roles that one might discover in a group.[3]

Peterfreund suggested in his discussion of how individuals deal with conflict that defense activity, behavior, or subjective psychological experience can be referred to as the clinical manifestations of the substitute. He feels that the organism has a deactivating capability to turn off programs that produce pain, anxiety and conflict. Detective or inadequate programming can

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[1]Ibid., p. 501.    [2]Ibid., p. 500.

[3]Philip J. Runkel and Joseph E. McGrath, Research on Human Behavior (New York:   Holt, Rinehart and Winston, Inc., 1972), p. 133.

lead to conflict that may lead to pathological activity
that results from stress, pain and anxiety.[1]

Guttman's definition of perception is quite dif-
ferent from the one used in this study, "perceiving is
behaving." Guttman speaks of this methodological dualism
in psychology. He holds that the concepts of perceiving,
and behaving are systematically interchangeable. He
posits that all human activities whether of the so-called
mental type or overt actions, or interactions of the
organisms react to objects that have stimulated them.[2]

In summary, it appears that psychological impli-
cations of role conflict can have a profound affect on
the administrative behavior of the individual as he inter-
acts with his subordinate or superordinate. There are
possibilities for psychological damage to be done. There
are possibilities for dealing with conflict as suggested
by Derr. Psychological well being should be a considera-
tion in examining role conflict as evidenced by the
research. Mental attitudes and sound emotional make-up
appears to be important variables in considering conflict
according to the literature.

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[1] Emanuel Peterfreund, "The Programming of Bio-
logical Activity, Behavior, and Subjective Psychological
Experience: Pathology Conflict, and Defense," Psycho-
logical Issues, VII, No. 1 (1971), 170.

[2] Parker E. Lichtenstein, "A Behavioral Approach
to Phenomenological Data," The Psychological Record, XXI,
No. 21 (Winter, 1971), 10-11.

## Anthropological Approach to Role
### and Role Conflict

In relationship to how an interview should be con-
structed to obtain meaningful data, Selltiz, Jahoda
Deutsch, and Cook reported Neal Gross as stating that:

> One aspect of this study concerned superintendents'
> perception of role conflicts (defined by the investi-
> gators as exposure to incompatible expectations on
> thepart of different groups). Open-ended questions
> failed to bring replies relevant to the investigators'
> concept of "role conflict"; experimentation with
> different wording brought no success. Finally, they
> changed to a procedure of opening the interview with
> descriptions of situations involving problems that
> all superintendents face (criteria for the hiring
> and promotion of teachers, for example). . . .[1]

In the interviewing portion of this study an attempt will
be made to follow the suggestions of Selltiz relative to
the interviewing process.

Wallace suggested that many social scientists
combine epidemiological data and processual theory to
develop unique individual culture types that present the
individuals with probable stress situations which are
determined by role or some value conflict that is laid
down by the culture.

Homans states that there are no roles without
statuses or statuses without roles. He suggested that
once the rights and duties become assigned to statuses

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[1]Claire Selltiz, Marie Jahoda, Morton Deutsch,
and Stuart W. Cook, Research Methods in Social Relations
(New York: Holt, Rinehart, and Winston, 1959), p. 259.

the individual begins to perform a role the minute the

status is activated.  Another way of stating the above is

that the role is the expected form of the relationship

between individuals.  According to Homans:

> Some modern psychologist would say that the subordi-
> nate extends to the superior those attitudes he
> has already learned to adopt toward his father in
> the small family.[1]

Homans states that the relationship between superior and

subordinate is partially the same in every group; it

varies in the degree to which the subordinate can escape

from authority, and the degree to which the superior is

chosen by the members of the group.[2]

> Homans stated in his summary that:

> When two persons interact with one another, the
> more frequently one of the two originates interaction
> for the other, the stronger will be the latter's
> sentiment of respect (or hostility) toward him,
> and the more nearly will the frequency of interaction
> be kept to the amount characteristic of the external
> system.[3]

He separates culture conflicts into role incompatibility,

and value incompatibility.  He further subdivides role

incompatibility conflict into role replacement and simul-

taneous role conflict.  He cites as an example of replace-

ment role conflict, retirement.  Simultaneity role con-

flict can be seen in "conflict of interests" situations.

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[1]George C. Homans, The Human Group (New York: Harcourt, Brace and World, Inc., 1950), pp. 12, 134.

[2]Ibid., p. 246.    [3]Ibid., p. 247.

Value conflicts have the capability of producing forms
of neurosis such as amnesias, "shell shock," and "combat
fatigue."[1]

Burton Benedict reports on Leachian's notion that
human action is power based. Burton further reports
Barth's notion that a person playing a role must be aware
that value lost will be greater than value gained.[2]

Burton further reports on Brown and his trans-
actional analysis approach as he states that:

> Instead of looking at the external sanctions which
> brings an individual actor back into line if he
> has transgressed the norms of a particular role,
> we look at the transaction itself in terms of gains
> or losses to the interacting actors. This attention
> is focused on forces internalized within the indi-
> vidual at his range of choices in a given social
> transaction.[3]

These statements have enormous implications for
the principal and the community school director, because
of the mere structure of the organization if frequent
interaction is not built into the design.

Kluckhohn suggested in his discussion of social
roles that:

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[1]Anthony F. C. Wallace, Culture and Personality
(New York: Random House, 1970), p. 232.

[2]Ibid., p. 39.

[3]Burton Benedict, "Family Forms and Economic
Development," Southwestern Journal of Anthropology [New
Mexico: University of New Mexico], XXIV, No. I (Spring,
1968), 3.

> In the group it is the leader or government (system of legislators and administrators) that assumes responsibility for the structuring of social roles and the carrying out of policies (domestic and foreign). The id of the personality is somewhat comparable to the disaffected low status members of a social system, the "unwashed masses," including the "creative minority" (Toynbee) the radical reformers and fanatics, as well as the criminals and psychotics. Every structured ego "holds a lunatic in leash" (Santayana).[1]

Kluckholm continues his discussion of social roles when he states that:

> Thus, by extending the concept of role (social role) to include personal roles, a personality action system and social action system can be represented as roughly homologous, at least in certain respects.[2]

Parsons suggested obligatory role orientation by placing too much pressure on the individual to achieve. Such problems are treated by suspension of the role obligation pressure in favor of allowing the individual to indulge in his dependency needs under controlled conditions. The process is used for a supporting, rein-forcing device, which in therapeutic language, is re-capitulation of the socializing experience.[3]

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[1] Clyde Kluckhohn and Henry A. Murray, Personality in Nature, Society and Culture (New York: Alfred A. Knopf, 1971), pp. 18-19.

[2] Ibid., pp. 18-19.

[3] Talcott Parsons, Social Structure and Person-ality (New York: The Free Press, 1965), pp. 288-89.

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Honigman in his discussion of the nature of culture had this to say about role. Honigman stated that "For roles simply represent culture allocated to individuals of requisite birth, sex, age, and training."[1] Honigman reports that according to anthropological predictions when role behavior goes far enough, kin terms will also alter in order to provide for distinct social statuses.[2] It can be seen here that roles are culturally constituted types of behavior, capable of changing or being altered, it varies from group to group and from culture to culture; however there are some commonalities in some situational role categories.

Hoebel defines as the directives for doing various tasks the inevitability of man's role playing. He states that every man in some degree is playing a role or "poseur," as he calls it. He says that a person's behavior is natural when he has become somewhat habituated to all of his roles to the point where he does not have to prepare himself to perform them. He says that the human organism is a complex multi-roles organism; this varies in the degree, intensity, and time that the roles are activated. Roles may be latent or manifest, depending on

[1] John J. Honigman, Understanding Culture (New York: Harper and Row Publishers, 1963), p. 311.

[2] Ibid., p. 75.

the level of awareness, intensity, and competition with other competing roles.[1]

Barrett quotes Porter and Lawler in their study of 1966 and 1962, in which they found a positive relationship to exist between hierarchical level and individual need-fulfillment. This is significant to this study because according to Lawler's study one should expect a positive correlation between need-fulfillment and goal integration. Another factor is that according to the study persons in lower status roles are less likely to experience a high degree of goal integration. Therefore it appears that goal integration as well as need-fulfillment is a function of hierarchical level.[2]

Perlman looks at role from a theoretical perspective. She examines it via the personality systems and social judgment systems. Perlman stated that:

> It seems to me that in every age phase, from infancy onward, the continuous exercise of personality functions and tasks that are governed by role expectations and their social judgments. These shape and infuse every aspect of the personality. Vital roles are both time-extensive and emotion-intensive.[3]

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[1]E. Adamson Hoebel, Anthropology: The Study of Man (New York: McGraw-Hill Book Company, 1972), pp. 343, 365.

[2]Jon H. Barrett, Individual Goals and Organizational Objectives (Ann Arbor, Mich.: University of Michigan, 1970), p. 42.

[3]Helen Harris Perlman, Persona (Chicago: The University of Chicago Press, 1968), p. 56.

Perlman quoted Freud when she cited the importance of work to man, which evidenced that man's working relationship with those nearest him is as important as the work itself. Perlman suggested:

> Freud noted the importance of work to man's connection with his society: " . . . work has a greater effect than any other technique of living in the direction of binding the individual more closely to reality; in his work he is at least securely attached to a part of reality, the human community." But then pessimistically, he added, ". . . yet as a path to happiness work is not valued very highly by men."[1]

Perlman's realistic expectations for dealing with problems of role and role expectations from the point of view of the (helper) or person working with persons who are having conflict lies in the following message by Perlman:

> Goal achievement is held within modest and realistic bounds for client and helper, both when it is viewed as relative to all particular factors in the particular case and when it is gauged by the client's demonstrated increase of competence and of felt gratification in his daily coping with his erstwhile problematic--others or problematic tasks.[2]

J. A. Jackson reports on a recent study done by Musgrove and Taylor in which the teachers had entirely different perceptions of their role from others that might have effected them; however teachers' views were much closer to those of school officials. They suggested

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[1]Ibid., p. 59.　　　　[2]Ibid., p. 220.

that the teachers' roles were the sum of other people's expectations.[1]

Jackson suggested that the concept of social role says nothing about how the individual relates to the role, or of whether or how he reflects it. Jackson reports on how Helmuth Plessner states the same thing:

> . . . "a structure in which every conception of the self can be realized," and thereby it ranks amongst those concepts of modern sociology which are formal enough to be variable when confronted with the social world in its ethnic and historical diversity without being tied to a specifically modern comprehension.[2]

Znaniecki suggested that individuals have internal systems for dealing with role conflict. He suggests that:

> . . . individuals avoid conflicts by limiting the duties of each role so as to prevent them from interfering with the basic duties of the other. This is the usual way when social role are integrated into organized groups.[3]

Warr suggested that "implicit personality theory," is suitable only for person perception. This theory, however, would be applicable on this study because it is a technique for perceiving others about whom we have

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[1]J. A. Jackson, Role (London: Cambridge at The University Press, 1972), pp. 122-23.

[2]Ibid., p. 13.

[3]Florian Znaniecki, Social Relations and Social Roles (San Francisco: Chandler Publishing Company, 1965), p. 275.

limited information and the focal point for the search

for information is on people in general.[1]

In summary, since there are no genes for role
one would assume that roles are learned culturally con-
stituted behaviors.  The mere fact that characteristics
of various roles differ from culture to culture makes
some input from the field of anthropology crucial at
this point.  Wallace delineated the culture conflicts
into workable variables that one could examine.  They
were namely, role incompatibility and value incom-
patibility.  Homans places great emphasis on ascription
of roles and statuses.  Honigman examines role as cul-
turally based.  It appears from the anthropologist point
of view that role behavior is culturally constituted,
and it is learned behavior that is evaluated in terms
of how it is perceived by a particular culture.

### Summary of Socio-Psycho-Anthropological Implications of Role Conflict

In summary, it appears from the literature that
roles are related to the structure of an organization,
or society.  That role behavior of one member of a group
does affect other members of the group.  It appears that
conflict results when there are discrepancies between

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[1]Peter B. Warr and Christopher Knapper, The
Perception of People and Events (New York:  John Wiley &
Sons, 1968), p. 133.

the perception of the individual, others, or his or her culture.

### The Changing Role of the Principal and Community School Director in the Reorganization and Merger of K-12 and Community Education in the Schools of Flint

Peter L. Clancy in a speech to Mott-interns declared: "The Community School Director is the key man in the school."[1]  Clancy states that for the first time in the country a total school board and school staff will include community education as part of the regular school program and not just an appendage.  He suggested that every teacher, principal and employee in community education will be a part of the total system.  He stated that the community school director is directly under the principal, and the principal should get involved in community education.  He stated further the principal and community school directors power and authority is set-up in a line and staff reorganization.  Principals are accountable for adult education and community activities as much as the community school director.  Principals will be charged with making better uses of the money he has in the operation of his school.[2]

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[1]Peter L. Clancy, Superintendent, Flint Board of Education, Speech to Mott-Interns, September 25, 1972.

[2]Ibid., September 25, 1972.

A design of contrasting models[1] for line and staff organization was illustrated by Clancy. Clancy states:

| OLD MODEL | | REORGANIZATION MODEL |
|---|---|---|
| K-12 | Mott | P ↓ |
| * As As As As ↓ ↓ ↓ ↓ P P P P | * Asv Asv Asv Asv ↓ ↓ ↓ ↓ CSD CSD CSD CSD | CSD |
| * As = Area superintendents * Asv = Area supervisors | **P = Principals **CSD = Community School Directors | |

Clancy appears to be suggesting in the discussion above an institutionalization of the community education program within the traditional K-12 Model.

Associated with this concept is a group of "Elementary School Expectations, 1972-73," among which are included an expectation specifically designed for the principal and community school directors (see Appendix C). Ann Gregory states that the following expectations should be initiated by October 1, 1972. Gregory stated that:

> Further development, and where appropriate, initiation of the accountability model developed by each school. Includes mutually developed

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[1]Ibid., September 25, 1972.

(principal, staff, CSD, parents) objectives and delivery systems, plus a method of evaluation.[1]

The Selby School Model suggests a kinship to the statement above concerning mutuality of the development of the objectives and delivery systems by both the principal and community school director (see Appendix C).

A chart in Appendix C suggests the line and staff of the administrative hierarchy at board level of the reorganization plan of the Flint Community Schools.

In a speech to Mott-interns, Vandel Johnson discusses some possible signs of conflict in dealing with subordinates. Johnson states:

> The key signs to identifying job satisfaction in subordinates is overaggressiveness. This characteristic is more common among men than with women. The ratio of overaggressiveness among men and women is 7 men to 1 woman. Another sign according to Johnson is psychosomatic illness. A good therapy for this is to make the subordinate feel wanted. Feelings of achievement, and assigning them tasks that can be accomplished, is one way to deal with the problem. "No one can live on a continuous diet of failure." The community school is one way to deal with this problem. Do not destroy the subordinates' self-respect. A commendation, or incorporate the subordinate into the mainstream is a way of dealing with preserving the subordinate's self-respect. Anxiety, is a problem that can be spotted if the subordinates appear insecure about themselves. Examples are that the individual exhibits compulsive behavior, or acts or behavior that shows that the individual acts without alternatives. He

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[1]Ann Gregory, Director of Elementary Schools, Flint Board of Education, Gen. Superintendent's Bulletin-V51-No. 3 S2, September 25, 1972.

categorized the signs as: (1) constantly unhappy--
angry with the world all the time, (2) always
submissive, and (3) psychosomatic illness.[1]

Studies in perception of administrators at the
attendance center level have been approached in several
different ways according to the populations studied, the
instruments used, and the results of the data. This study
is unique in that it studies two unique populations:
the community school directors and their principals.
This study is unique in that it takes place in a setting
where for the first time in the country the community
school director is a legitimate part of the total organ-
ization of the school district and not just an appendage.

Dow reports in his study of inner-city elementary
teachers and principals that:

> . . . it is found that principals expect more on
> their own performance than what they see themselves
> actually performing. Which is to say, they are
> not doing as well as they think they should with
> regards to their leadership behavior.[2]

With an alpha level of .05, Dow found the follow-
ing results with respect to his null hypotheses: that
there were significant differences between perceptions
and expectations for leadership behavior of inner-city

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[1]Vandel Johnson, "Speech to Mott-Interns Seminar,"
Michigan State University, East Lansing, September 27,
1972.

[2]Dow, op. cit., p. 102.

elementary teachers and principals. That there were sig-

nificant differences between the inner-city elementary

principals' perceptions and expectations for the leader-

ship behavior of inner-city elementary principals.[1]

Roger Harrison in his article, "Understanding

Your Organization's Character," is somewhat critical of

organizations that have role orientation. He defines

and characterizes these organizations very specifically.

He explains these organizations, first on either end of

a continuum and then suggests what he considers to be

optimum. Harrison states:

> An organization that is role-oriented aspires
> to be a rational and orderly as possible. In
> contrast to the willful autocracy of the power-
> oriented organization, there is a preoccupation
> with legalizing, legitimacy, and responsibility.[2]

Harrison categorizes and contrasts organizations

having different orientations and how the arrangement

affects the interests of people. Harrison finds that

organizations that have the interests of people exhibit

the following type of "Role Orientations" high: security

against economic, political, psychological deprivation;

low: opportunities for voluntary commitment to worth-

while goals; low: opportunities to pursue one's own

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[1]Ibid., p. 104.

[2]Roger Harrison, "Understanding Your Organiza-
tion's Character," Harvard Business Review, L, No. 3
(May-June, 1972), 121.

growth and development independent of organizations

interests of the organization exhibit the following type

of "Role Orientations"; moderate to low:  effective

response to dangerous, threatening environments; low deal-

ing rapidly, and effectively with environmental com-

plexity and change; and high:  interval integration and

coordination of effort, if necessary, at the expense of

individual needs.[1]

How do these organizations deal with conflict?

Harrison stated that:

> Such organizations will be very effective in
> dealing with complex environments and maximizing
> satisfactions for different types of people, but
> they will be subject to more internal conflict and
> ideological struggle than most current organ-
> izations could tolerate . . . For example, instead
> of a "company spirit" there will be several "company
> spirits," all different and very likely antago-
> nistic.  In th is environment of conflicting but
> mutually interdependent parts, the management not
> the resolution of conflict will be a task of the
> greatest importance.[2]

Harrison describes a more comprehensive schematic of

behavior exhibited by various organizational orientations,

refer to Appendix C in the back of this thesis.

As the writer begins to examine the role of the

principal and his subordinates on the administrative

level, one finds considerable ambiguity in the roles of

subordinates as defined by authorities and practitioners.

McCleary relates:

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[1]Ibid., p. 127.          [2]Ibid., pp. 127-28.

New roles are being created for teachers, principals, and students. Authority and status relationships are under-going changes. Teaching patterns, motivations, and reward systems are being affected. Change has become an important dimension in the teaching-learning process, and the study and evaluation of such change will be an important task for the future.[1]

Though the principal's role is much clearer than his sub-ordinates', McCleary suggested that:

Personnel administration will become much better organized and there will be clearer delineation of responsibilities of principals, central-office personnel, and superintendents. System-wide written policies and regulations will become more common, and increased time and effort will go into the development of policies designed to strengthen educational programs. Principals will assume major responsibilities for improvement of school instructional programs. Decentralization in school districts will lead increasingly to the addition to secondary school staffs of competent professionals who will assist principals with instructional leadership.[2]

In connection with the above statements, Peter Clancy in his reorganization of The Flint Schools had legitimized the role of the community school director. Clancy in an interview indicated that "The community school director will be assigned directly under the direction of the principal and will become an assistant principal.[3] The community school director's role was

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[1]Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration (New York: Dodd, Mead and Company, 1965), p. 57.

[2]Ibid., p. 57.

[3]Pete Clancy, Superintendent of Flint Public Schools, Interview, August 15, 1972.

further legitimized and refined by the statement made

by Homer E. Dowdy, Vice President, Program Administration,

Mott Foundation. Dowdy indicated that:

> To date 5/6 of the community school director's
> salary is tax supported and only 1/6 Mott
> foundation supported in the elementary schools
> of Flint. On the high school level the Mott
> Foundation supports half and the taxes support
> the remaining half.[1]

This change in financial support should lend

itself to the role being more legitimized rather than an

appendage or auxillary position with respect to the

basic administrative organization at the attendance center

level. In connection with this change in financial sup-

port the reassignment of community school director by the

superintendent to a direct line and staff relationship

to the principal should lend itself to increased clarity

of role.

In the role of assistant principal, the community

school director's role could take several directions

according to Faber. Faber states:

> A commonly accepted job definition for the
> assistant principal is lacking. Usually, however,
> the assistant principal in actual practice fits
> into one or another of the following three categories:
> The substitute principal. The assistant prin-
> cipal who functions as a substitute principal is
> usually an administrator in name only. Typically, he
> teaches full time or teaches part time and serves

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[1]Homer E. Dowdy, Vice President, Program Admin-
istration, Mott Foundation, Speech made to 1972 Mott-
Interns, Flint, Michigan, September 19, 1972.

the remainder of his time in some supportive capacity, such as audio-visual coordinator. He has no real administrative or leadership duties.

The disciplinarian. In some elementary schools, discipline is the chief item in the assistant's job description, as is the case with many of California's vice principals, or because it is the kind of task the principal most often delegates to the assistant. In either case, if the assistant principal has few if any administrative duties and is expected to confine himself to handling discipline we think it more appropriate to refer to him as "chief disciplinarian" than as an assistant principal.

The Deputy Principal. The third type of assistant principalship is one wherein the assistant is considered a member of the administrative team, sharing the principal's responsibilities through some type of division of effort.[1]

This type of assignment is probably more humanistic or desirable. The third type of community school director role was seen rarely in the Flint system. There were varying combinations of types (1) and (2). Through interviews it was found that the design was more of principal's choice.

Joseph Groulx in his dissertation on the role of the principal in curriculum development stated the following about the changing role of the educational personnel:

The roles of educational personnel will continue to change as new circumstances dictate. A continuous evaluation of roles will need to be conducted so that feedback on the training and

[1]Charles Faber and Gilbert F. Shearrou, Elementary School Administration Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1970), p. 252.

preparation of all educators is more nearly valid.[1]

Groulx defined the principalship in terms of certification and what the district says he is. Groulx states:

> An elementary principal possesses a valid teaching certificate. He supervises an elementary building and is given the title of "Elementary Principal" by the school district.[2]

John Dow defines the elementary principal in a similar manner only he adds the following statement: "That person is the full-time administrator of a kinder-garten through sixth grade elementary school."[3]

The only difference in Dow's definition of per-ception and the one in this study is the term "community school director," in place of the term "teacher."

Dow discusses the importance of the role of the principal and his integral part in the success of the school. Dow reports:

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[1]Harry Joseph Groulx, "A Study of the Influence of Selected Factors on the Elementary School Prin-cipal's Role in Curriculum Development as Perceived by Selected Elementary School Teachers and Elementary School Principals" (unpublished Ed.D. dissertation, Michigan State University, East Lansing, Michigan, 1968), pp. 5-6.

[2]Ibid., p. 6.

[3]John Dow, Jr., "A Comparative Study of Inner-City Elementary Teachers' and Principal's Perceptions of and Role Expectations for the Leadership Behavior of Selected Inner-City Elementary Principals" (unpublished Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1971), p. 4.

Strong support for the principal's role in success-
ful schools is reflected by Gross and Herriott who
suggest that "as the principal, so the school."[1]

A statement by Dow which has great relevance to

this study concerning the behavior of the principal in his

role is found in the statement that follows:

A review of the literature concerning the role of
the principal and related theories, suggest that
the importance of common understanding between
the principal and his staff for his behavior is
vital to the educational process.[2]

Dow reports some quite interrelated statements on

the principal's role behavior by Gwynn, Vroom, Glantz.

Groups work well together only when they understand
what brought them together.  Likewise, Vroom
suggested that the more positive a person's attitude
toward an organization, the greater the tendency
for him to perceive a similarity between the organ-
ization's goals and his own.  Glantz has suggested
that group success is related to the perceptions
and interactions of leaders and group members.
"Group success . . . is the complex outcome of
similar perceptions by the leader and the members
of the inter-personal relations of leader and the
members.[3]

The community school director in the Flint schools

is in a transitional stage in moving from a semi-autonomous

administrative position to a direct subordinate position

under the principal.  The language of the job description

of the community school director sort of implied this

direction in the earlier years of Community Education.  It

was suggested by the earlier pioneers in Community

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[1]Ibid., p. 9.           [2]Ibid., p. 54.

[3]Ibid., p. 54.

Education that this relationship operate in a spirit of co-operation which might have caused some ambiguity. Peter Clancy's reorganization of the schools to include Community Education as an institution made it feasible to institutionalize the position of the community school director and place him under the principal.

The community school director's position and role has been an ever-changing and ever-evolving one. In the discussion that follows, three different concepts of the role of community school director will be presented. Crosby reports:

> Major, Scieszka and Tassee, at the time directors themselves, were early definers of the community school director's role. In a prepared paper for a class at Eastern Michigan University, they summarized the director's position. The community school director receives one-half of his salary from the Board of Education and one-half from the Mott Foundation (this arrangement is not true today). As a community school director, one-half of his time is given to the teaching of physical education in grades four, five, and six during the afternoon. As a Mott Foundation employee, he assumes full responsibility for the afternoon and evening adult education, and evening recreation program.[1]

By this definition, the community school director has a semi-autonomous position with respect to the principal. The authors further defined "full responsibility," to mean full responsibility for the evening curriculum,

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[1]Jerry David Crosby, "A Study of the Expectancies Which Community School Directors and Related Others have of the Community School Directors' Roles in Serving Neighborhoods of Eight Inner-City Schools in the City of Flint, Michigan" (unpublished Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1965), p. 45.

building, human relations, reporting to the principal,

and to the Board of Education.[1]

Crosby's definition is slightly different than

the definition above. Crosby's defines the community

school director as:

> This person is responsible for administration, super-
> vision, and organization of the after-school and
> evening community school program. In most schools,
> he normally teaches half-time during the regular
> school day, but in several of the eight neighborhood
> schools, instead of teaching, some of the director's
> time is devoted to working entirely with community
> problems.[2]

This appears to represent a more fluid position

than the first. Teaching as a prerequisite appears not

to have the emphasis that it had in the first definition.

There are alternatives to teaching half-time.

There are many perceptions and conceptions related

to what the role of the principal and community school

director should be. Administrators in the field and col-

lege professors differ on structure, organization, and

the relationships between these two roles and statuses.

There appears to be nothing sacred about either of the

options presented. However, it appears from the litera-

ture that each perception or concept has some merit. It

appears from the examination of the most current thinking

in the field of community educational administration that

professional opinion and practitioner opinion does differ

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[1]Ibid., pp. 45-46.

greatly in some cases and not so great in others. In the discussion that follows, these views will be presented.

To reiterate, a statement made by Clyde Campbell in an earlier edition of the Community School Journal. Campbell stated that:

> Before Frank Manley created the position of community education coordinator (community school director), programs had tended to start out grandiosely and gradually fade into oblivion. It is easy to see why such deterioration occurred. Selected staff members tried to administer community programs on an overload basis. These people often lacked the energy to execute a daytime program and an evening program in addition. Manley made the community education co-ordinator's position into a profession in its own right. Today these carefully prepared young men not only administer evening activities and sponsor community councils and block clubs, they also function skillfully and productively with many other individuals and groups on numerous kinds of assignments.[1]

Van Voorhees suggested that the following things came out of the April, 1971 symposium on the research needed in community education. Van Voorhees suggested that:

> It was the contention of Task Force II that community educators must seek answers to questions about appropriate and best community involvement models, school and agency working relationships, long-range goals, and administrative structure.[2]

The broad area that Van Voorhees suggested above sets up a basis for this study because this study is concerned

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[1] Clyde Campbell, "Contributions of the Mott Foundation to the Community Education Movement," Phi Delta Kappan, LIV, No. 3 (November, 1972), 196.

[2] Ibid., p. 204.

with a changing "administrative structure." The item in
Task Force III that was most related to this study was
concerned with the administration of community education,
the relationship of community education to the process of
change in the Flint system.

In the area of the delegation of responsibility
and authority, Moore foresees problems with administrators
who do not value flexibility and openness. Moore states:

> The insecure administrator who depends upon status
> authority and a "tight ship" operation will be
> very uncomfortable with this approach.[1]

Moore further describes the pattern that the emerging local
administrator should fit. Moore suggested:

> With increased delegation of authority and responsi-
> bility to local administrators, with "sharing" by
> local groups representing the power structure, job
> descriptions will be very difficult. A different
> kind of personality, background and preparation
> will be required.[2]

Ernest O. Melby describes some conditions that
have gotten into the way of change. He suggested that
not the administrators or the teachers are at fault, but
the administrative pattern. Melby suggested that:

> One is to look at existing administration and
> ask what change need to be made in order to
> free people to carry on community education?[3]

Melby suggested that a starting point should be:

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[1]Ibid., p. 170.                    [2]Ibid., p. 170.

[3]Ibid., p. 171.

It may be helpful to examine the basic assumptions
on which present educational administration rests.
The first thing to be noted is that the principles
of separation of planning and performance, borrowed
from industry and the military, is basic to educa-
tional administration. This means that planning
is done by the central administration and performance
by subordinates.[1]

Melby suggested that we look and scrutinize the

basic units of education. Melby stated:

It is from the nature of these units that we should
begin to outline roles for teachers, principals,
supervisors, superintendents, and board members.
But this has not been one method for role determina-
tion. We have too often started with a structure.
From the structure we have gone to the board, from
the board to the superintendent, from the superin-
tendent to middle management, then to the principal,
to the teacher, and finally to the child.[2]

Melby defines the roles of the superintendents,

principals, and board members. For the purposes of this

study we need only to list the role of the principal.

Melby suggested that:

The roles of the principal is similar to that
of the superintendent, except that the area he
covers is smaller. In general, he needs the same
qualities of personality and leadership. Everyday,
he is involved in leadership in a learning program.
He is engaged in mobilizing the community's re-
sources and in interpreting the program to the
community. He is an operating administrator in
the best educational sense.[3]

It appears that a direct mention of the community school

director's role was left out of this presentation. How-

ever, Melby stated:

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[1]Ibid., p. 171.     [2]Ibid., p. 171.

[3]Ibid., p. 172.

Actually, it may well be that the dominant factor
in leadership in community education is personal.[1]

Melby describes what kind of man he thinks a "Community

Education Man," should be.  He classified them into nine

characteristics.  Melby stated:

1. He is compassionate.  He respects himself and
   others and feels involved with mankind.
2. He has a high estimate of human potential,
   believing all can learn and achieve, if they
   have adequate opportunity.
3. He is keenly aware of both the potential and
   limitations of schools and other learning
   environments.
4. He is fully aware of the educational riches in
   the community and spends continuous effort in
   mobilizing them.
5. He is first of all a learner, a good listener,
   a constant reader, a seeker after educative
   experience.
6. He is accessible; his door is open when people
   leave after a conference with him they are
   glad they came.
7. He is one of the first persons people think
   of when they are in trouble.
8. He is reluctant to take credit for accomplishments
   and slow to blame others for failure.
9. He can show confidence, optimism and enthusiasm
   even when most others have lost faith and
   confidence.[2]

Betty Desbler and John L. Erlich suggested that

the principal should have the following role:

While the principal is responsible for carrying
out the policies and procedures decided by the
regional boards and local school community council,
his role must be to contribute to their formulation,
not to enunciate them.  A trained community education
specialist such as the school community agent or
the community school director can give the technical
assistance so vital to both citizens and school staff.[3]

[1]Ibid., p. 172.          [2]Ibid., p. 172.

[3]Ibid., p. 175.

In looking at the emerging models, Gerald Martin suggested that:

> A system may move toward employment of building directors (community education coordinators) serving either elementary, middle, or secondary schools--individually or collectively. These directors (coordinators) can be professional educators, lay people, or even representatives of other community institutions.[1]

James D. Logsdon put it well when he suggested that:

> While the administrator retains responsibility for establishing a climate for community education, he must delegate responsibility for bringing it into being.[2]

Logsdon is simply saying that the community educator cannot do his job by himself. It appears that he is also saying that the leadership ability of a community educator is measured in terms of how much cooperation the leader can solicit.

According to Harold E. Moore, there are three basic community organizational structures for community education. He calls them "alternative structures." The Flint Board of Education is in a process of moving from the second one to the first category as listed by Moore. Moore suggested that:

1. An all-inclusive organizational and administrative structure which accepts the broad definition of community education and incorporates the

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[1]Ibid., p. 187.    [2]Ibid., p. 198.

       operation of the overall learning program for
       the total community.
2.  A two-headed organization operating under a
     superintendent of schools.  One of the heads,
     usually an assistant superintendent, administers
     that portion of the program normally required
     of all children from K-12.  The other head,
     perhaps also an assistant superintendent, ad-
     ministers the district-operated "optional" aspects
     of the program that have been developed to meet a
     wide variety of community needs.
3.  A combination of the first two alternatives, it
     is usually an organizational and administrative
     structure at the central district level primarily
     geared to administering the required program but
     with specialized personnel at the school building
     level to administer both the required and optional
     programs.[1]

Another model that was adopted by Louisville in 1967 had

a community school director, referred to as the assistant

principal coordinator, and a clerk.  The recreation depart-

ment supplied personnel such as a recreation director and

an assistant director.  There were specialists in the

areas of music, art, and drama that were furnished by the

recreation department.  The assistant principal coordinator

only had "earned credibility" with the recreation staff,

but for organizational realities the recreation staff had

their allegiance to the recreation supervisor.  There was

a C.A.C. component that dealt with community involvement

and were not answerable to the board of education or the

recreation department, but was answerable only to the

federal government and city hall.

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[1]Ibid., p. 168.

William Kromer, in discussing the organizational
structure of Hazel Park in Detroit, stated that:

> This continuing in-service has greatly modified
> the role of principals. Elementary principals,
> in particular, have increasingly accepted responsi-
> bility for joining with others to plan and program
> for the welfare of all residents of the attendance
> area.[1]

Glynn Richard, a representative of teachers from
the Michigan Educational Association stated that "The
heart of the program is illustrated by a visit of a teacher
or building principal to the home of a student."[2] In a
conference with William Kromer, he explained that the
success of the program depended on the administrators
taking the lead in visiting children's homes first them-
selves. This prompted the teachers to want to become
involved.[3]

> Building principals established home visitation
> schedules for themselves and were deputized as
> city clerks to assist citizens who had not regis-
> tered to vote. Teachers were encouraged to volunteer
> for home visitations. Within a three month period
> last fall, there were 1,419 home visitations--403
> by principals, 384 by community school agents, and
> 632 by classroom teachers.[4]

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[1]William Kromer, from conference with and unpub-
lished paper entitled "The Hazel Park Story," November 9,
1972, p. 2.

[2]Glynn Richard, "Home Visitation in Hazel Park,"
Michigan Educational Journal, April 1, 1968, p. 20.

[3]Kromer, op. cit., p. 3.

[4]Richard, op. cit., p. 22.

One of the roles of the principal is to develop an outreach program according to the Hazel Park Schools. In an unpublished statement by the Hazel Parks Schools, Hazel Park Schools stated: "This outreach took the form of thousands of visits by principals, teachers and community school agents to homes, agencies and businesses."[1]

Hazel Park solicited the services of William Kromer and other personnel from O.E.O., Title I, Mott Foundation, and district funds. These personnel unwent a massive continuing in-service program. Webb stated:

> This continuing in-service has greatly modified the role of the principals. Elementary principals, in particular, have increasingly accepted responsibility for joining with others to plan and program for the welfare of all residents of the attendance area.[2]

This statement was made earlier by Kromer, who at the time was serving under Superintendent Webb as community school director in the Hazel Park Schools. Webb stated further that:

> Outreach into the community by the school staff sparked involvement by the alienated and maximized the limited resources to such an extent that Hazel Park citizens enjoyed advantages not common to some of the more advantaged neighboring districts.[3]

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[1] Wilfred Webb, "The Hazel Park Story" (unpublished material by Hazel Park Schools), p. 1.

[2] Ibid., p. 2.     [3] Ibid., p. 3.

The rationale for such an "outreach" program can be found in the rationale that was stated by Hazel Park Schools. Hazel Park Schools stated that:

> . . . real communication involves perception of emotional overtones which in turn is dependent upon face to face contact, aspirations are heightened by involvement in direct rather than vicarious experiences, and channels of human communication serve best which are "opened" before there is a "crisis overload."[1]

In summary, we are about to embark upon the analysis of an embryonic idea cast from the mold of the mortuary stage of a dual system. A system whose philosophers believed that could coexist with separate but equal goals, administration, and curriculum independence. In the chapter that has just been completed, an examination of the philosophers of the old and new were presented. The question is, "How can a dual system that has operated for 34 years preserve the best of both systems, and remain a viable system?" The answer to this question is not the major concern of this study but hopefully this study will be helpful in the development of this evolutionary process.

In the chapters that follow the data will be presented that was observed during the evolutionary process of this merged system. The leaders of these two merged

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[1]"An Administrator's Guide to Vitalizing Community Education Through Personal Communication," Hazel Park's--Vitalizing the Community School Philosophy (unpublished), p. 1.

systems are the principal and the community school direc-
tor. They are undertaking this task in the spirit of co-
operation; though in many of the interviews the inter-
viewees take the position that they are students of the
idea like the writer, but fortunately they were willing to
share their knowledge and experience with the writer. For
this the writer is grateful.

In the preceding discussion a review of selected
literature dealt with the following topics:  theory and
supportive research; the socio-psychological cultural
implications of role and role conflict; and the changing
role of the principal and community school director in the
reorganization and merger of K-12 and community education
in the schools of Flint.

In the chapter that follows (Chapter III), the
writer will discuss the design of the study which consists
of the following:  site and sample, the instrument,
personal data, procedure, hypotheses to be tested, and
treatment of the data.

CHAPTER III

THE DESIGN OF THE STUDY

> Generally, the less the organization alienates
> its personnel, the more efficient it is.
> —Amitai Etzioni

To secure permission to do this study the writer
applied to the superintendent of the Flint Community
Schools in a formal letter on September 24, 1972. A
response was received on September 28, 1972 from the
superintendent advising me to apply to the Director of
Elementary Community Education. Permission to do the
study and permission to do a simultaneous internship was
granted by Anne Gregory on October 18, 1972. The volun-
tary participation and cooperation of the principals and
community school directors enabled this study to cover
the entire Flint Community School Elementary District.
No Flint Elementary Schools were excluded from partici-
pation in the study.

The internship experience facilitated the oppor-
tunity for the investigator to visit and talk with each
principal and community school director in the elementary

schools at least two times. Specifically, the intern-
ship consists of writing job descriptions for principals
and community school directors so that they are inter-
related for the district. Input gained from the prin-
cipals and community school directors hopefully will have
some influence on the final draft of these job
descriptions.

## The Site and Sample

The sample of this study included the entire pop-
ulation of the elementary principals and community school
directors in the inner-city of Flint, Michigan. There are
44 elementary principals and 42 community school directors
in the elementary schools of Flint, Michigan. Because of
the special nature of two of the schools, teachers who
played the role of community school director in their
respective building are included in this study. One school
was an elementary school for the mentally retarded stu-
dents, therefore the board could not justify the employ-
ment of a full-time director. Another school was a school
for the physically handicapped children, therefore a full-
time director could not be employed for that school. For
the reasons mentioned above, two teachers at the respective
schools were substituted for community school directors.

The setting of this study is located in Flint,
Michigan. The population of the metropolitan area of Flint
is 496,658. The population of the metropolitan area is

divided into urban, other urban, and rural areas.  The

areas are divided up as follows:

Urban--349,941

   (a) City--193,317

   (b) Other urban--156,624

Rural--146,717

The population changed from 1960-1970 by 3,623 inhabi-

tants, a percentage of 1.8 percent.

The Flint city limits cover 29.9 square miles.

The valuation (1971 state equalized) Flint School District

according to the Flint Board of Education was 955,525,750.

The city government consists of nine wards and a council-

man from each ward elected at large; three members are

elected every two years for six-year terms.  The school

population in K-12 (including Adult High School) 1971

estimated was 45,700 students.  There were 26,457 elemen-

tary children enrolled in the Flint schools in 1972.  The

racial composition of the schools was 53% white, 44%

black, 2% Spanish, less than 1% American Indian and

oriental.  The Flint school system has 4 senior high

schools, 8 junior high schools, 1 middle school, 43

elementary schools, 137 primary units, 46 mobile units,

and 1 skill center.

The sample for this study will consist of the

principals and community school directors of the 44

elementary schools so as to provide for a district-wide

study. These subjects run the plants of the Flint schools on a day and night basis based on the community school concept of a lighted building and total community involvement.

We shall not proceed further into the study without making you aware of the newness of the administration or the new concept of a legitimatized subordinate relationship of the principal and community school director. While being aware of this limitation as a researcher, we find that personnel changes in rapid succession or large magnitude are not atypical of urban school systems today. This is a "nuisance variable" and personnel changes cannot be controlled by the researcher.[1]

Table 3.1 shows the number of principals and community school directors used in this study. The table also includes the number of male or female community school directors.

TABLE 3.1.--Data on the Sex of the Principals and the Community School Directors.

| Principal | | Community School Director | |
|---|---|---|---|
| Male | Female | Male | Female |
| 27 | 17 | 44 | 0 |

[1]Mary Ellen McSweeney, Statistics Lecture, Michigan State University, January 8, 1973.

Table 3.2 shows the number of years the princi-
pals and community school directors have been in their
respective positions.

TABLE 3.2.--Data on the Number of Years Serving as
Principal or Community School Director.

| Number of Years | Principal | Community School Director |
|---|---|---|
| 0- 1 | 6 | 8 |
| 1- 4 | 13 | 26 |
| 5- 9 | 14 | 7 |
| 10-14 | 6 | 1 |
| 15-19 | 3 | 0 |
| 20-24 | 2 | 0 |
| Total | 44 | 42 |
| Median | 7.5 | 2.5 |
| Mean | 8.48 | 4.5 |

## The Instrument

This study utilized the data from three instru-
ments to analyze the perceptions of the elementary prin-
cipals and community school directors. The instruments
were: (1) Responsibility, Authority, Delegation Scale;
(2) Leadership Behavior Description Questionnaire; and
(3) Job Satisfaction and Job Expectations Questionnaire.

Responsibility, Authority, Delegation Scale
The Responsibility, Authority, Delegation Scale
is commonly referred to as the RAD scale. The
Responsibility, Authority, Delegation Scale is a
scale that measures the responsibility, authority,
and delegation of super-ordinates and subordinates
in different kinds of organizations and institutions.
The Responsibility, Authority, Delegation Scale

yields six sub-scales referred to as 1, 2, 3, 4, 5, and 6. Sub-scales 1 and 4 combine to yield a responsibility score. Sub-scales 2 and 5 combine to yield an authority score. Sub-scales 3 and 6 combine to yield a delegation score. These three variables, responsibility, authority and delegation, will be used as the basic variables of the study and the variables of the other instruments will be correlated and analyzed with respect to responsibility, authority, and delegation.

A high score indicates a high degree of estimated responsibility, authority or delegation.

The instrument does not intend to establish norms of behavior, or make a judgment of good or bad. The basic intent is to record one's perception with respect to the variables, responsibility, authority and delegation.

Stogdill reports the following reliability coefficients for school principals out of 73 subjects.

| Variable | Reliability Coefficients |
|---|---|
| (a) Responsibility | .88 |
| (b) Authority | .81 |
| (c) Delegation | .78[1] |

Stogdill is careful to state that he is aware of the complexity of administrative behavior. This instrument, however, will provide a body of information.

In this study, using this instrument, the variables: responsibility, authority, and delegation may be defined as follows:

1.  Responsibility -- the score R (Responsibility) is the sum of the four items checked in Scales 1 and 4 divided by four (16 items).

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[1]Ralph M. Stogdill, The RAD Scales Manual (Columbus, Ohio: The Ohio State University, 1957), p. 2.

2.  <u>Authority</u> -- the score A (Authority) is the sum of the four items checked in Scales 2 and 5 divided by four (16 items).

3.  Delegation -- the score D (Delegation) is the sum of the four items checked in Scales 3 and 6 divided by four (16 items).

For further reference see Appendix A.

The scoring key indicates that there are eight items having scale values from eight to one, arranged in descending order.

Stogdill states:

<div align="center">

<u>Scoring Key</u>

</div>

| Item Number | Scale Value |
|---|---|
| 1 | 8 |
| 2 | 7 |
| 3 | 6 |
| 4 | 5 |
| 5 | 4 |
| 6 | 3 |
| 7 | 2 |
| 8 | 1[1] |

In summary, the RAD Scale measures how the individual perceives his responsibility, authority, and delegation. A correlation of his subordinates would indicate harmony or dissonance based on a significant or insignificant statistic when analyzed.

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[1]<u>Ibid.</u>, p. 4.

## The Leader Behavior Description Questionnaire

The Leader Behavior Description Questionnaire,
commonly referred to as (LBDQ), is an instrument that
measures the perception of one leader in the formal organ-
ization by another leader in formal organization or by
himself. The pronoun (I) may be substituted for (He), if
one uses the instrument to measure himself.

In this study the emphasis was on the super-
ordinate and subordinate relationship between the elemen-
tary principal and the community school director. Both
groups were given the same instrument for uniformity;
however, the elementary principals were instructed to
describe themselves and the community school directors
were instructed to describe their principal. The re-
spondent describes his behavior or the behavior of his
super-ordinates by five adverbs: always, often, occasion-
ally, seldom, and never. This study is restricted to
administrators at the building level only, and does not
pretend to reflect the relationship between central office
administrators and building administrators.

The original Leader Behavior Description Question-
naire was developed by Shartle, Hemphill and Coons.
Halpin and Winer later identified specific variables in
the instrument that they referred to as the consideration

dimension and the initiating structure dimension.  Halpin[1]
states:

>    Consideration -- refers to behavior indicative
> of friendship, mutual trust, respect, and warmth
> in relationship between the leader and members of
> the group (15 items).
>    Initiating Structure -- refers to the leadership
> behavior in delineating the relationship between
> himself and the members of his group and in
> endeavoring to establish well defined patterns
> of organization channels of communication and ways
> of getting the job done (15 items).[2]

There are 40 items on the questionnaire; only 30

items are scored for the purpose of controlling the experi-

mental conditions that would replicate the original

standardization conditions.

Halpin states that:

>    The estimated reliability by the split-half
> method is .83 for the initiating structure scores,
> and .92 for the consideration scores when corrected
> for attenuation.
>    The LBDQ has been used for research purposes in
> industrial, military and educational settings.[3]

Halpin has used the instrument in a study of 50

school superintendents, and has used the instrument to

compare aircraft commanders to school administrators.

Dow used a form of the instrument to study principals and

teachers in the Grand Rapids schools.

There are ten items that have not been scored

(see Appendix A).  They are 5, 10, 15, 19, 25, 30, 33,

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[1]Andrew W. Halpin, "Manual for the Leader Behavior
Description Questionnaire," p. 1.

[2]Ibid., p. 1.    [3]Ibid., p. 1.

36, 37, and 40 and are not scored on either dimension (to replicate original standardization conditions). There are certain items in the questionnaire that are scored in reverse. They are indicated by an asterisk (see Appendix A). The sequence of the items of the dimensions are presented on the questionnaire in random order.

Each item on the Leader Behavior Description Questionnaire is keyed to only one or no dimension of the leadership scale. The responses are indicated based on the frequency which a respondent may describe the behavior using the following adverbs: always, often, occasionally, seldom, and never. Most of the items are scored as follows:

| A | B | C | D | E |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

There are three items scored in reverse. Items 12, 18, and 20 are scored in reverse as follows:

| A | B | C | D | E |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 0 |

In summary, the LBDQ in this study attempts to describe the behavior of the elementary principal as described by himself and the community school director to discover statistical significant harmony or dissonance in the administrator's perceptions.

## The Job Satisfaction and Job
### Expectations Questionnaire

The Job Satisfaction and Job Expectations Ques-
tionnaire are two separate scales. The Job Expectations
is further subdivided into six sub-scales. They are: work
advancement, friends, pay, freedom, family, and job
security. Some of the variables above suggest what Etzioni
called non-economic rewards and sanctions when he was re-
ferring to the Hawthorne Studies. For example, the vari-
able on friends and family attitudes if they are signifi-
cant others should effect the work production according to
the Hawthorne Studies as reported by Etzioni. Also, accord-
ing to Etzioni, the pay variable and the "non-economic"
variable such as friends and family may not be compatible
or correlated. Job satisfaction, according to Etzioni or
his quoted studies, may be a function of pay, or non-
economic rewards, or one, both, or neither.[1] The study
may suggest some information relative to this question.

## The Job Satisfaction Scale

The Job Satisfaction Scale measures satisfaction
with school, administration, and recognition. The Job
Satisfaction is counted as one variable even though it
has three parts.

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[1]Emitai Etzioni, Modern Organizations (Englewood
Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 34.

## The Job Expectations Scale

The Job Expectations Scale measures expectations concerning work advancement, friends' attitudes, pay, freedom on the job, family attitudes, and job security.

## Modification of the Job Satisfaction and Job Expectations Questionnaire

Upon the recommendation and assistance of Stogdill, the instrument was modified to make it more compatible with the population studied. The revisions were:

1. Item "Administrator's" was substituted for the item "Management's."

2. Item "Personnel" was substituted for item "Employees."

3. Item "School" was substituted for item "Company."

4. Item "Principal's" was substituted for "Management's" in question (7) of satisfaction scale.

5. Item "Principal" was substituted for "Supervisor" in question (9) under satisfaction scale.

6. Item "Subordinates" was substituted for "Workers" in question (10) under satisfaction scale.

7. Item "School" was substituted for "Company" in questions (2, 3, 13) under the expectation scale.

There are twelve items in the Job Satisfaction Questionnaire and they are scored as follows:  VG = 5, G = 4, F = 3, P = 2, VP = 1.  The meanings of the symbols are as follows:

```
VG = Very Good
 G = Good
 F = Fair
 P = Poor
VP = Very Poor
```

This value judgment is made by the respondent about himself.

An explanation of the variables that are measured on the instrument are found below.

Satisfaction--is related to the school management (administration) and recognition of the personnel work in the school environment.

Work--is the perception of the task and roles that he performs.

Advancement--is the perception of the person's expectations for advancing in his present position.

Friends--is the perception of how the person perceives his friends' attitudes toward his position.

Pay--is his perception of what the person expects in terms of remuneration for his employment.

Freedom--is his perception of how involved he is in decision making.

Family--is his perception of how his family views his position.

Job Security--is his perception of his security in his present position.

The relationship of the satisfaction variable and the expectation variable is explained by Stogdill in a note in the manual of the Job Satisfaction and Job Expectations Questionnaire. Stogdill states:

> Employee satisfaction with company is related to a form of supervisory leadership that lets employees know what to expect, and also is related to group loyalty to company.[1]

According to Stogdill there should be a relationship between the LBDQ and the Job Satisfaction with freedom on the job, and the consideration variable of the LBDQ. Stogdill states " . . . employee satisfaction with freedom on the job is related to supervisory considerations and ratings of drive and freedom."[2]

## Personal Data

The personal data that was relevant to this study was obtained from observation and research records. Specific ages are not reported to protect the anonymity of the applicants. Age ranges were reported in five-year intervals, number of years in service was reported in

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[1]Ralph M. Stogdill, Job Satisfaction and Job Expectations Manual (Columbus, Ohio: Program for Research in Leadership and Organization, College of Administrative Science, The Ohio State University, 1965), p. 3.

[2]Ibid., p. 4.

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five-year intervals, sex was reported from observation. The variables considered were as follows:

1. Sex

2. Age

3. Level of experience

4. Administrative position

Below is a table of age groupings of the principals and community school directors reported in intervals of five years (Table 3.3).

TABLE 3.3.--Ages of Principals and Community School Directors Reported in Five-Year Intervals.

| Ages | Principal | Community School Director |
|------|-----------|---------------------------|
| 20-24 | 0 | 8 |
| 25-29 | 0 | 18 |
| 30-34 | 3 | 12 |
| 35-39 | 8 | 1 |
| 40-44 | 7 | 2 |
| 45-49 | 8 | 3 |
| 50-54 | 9 | 0 |
| 55-59 | 7 | 0 |
| 60-64 | 2 | 0 |
| Total | 44 | 44 |

Source: Bob Revis, Director of Research, Flint Board of Education, December 14, 1972.

Following is a table of number of years in service in the respective position (Table 3.4).

TABLE 3.4.--Number of Years in Service in the Respective
         Position.

| Number of Years | Principal | Community School Director |
|---|---|---|
| New this year | 6 | 8 |
| 1- 4 | 13 | 28 |
| 5- 9 | 14 | 7 |
| 10-14 | 6 | 1 |
| 15-19 | 3 | 0 |
| 20-24 | 2 | 0 |
| Total | 44 | 44 |

Source:  Bob Revis, Director of Research, Flint Board of
         Education, December 14, 1972.

## Procedure

A formal request was made to Peter Clancy, Super-
intendent of Flint Community Schools on September 24,
1972 to do the study in the 44 elementary schools.  A
copy of the correspondence is listed in Appendix B.
Clancy referred the writer to Anne Gregory, Director of
Elementary Community Education.  A formal request was
made to Mrs. Gregory on October 5, 1972 for permission to
do the study along with a concurrent internship.  Per-
mission was granted by Mrs. Gregory on October 18, 1972.

A request was made to Ralph M. Stogdill on
September 24, 1972 for permission to use and duplicate
copies of three instruments, namely, Responsibility,
Authority, and Delegation Questionnaire; Leader Behavior
Description Questionnaire; and Job Satisfaction and Job

Expectations Questionnaire. Permission to use and dupli-
cate the instrument was granted on October 6, 1972.

The internship and subsequent data gathering for
the study commenced on November 6, 1972. The first instru-
ments and interviews took place on November 6, 1972. Ex-
tensive interviews and interaction with all elementary
principals and community school directors took place
during the six-week internship.

A letter of explanation accompanied each instru-
ment, along with a personal interview with each principal
and community school director. Questions were answered
relative to the taking of the instrument and its use.

## Hypotheses to be Tested

In order to approach the problem of the perceptions
of principals and community school directors with respect
to the variables: responsibility, authority, delegation,
initiating structure, consideration, school management
and recognition, work, advancement, friends, pay, freedom,
family, and job security, it became necessary to set forth
the following hypotheses. These hypotheses are stated in
the null form according to the research procedures.

Hypothesis 1: There is no significant difference
between the perceptions of principals
and community school directors with
respect to the variable responsibility.

Hypothesis 2: There is no significant difference
between the perceptions of principals

and community school directors with respect to the variable authority.

Hypothesis 3: There is no significant difference between the perceptions of principals and community school directors with respect to the variable delegation.

Hypothesis 4: There is no significant difference between the perceptions of principals and community school directors with respect to the variable initiating structure.

Hypothesis 5: There is no significant difference between the perceptions of principals and community school directors with respect to the variable consideration.

Hypothesis 6: There is no significant difference between the perceptions of principals and community school directors with respect to the variable school management and recognition.

Hypothesis 7: There is no significant difference between the perceptions of principals and community school directors with respect to the variable work.

Hypothesis 8: There is no significant difference between the perceptions of principals and community school directors with respect to the variable advancement.

Hypothesis 9: There is no significant difference between the perceptions of principals and community school directors with respect to the variable friends.

Hypothesis 10:  There is no significant difference
between the perceptions of principals
and community school directors with
respect to the variable pay.

Hypothesis 11:  There is no significant difference
between the perceptions of principals
and community school directors with
respect to the variable freedom.

Hypothesis 12:  There is no significant difference
between the perceptions of principals
and community school directors with
respect to the variable family.

Hypothesis 13:  There is no significant difference
between the perceptions of principals
and community school directors with
respect to the variable job security.

## Treatment of the Data

Based on a series of conferences with Lezotte, it
was decided that the most appropriate statistic for the
treatment of the data was the multi-variate analysis of
the data.  Data was collected on nineteen variables relat-
ing to responsibility, authority, delegation, leadership
behavior, job expectations, and job satisfaction.  Only
thirteen of the variables were selected for analysis based
on the fact that they were most related to the study.  It
was decided not to use the data on the sex of the subjects
because females were only included in the principals'
population and not in the community school directors'
population.  The numbers (1) and (2) represented the prin-
cipal and community school director respectively.

The (N) for the study was 84, and the degree of freedom for the hypotheses is equal to 1, and the degree of freedom for the error is equal to 82. The choice of an alpha level was .05 based on tradition and instruction gained from research courses. The analysis of the data in this study will be found in Chapter IV.

Below is a table of the results of how many instruments were sent and returned (Table 3.5). Also included in this table is the percentage of questionnaire returns. There were four respondents that did not return their questionnaires. Two of these had extended illnesses, the other non-respondents were too busy to complete the questionnaires.

TABLE 3.5.--Summary of Questionnaires Sent and Returned.

| Group | Number Sent | Number Returned | Return Percentage |
|---|---|---|---|
| Principals | 44 | 42 | 95.4 |
| Community School Directors | 44 | 42 | 95.4 |
| Total | 88 | 84 | 95.4 |

## Summary

In summary, this chapter made an attempt to present the design, methodology, and procedures used to develop this study. The sample of this study included all

principals and community school directors in the community schools in Flint on the elementary level. The instruments employed were the Responsibility, Authority and Delegation Scale; the Leadership Behavior Description Questionnaire; and the Job Satisfaction and Job Expectations Question-naire.

In the chapter that follows, Chapter IV, the analysis of the data will be presented using the multi-variate analysis statistic. One will discover in Chapter V that conclusions, recommendations and areas for further study will be presented.

CHAPTER IV

ANALYSIS OF THE DATA

The writer will present the results of the analysis
of the data in this chapter. Each hypothesis will be re-
stated as a null or test hypothesis. The hypotheses were
tested by using the "Jeremy Finn Multi-variate Analysis
of Variance Routine," at the Michigan State University
Computer Center. The "Jeremy Finn Multi-variate Analysis
of Variance Routine," is a multivariate analysis of vari-
ance statistics. The determination of significance of the
difference was determined by an alpha level of .05.

Multivariate statistical analysis is defined by
Tatsuoka as:

> . . . that branch of statistics which is devoted
> to the study of multivariate (or multidimensional)
> distributions and samples from these distributions.[1]

The rationale for employing such a statistic on this study
is found in the following quote by Tatsuoka. Tatsuoka
stated that:

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[1]Maurice M. Tatsuoka, Multivariate Analysis (New
York: John Wiley and Sons, 1971), p. 1.

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Multivariate analysis is concerned with a group (or several groups) of individuals, each of whom possesses values or scores on two or more variables such as tests or other measures. We are interested in studying the interrelations among these variables in looking for possible group differences in terms of these variables, and in drawing inferences relevant to these variables concerning the populations from which the sample groups were chosen.[1]

In this study we are concerned with two groups, the principals and community school directors, and thirteen variables associated with these people in their roles. This appears to justify the application of this statistic to the data under concern. This statistic bears two kinds of significance tests associated with the canonical correlation analysis. Tatsuoka stated that:

The first is an overall test to decide whether there is any significant linear relationship between the two sets of variables. If overall significance is found, we would then want to know how many of the canonical-variable pairs are significant.[2]

In this study the variance of canonical variate was 1 = 50.5058, and there was 100 percent of canonical variation. Therefore, differences were indicated and the task was to find out how many of the canonical-variate pairs were significant.

## Hypothesis 1

Hypothesis 1:  There is no significant difference between the perceptions of principals and community school directors with respect to the variable responsibility.

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[1]Ibid., p. 1.     [2]Ibid., pp. 186-87.

The overall F-ratio for the multivariate test of this hypothesis is 4.5820 which is significant at the .0001 level. Therefore, the null hypothesis is rejected. Results of the multivariate analysis test for Hypothesis 1 are presented in Table 4.2. The mean scores of the principals and community school directors on Table 4.21 indicate that no significant differences exist between principals and community school directors on responsibility.

Table 4.1 gives data on all thirteen variables of the study. In the discussion that follows each variable will be analyzed separately following the presentation of Table 4.1.

Therefore, it is concluded that there is no difference between the perceptions of the principal and community school directors with respect to responsibility. As a result, the null hypothesis is not rejected.

## Hypothesis 2

Hypothesis 2: There is no significant difference between the perceptions of the principals and community school directors with respect to the variable authority.

The evidence for this hypothesis is found in Table 4.3. It is concluded then that there is a significant difference between the perceptions of principals and community school directors with respect to authority.

TABLE 4.1.--Multivariate Analysis of Variance--For all
         Variables:  Responsibility, Authority, Dele-
         gation, Initiating Structure, Consideration,
         School Management and Recognition, Work,
         Advancement, Friends, Pay, Freedom, Family,
         Job Security.

F-Ratio for multivariate test of equality of mean
  vectors 4.5820
D.F. = 13 and 70.0000            P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| 1. Responsibility | 385.7143 | 2.3874 | 0.1262 |
| 2. Authority | 1876.2976 | 15.1636 | 0.0003 |
| 3. Delegation | 4968.0476 | 24.7871 | 0.0001 |
| 4. Initiating Structure | 243.4405 | 2.5647 | 0.1132 |
| 5. Consideration | 236.6786 | 2.4375 | 0.1224 |
| 6. School Management and Recognition | 10.7143 | 0.1108 | 0.7401 |
| 7. Work | 5.2500 | 0.3975 | 0.5302 |
| 8. Advancement | 9.3333 | 0.6908 | 0.4084 |
| 9. Friends | 4.2976 | 0.3800 | 0.5393 |
| 10. Pay | 1.4405 | 0.1500 | 0.6996 |
| 11. Freedom | 12.1905 | 1.0274 | 0.3138 |
| 12. Family | 3.0476 | 0.2224 | 0.6385 |
| 13. Job Security | 37.3333 | 2.9055 | 0.0921 |

Degrees of Freedom for Hypothesis = 1
Degrees of Freedom for Error = 82

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TABLE 4.2.--Multivariate Analysis of Variance--
        Responsibility.

F-Ratio for multivariate test of equality of mean vectors
    4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Responsibility | 385.7143 | 2.3874 | 0.1262 |

Degree of freedom for hypothesis = 1

Degree of freedom for error = 82

TABLE 4.21.--Mean Scores of Perceptions of Principals and
        Community School Directors on the Variables
        Responsibility, Authority, Delegation and
        Initiating Structure.

| Group | Responsi-bility | Authority | Dele-gation | Initiating Structure |
|---|---|---|---|---|
| Principals | 57.76190 | 59.28571 | 56.59524 | 46.64286 |
| Community School Directors | 53.47619 | 49.8333 | 41.21429 | 43.23810 |

TABLE 4.3.--Multivariate Analysis of Variance--Authority.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P Less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|----------|-----------------|--------------|-------------|
| Authority | 1876.2976 | 15.1636 | 0.0003 |

Mean scores for authority may be found in Table 1.1.

## Hypothesis 3

Hypothesis 3:  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable delegation.

The evidence for this hypothesis is found in Table 4.4. It may be concluded then, that there is a significant difference between the perceptions of the principals and community school directors with respect to delegation.

TABLE 4.4.--Multivariate Analysis of Variance--Delegation.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|----------|-----------------|--------------|-------------|
| Delegation | 4968.0476 | 24.7871 | 0.0001 |

Mean scores for delegation may be found in Table 4.21.

## Hypothesis 4

Hypothesis 4:   There is no significant difference
between the perceptions of the prin-
cipals and community school directors
with respect to the variable initiating
structure.

Results of the multi-variate analysis test for

Hypothesis 4 are presented in Table 4.5. The mean scores

of the principals and the community school directors in

Table 4.21 indicate no significant differences exist

between the principal and community school directors

on initiating structure.

Therefore, it may be concluded that there is no

difference between the perceptions of the principals and

community school directors with respect to initiating

structure. As a result the null hypothesis was not

rejected.

TABLE 4.5.--Multivariate Analysis of Variance--Initiating
Structure.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Initiating Structure | 243.4405 | 2.5647 | 0.1132 |

Mean scores for initiating structure may be found in

Table 4.21.

## Hypothesis 5

Hypothesis 5:   There is no significant difference
between the perceptions of the prin-
cipals and community school directors
with respect to the variable
consideration.

Results of the multivariate analysis test for

Hypothesis 5 are presented in Table 4.6. The mean scores

of the principals and community school directors in Table

4.21 indicate no significant differences exist between

the principals and community school directors with respect

to consideration.

Therefore, it may be concluded that there is no

difference between the perceptions of the principals and

community school directors with respect to consideration.

As a result, the null hypothesis was not rejected.

TABLE 4.6.--Multivariate Analysis of Variance--
Consideration.

F-Ratio for multivariate test of equality of mean
vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Consideration | 236.6786 | 2.4375 | 0.1224 |

Table 4.61 will deal with mean scores of five of the variables. They are: consideration, school management and recognition, work, advancement, friends.

TABLE 4.61.—Mean Scores of Perceptions of Principals and Community School Directors on the Variables Consideration, School Management and Recognition, Work, Advancement, and Friends.

| Group | Consider-ation | School Mngmnt. and Recognition | Work | Advance-ment | Friends |
|-------|---------------|-------------------------------|------|-------------|---------|
| Principals | 43.61905 | 49.00000 | 15.07143 | 12.76190 | 13.64286 |
| Community School Directors | 40.26190 | 49.71429 | 15.57143 | 13.42857 | 14.09524 |

## Hypothesis 6

Hypothesis 6: There is no significant difference between the perceptions of the principals and community school directors with respect to the variable school management and recognition.

Results of the multivariate analysis test for Hypothesis 6 are presented in Table 4.7. The mean scores of the principals and community school directors in Table 4.61 indicate no significant differences exist between the principals and community school directors with respect to school management and recognition.

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Therefore, it may be concluded that there is no significant difference between the perceptions of the principals and community school directors with respect to school management and recognition. As a result, the null hypothesis was not rejected.

TABLE 4.7.--Multivariate Analysis of Variance--School Management and Recognition.

F-Ratio for multivariate test of equality of mean
    vectors 4.5280
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| School Management and Recognition | 10.7143 | 0.1108 | 0.7401 |

Mean scores may be found in Table 4.61.

### Hypothesis 7

Hypothesis 7: There is no significant difference between the perceptions of the principals and community school directors with respect to the variable work.

Results of the multivariate analysis test for Hypothesis 7 are presented in Table 4.8. The mean scores of the principals and community school directors in Table 4.61 indicate no significant differences exist

between the principals and community school directors with respect to their perception of work.

Therefore, it may be concluded that there is no difference between the perceptions of principals and community school directors with respect to their perceptions of work. As a result, the null hypothesis was not rejected.

TABLE 4.8.--Multivariate Analysis of Variance--Work.

F-Ratio for multivariate test of equality of mean
     vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Work | 5.2500 | 0.3975 | 0.5302 |

Mean scores may be found in Table 4.61.

## Hypothesis 8

Hypothesis 8:  There is no significant difference between the perceptions of the principals and community school directors with respect to the variable advancement.

Results of the multivariate analysis test for Hypothesis 8 are presented in Table 4.9. The mean scores of the principals and community school directors in Table 4.61 indicate no significant differences exist

between the principals and community school directors

with respect to advancement.

Therefore, it may be concluded that there is no

difference between the perceptions of the principals and

community school directors with respect to their percep-

tions of advancement. As a result, the null hypothesis

was not rejected.

TABLE 4.9.--Multivariate Analysis of Variance--Advancement.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Advancement | 9.3333 | 0.6908 | 0.4084 |

Mean scores may be found in Table 4.61.

### Hypothesis 9

Hypothesis 9:  There is no significant difference
               between the perceptions of the
               principals and community school
               directors with respect to the variable
               friends.

Results of the multivariate analysis test for

Hypothesis 9 are presented in Table 4.10.  The mean

scores of the principals and community school directors

in Table 4.61 indicate no significant differences exist

between the principals and community school directors with respect to friends' perception of their work.

Therefore, it may be concluded that there is no difference between the perceptions of the principals and community school directors with respect to friends' perception of their work. As a result, the null hypothesis was not rejected.

TABLE 4.10.--Multivariate Analysis of Variance--Friends.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|----------|-----------------|--------------|-------------|
| Friends | 4.2976 | 0.3800 | 0.5393 |

Mean scores may be found in Table 4.61.

### Hypothesis 10

Hypothesis 10: There is no significant difference between the perceptions of the principals and community school directors with respect to the variable pay.

Results of the multivariate analysis test for Hypothesis 10 are presented in Table 4.11. The mean scores of the principals and community school directors in Table 4.61 indicate no significant differences exist

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between the principals and community school directors with
respect to pay.

Therefore, it may be concluded that there is no
difference between the perceptions of the principals and
community school directors with respect to pay. As a
result, the null hypothesis was rejected.

TABLE 4.11.--Multivariate Analysis of Variance--Pay.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|----------|-----------------|--------------|-------------|
| Pay | 1.4405 | 0.1500 | 0.6996 |

Table 4.111 will deal with mean scores of four
of the variables. They are: pay, freedom, family, and
job security.

TABLE 4.111.--Mean Scores of Perceptions of Principals and
             Community School Directors on the Variables
             Pay, Freedom, Family and Job Security.

| Group | Pay | Freedom | Family | Job Security |
|-------|-----|---------|--------|--------------|
| Principals | 12.47619 | 14.33333 | 14.07143 | 12.89052 |
| Community School Directors | 12.21429 | 15.09524 | 13.69048 | 14.14286 |

## Hypothesis 11

Hypothesis 11: There is no significant difference between the perceptions of the principals and community school directors with respect to the variable freedom.

Results of the multivariate analysis test for Hypothesis 11 are presented in Table 4.12. The mean scores of the principals and community school directors in Table 4.111 indicate no significant differences exist between the principals and community school directors with respect to freedom.

Therefore, it may be concluded that there is no difference between the perceptions of principals and community school directors with respect to freedom. As a result, the null hypothesis was not rejected.

TABLE 4.12.--Multivariate Analysis of Variance--Freedom.

F-Ratio for multivariate test of equality of mean
    vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|----------|-----------------|--------------|-------------|
| Freedom  | 12.1905         | 1.0274       | 0.3138      |

Mean scores may be found in Table 4.111.

## Hypothesis 12

Hypothesis 12:   There is no significant difference
between the perceptions of the prin-
cipals and community school directors
with respect to the variable family.

Results of the multivariate analysis test for

Hypothesis 12 are presented in Table 4.13. The mean

scores of the principals and community school directors

in Table 4.111 indicate no significant differences exist

between the principals and community school directors

with respect to family's perception of the job.

Therefore, it may be concluded that there is no

difference between the perceptions of principals and

community school directors with respect to family's per-

ception of the job. As a result, the null hypothesis

was not rejected.

TABLE 4.13.--Multivariate Analysis of Variance--Family.

F-Ratio for multivariate test of equality of mean
vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Family | 3.0476 | 0.2224 | 0.6385 |

Mean scores may be found in Table 4.111.

## Hypothesis 13

Hypothesis 13:  There is no significant difference
between the perceptions of the prin-
cipals and community school directors
with respect to the variable job
security.

Results of the multivariate analysis test for

Hypothesis 13 are presented in Table 4.14.  The mean

scores of the principals and community school directors

in Table 4.111 indicate no significant differences exist

between the principals and community school directors

with respect to perceptions of job security.

Therefore, it may be concluded that there is no

difference between the perceptions of principals and

community school directors with respect to perception

of job security.  As a result, the null hypothesis was

not rejected.

TABLE 4.14.--Multivariate Analysis of Variance--Job
Security.

F-Ratio for multivariate test of equality of mean
vectors 4.5820
d.f. = 13 and 70
P less than 0.0001

| Variable | Between Mean SQ | Univariate F | P Less Than |
|---|---|---|---|
| Job Security | 37.3333 | 2.9055 | 0.0921 |

Mean scores may be found in Table 4.111.

The technique employed above on multivariate analysis of variance was programmed by Jeremy Finn at the State University of Buffalo. In Finn's technique mean scores are reported in rows and columns. A copy of the table may be seen in Table 4.15.

Again, one may observe that significance at the .05 level was obtained for authority and responsibility. The variables delegation and authority also had large significant F-ratios. These two variables were obtained from the Responsibility, Authority and Delegation Scales. The only variable that was not significant on this scale was the variable responsibility. In essence, the data suggest that the principals and community school directors' perceptions do not agree significantly with respect to responsibility. The data suggest that the principals and community school directors differ significantly with respect to their perceptions of authority and delegation.

## Summary

In summary, based on the data of this study, the evidence suggests that the writer may make the following inferences from the analysis of the data:

1. There is no significant difference between the perceptions of principals and community school directors with respect to the variable responsibility.

TABLE 4.15.—Multivariate Analysis Combined Table of all Mean Scores of Principals and Community School Directors.

Cell Means ----      Rows are Cells      Columns are Variables

| | Responsibility | Authority | Delegation | Initiating Structure | Consideration | School Management and Recognition |
|---|---|---|---|---|---|---|
| Principals* | 57,76190 | 59,28571 | 56,59524 | 46,64286 | 43,61905 | 49,00000 |
| C.S.D.** | 53,47619 | 49,83333 | 41,21429 | 43,23810 | 40,26190 | 49,71429 |

| | Work | Advancement | Friends | Pay | Freedom | Family | Job Security |
|---|---|---|---|---|---|---|---|
| Principals* | 15,07143 | 12,76190 | 13,64286 | 12,47619 | 14,33333 | 14,07143 | 12,80952 |
| C.S.D.** | 15,57143 | 13,42857 | 14,09524 | 12,21429 | 15,09524 | 13,69048 | 14,14286 |

*Principals.

**Community School Directors.

2. There is a significant difference between the perception of the principals and community school directors with respect to the variable authority.

3. There is a significant difference between the perceptions of the principals and community school directors with respect to the variable delegation.

4. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable initiating structure.

5. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable consideration.

6. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable school management and recognition.

7. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable work.

8. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable advancement.

9. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable friends.

10. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable pay.

11. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable freedom.

12. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable family.

13. There is no significant difference between the perceptions of the principals and community school directors with respect to the variable job security.

This chapter has presented the data obtained from a multivariate analysis of variance on two groups. The groups were principals and community school directors. Thirteen variables were tested and analyzed. The next chapter (Chapter V) will deal with the summary, conclusions, recommendations, implications, and areas for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS,

IMPLICATIONS, AND AREAS FOR

FURTHER STUDY

## Summary

This study examined the perceptions of the prin-
cipals and community school directors' role with respect
to responsibility, authority, and delegation by utilizing
the Responsibility, Authority and Delegation Scales; the
Leadership Behavior Description Questionnaire; and the Job
Satisfaction and Job Expectations Questionnaire. To this
end the writer sought to determine if significant differ-
ences exist between principals and community school direc-
tors with respect to thirteen different variables that
were included in the RAD, LBDQ, and Job Satisfaction
Questionnaire. The variables that were examined on the
Responsibility, Authority, and Delegation Scales were:
responsibility, authority and delegation. The variables
that were examined on the Leadership Behavior Description
Questionnaire were: initiating structure and considera-
tion. The variables that were examined on the Job

Satisfaction and Job Expectations Questionnaire were:
school management and recognition, work, advancement,
friends, pay, freedom, family and job security. In essence,
the basic question was--if the principal and community
school director have been operating virtually different
suborganizations, and they are thrust into a unitary
organization, do significant differences exist with re-
spect to responsibility, authority and delegation when
they are in a super-ordinate and subordinate relationship?
The principal was defined as the super-ordinate and the
community school director was defined as the subordinate
by the superintendent. Does this change involve signifi-
cant differences in worker job satisfaction and expecta-
tions? Does this change involve significant differences
in initiating structure and consideration?

This study consisted of a sample that represented
the entire population of principals and community school
directors in the elementary community schools of Flint,
Michigan. There are two exceptions to the statements
above: (1) one school was an experimental school for ex-
ceptional children, therefore, a teacher who acted in the
capacity of community school director was substituted for
a director; (2) one school was a school for thementally
retarded, and a teacher was substituted for a full-time
director in that school. There were a total of forty-four
principals and forty-four community school directors that

were originally involved in the study. Forty-two prin-
cipals and forty-two community school directors responded
to the instrument in the study.

The data was analyzed by employing the multivariate
analysis statistic (programmed by Jeremy Finn). The
decision rule employed a significant confidence level of
.05. Supportive information was obtained by interviews
with the principals and community school directors.

Selected relevant literature was discussed in
Chapter II which included definitions of principals and
community school directors role by authority; the changing
role of the principal and community school director in the ·
reorganization and merger of the K-12 and community edu-
cation program in the schools of Flint; relatea studies;
current comments on the role of the principal and community
school director from practitioners and community education
professors; how administrative scholars view the problem;
a general overview of role conflict; the sociological
researcher's view of role conflict; psychological implica-
tions of role conflict; and the anthropological approach
to role and role conflict.

Chapter III consisted of the site and sample.
The instruments and their modifications are presented in
Chapter III. Personal data on the subjects of the study
are presented in this chapter. The procedure for con-
ducting the study was explained and described. This

chapter is terminated by a statement of the hypothesis related to the thirteen variables under study.

Chapter IV consisted of the presentation of observed data obtained from the study. The rationale for the employment of the multivariate analysis was discussed in this chapter with the accompanying analysis and presentation of data in the form of data and stated hypotheses related thereto. The hypotheses are tested individually and statistical tests based on procedural statistical decision rules were employed to reach a decision of significance of each hypothesis. The summary of this chapter was concluded by a statement of each hypothesis and the resulting significant decisions based on F-ratios and p-values.

## Conclusion

This study is based on the assumptions that the instruments; RAD, LBDQ, and JS and JE will provide researchable data to provide some understanding of role perceptions of principals and community school directors. The assumption about the RAD appears to be justified because Stogdill reports in Chapter III of this study that the reliability coefficients for the responsibility, authority, and delegation were: responsibility (.88); authority (.81); and delegation (.78) for the school principals for which the instrument was standardized.

Another factor that appears to support the assumption is
that in the scale manual Halpin[1] suggested that the
Leadership Description Behavior Questionnaire is an
instrument used to measure the perceptions of one leader
in the formal organization to another leader in the
formal organization or by himself. The assumption also
appears to be supported by the statements of Stogdill
that the Job Satisfaction and Job Expectations Question-
naire measures specific variables related to this study.
This assumption may be satisfied in general because the
instruments described above may measure perception in the
areas of responsibility, authority, delegation, leadership
behavior, job satisfaction and job expectations according
to the research findings of Halpin and Stogdill.

Assumption 2 in the study states that the re-
spondents are aware of the major change in the organ-
izational structure and how it affects them. This
assumption seems to be satisfied by the following public
statements and interviews with the principals and com-
munity school directors. The Flint Journal reported a
statement by Cenko, President of the Flint Board of
Education in May, 1972 as having said that the K-12
program is interrelated with the community education
program. In August, 1972 in a conference with Pete Clancy,

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[1]Halpin, op. cit., p. 2.

Superintendent, Clancy stated that "The community school director will be assigned directly under the direction of the principal." In a speech to Mott Interns on September 25, 1972, Clancy illustrated what he referred to as the "old model" versus the "reorganization model." This reorganization model, said Clancy, "would place the community school director in a direct line position under the principal," which infers that the principal becomes the superordinate and the community school director the subordinate. A diagram of this model is reported under changing roles in the review of literature section in Chapter II. In the interviews with principals and community school directors, they were aware of the organizational change; but were not clear on how to implement the change. Consensus was reached undisputedly with the principals regarding the superordinate-subordinate relationships between principal and community school director. All principals were agreed upon the fact that for the first time the community school directors were under their complete jurisdiction as a subordinate. The delegation of responsibility and authority in terms of degrees and quantity differed from principal to principal. Consensus leaned in favor of the community school director being responsible for community school programs and advisory councils. In one school the community school director's role was defined by the principal as

an assistant principal, and a nameplate bearing this
title was mounted over his office door.  The above state-
ments appear to satisfy the assumption that the principals
and community school directors were aware of a change in
their organizational roles.

Assumption 3 states that transplantable paradigms
can be identified in the Flint school system.  This
assumption appears to be satisfied by evidence that some
individual schools in the Flint school system has adhered
to the accountability model put out by the superinten-
dent's office on September 25, 1972, entitled Bulletin-
V51-NO. 3,52, a copy of which is found in Appendix C.
As an example witness, the Oak School, where the writer
did a six-week internship.  At Oak School the community
school director is in charge of a team, and is delegated
the responsibility and authority for that team's operation;
but being finally accountable to the principal.  The team
for which the community school director is responsible
consists of an assistant community school director, school
social worker, home school counselor, housing counselor,
early childhood home and parent teaching director for
preschool children, and an assistant director for pre-
school home teaching.  This, in turn, is coordinated by
the principal; whose task it is to relate the program as
directly as possible to the homes of children in the K-6
program.  The goals of the program are to provide children

with improved preparation for school when they begin their K-6 program, and to provide enrichment and assistance to parents and children already enrolled in the K-6 program.

An example of another model is found at Selby School where the community school director is subordinate to the principal. This model consists of a community school director that teaches a half day. The community school director teaches classes in the regular K-6 program in physical education in the evening. After school the director is responsible for the enrichment program for parents and students enrolled in the K-6 program. The principal and community school director have a shared responsibility for the advisory council. Sometimes the principal participates in the role of the community school director at night, and the community school director participates in the regular administrative duties of the principal during the day. In these activities the community school director works with the K-6 teachers and the curriculum. The roles at night are jointly administered on occasions.

An example of another model is found at King School where the Principal has designated that the community school director be an assistant principal. This model concurs with the original wishes of the superintendent when he suggested that the community school director will become an assistant principal. The

principal expressed a desire to the Superintendent Clancy
that her administrative structure provide for the possi-
bility of her sharing the duties of the community school
director at night, and he sharing her duties in the day-
time activities. The extent of this involvement is not
structured, but the philosophy is there.

The above statements appear to justify the assump-
tion that paradigms may be identified that are of a trans-
plantable nature. This study, however, does provide some
possibly useful data in terms of what to expect in the
implementation of models such as these. To be more
specific, based on the hypotheses of this study, specific
information was gained with respect to how the two heads
of the "two-headed organizations" react to a change to a
unitary organization where the principal becomes the
superordinate and the community school director the sub-
ordinate. The question is how do the two heads perceive
responsibility, authority, delegation, leadership behavior,
job satisfaction and job expectations.

Hypothesis 2--Variable "authority" had a statis-
tically significant difference. The writer would like
to interpret these results in terms of Max Weber's defi-
nition of authority. Weber stated that:

> Legitimation--to refer to the acceptance of the
> exercise of power because it is in line with values
> held by the subjects;

Authority to refer to the combination of the two--i.e., to power that is viewed as legitimate.[1]

Therefore, it appears that it may be inferred from a significant difference in the variable authority that the principal and community school director relationship has not been viewed by one or both as legitimate. The ramifications of this condition may be profound in the school setting. It may manifest itself in lack of commitment to joint or unilateral decisions; role conflict; supervision of teachers' conflicts; curriculum decision conflicts; conflicts with the role of the principal and community director in dealing with parents and children; and most importantly in the role of the community school director in the community. A significant difference in this variable may reduce the efficiency of the organization. Since the evidence of the data suggests that there is no consensual base on the variable authority, administrative communications are threatened. When administrative communications are threatened, personnel problems may occur in the ranks. Because of this threat to communications, other subordinates are not clear on the lines of authority at the top administrative level. Students are quick to note conflict between personnel, and this may lead to frustration within the student body.

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[1]Etzioni, op. cit., p. 51.

Hypothesis 3--Variable "delegation" had a statistically significant difference. The writer would like to suggest that based on the data that delegation of power or authority in the administrative ranks is crucial. What role each will play in the organization is a critical issue. The data indicates that there is conflict in this area. Problems arising out of this conflict may take the form of how the responsibility is delegated, and to what extent. Whereas, the data suggested that there was no conflict in responsibility, there is a question of commitment to carry out the responsibility. It appears from this condition that the "instrumental functions," of the organization will be carried out, but the "effective functions," will go lacking for lack of commitment.

In an atmosphere of change many anxieties build up from inherent ambiguity which may have led to acceptance of responsibility, but the questioning of authority and delegation. It appeared from the interviews that the community school directors were clear on what their instrumental duties were, but were not clear on how much authority they had in implementation of programs. They were clear to a minimum extent on the extent of their involvement in the K-6 program. Their involvement varied in quantity and quality from building to building. This condition may be desirable because it allows for creativity from building to building. It may not be desirable

if it perpetuates frustration in the personnel. The
question arose with some community school directors if
they are delegated additional responsibilities, such as
day activities, what time will they have time for their
own creations. Here, it appears is a conflict that re-
sults from authority and delegation. Other problems
resulting from delegation are the role of the community
school director as a liaison between the community when
his delegated responsibility makes him more a part of
the institution. Some feel that the detachment in part
from the institution enhances their community communica-
tion.

In sum, it appears that the principals and com-
munity school directors have evident conflict in the areas
of authority and delegation. These problems appear to
manifest themselves in the areas cited above.

Hypothesis 1--Variable "responsibility" did not
have statistically significant differences. Through
interviews the principals and community school directors
appear to regard responsibility as a matter of course,
accepted behavior with regard to the "instrumental func-
tions," of the organization. This type of attitude
appeared to get in the way of many to begin operating at
the "effective level."

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Hypotheses 4 and 5--Variables "Leadership
Behavior." The variables under leadership behavior did
not yield significant differences. This appears to infer
that the principals and community school directors agree
on the description of leadership behavior, that is, the
principals behave the way the community school directors
describe them as behaving.

Hypothesis 6--Variable "job satisfaction" did not
yield significant differences; therefore, it may be con-
cluded that principals and community school directors
appear to agree on school management and recognition
procedures.

Hypotheses 5, 6, 7, 8, 9, 10, 11, 12, and 13--
Variables "job expectations" did not yield statistically
significant results. From the organization's point of
view, this may be viewed as positive because these
variables relate to job expectations. Nonsignificant
results appear to indicate that the expectations of both
groups are not in conflict.

Implications and Explanations

How may the findings in Hypothesis 2 be ex-
plained? Through interviews with the principals and
community school directors, it appears that authority
is a crucial issue. During the previous administration

and organization, the authority of the community school director in his domain was considerably different. In his new role the community school director is a subordinate and not a quasi-colleague as he was before; this appears to cause some conflict. The principals accustomed to being concerned about the K-6 program, and though they relish the notion of having the authority over the community school director they appear not to relish the thought of the added time spent in taking part in the night-time activities.

What are the implications for community education? While this still appears to be a viable alternative for the "two headed monster" organization, it does present problems in the transitional stages. It may present problems in the long run also. A replicatory study might be to examine the same variables periodically over time to test if the same results are evident. For systems which plan to use the reorganization plan, attention must be placed on the relationships of the authority of the principal and community school director in the organization. Another study might be, "does declaratory reorganization effect authority when the preparatory time is increased." What are the effects of this conflict on staff personnel or children? Does the community prefer a community school director whose detachment from the school is more like the previous organization or the

existing one?  Which organization is more efficient in producing learning in children?

These are implications that appear to warrant merit.  Time may solve some of the problems, but continuous research would be feasible to bring about desirable lasting outcomes.

How may the findings in Hypothesis 3 be explained?  The variable delegation yielded a statistically significant result.  How authority is delegated has some interesting socio-psychological manifestations.  Conflicts in delegation may breed insecurity in the personnel of the organization.  It may result in disloyalty and reduce efficiency.  A commitment to the task delegated might result in minimum effort to complete the task and reduce creativity.

How does this effect community education?  Community education is an area that thrives on creativity.  A conflict in authority threatens this creativity.  A conflict in authority threatens this creativity.  To be sure, delegation is an integral part of the organization's function, but conflict in this area is not healthy.  It becomes a matter of what activities are delegated to the community school director, for example, lunchroom duty, discipline, and various other types of alienating activity may get in the way of the community school directors' relationship with the community and the students.  As was

indicated in the interviews, the delegation of K-6 in-
creased responsibility reduces time for community work.
However, on the positive side most interviewees agreed
that the most salient point of the reorganization plan
is that it permits people to understand who they are to
report to and who is responsible. The problem appears
to be how, and to what extent.

How may the findings in Hypothesis 1 be explained?
Hypothesis 1 relates to responsibility. Responsibility
per se does not appear to be a problem. The data gives
evidence that the principal and community school director
agree on the responsibility. Responsibility seems to be
more related to the instrumental activities of the organ-
ization. For example, the principal concedes that he
is head of the school and can delegate authority to the
community school director. The community school director
concedes that the principal is the head of the school.
The community school director may, however, differ on how
the authority is delegated or allocated.

What effect does this have on community educa-
tion? This could be supportive to community education
because the principal and community school director agree
on who is responsible for what. It may also mean that
they agree on joint responsibility.

How may the findings of Hypotheses IV and V be
explained? Since many of the directors were much younger

and were upwardly mobile, they were concerned about re-
sponsibility to their superiors in the most acceptable
terms. The superiors indicated, through interviews, that
they felt extremely good about their relationship with
their directors and the way they behaved. Agreement on
the behavior of the two groups of administrators appears
to be important to community educators because conflict
in this area could get in the way and produce role
conflict.

How may the findings in Hypothesis 6 be ex-
plained? Both principals and community school directors
are paid well, as well as both received numerous non-
economic rewards. Most directors have been promoted
within the last four to five years, most are upwardly
mobile and job satisfaction appears to be no problem as
observed from the interviews. From organizational point
of view non-significance in this area appears to be
healthy, because a satisfied employee should be an
efficient employee. It appears that community education
could profit from satisfied employees. Satisfaction
here appears to mean satisfaction with position, and not
necessarily satisfaction with the functioning of the
position.

How may the findings in hypotheses 6, 7, 8, 9,
10, 11, 12, and 13 be explained? Again, the community
school director, for the most part, are upwardly mobile

and the fact that most have been promoted recently suggests that their expectations have received immediate reward and reinforcement recently, which suggests also possibly high expectations.

The apparent relationship of high expectations on performance suggests that this variable warrants additional study in depth to determine whether these high expectations continue over time. The results of this study indicates promise for community education because community education thrives on personnel which have high expectations of their jobs. Agreement on expectations by principal and community school directors appears to be positive for the organization.

In sum, there is a proliferation of literature in community education that suggests that the "two headed monster" is not a viable organizational structure. The structure proposed by the Flint Board as an alternative appears to have promise. However, the data from this study suggest that there are limitations in establishing a unitary system. The limitations are the lack of a consensual base on the variables authority and delegation on the part of principals and community school directors. It appears that these problems cannot be ignored by a chief administrator who plans to transplant the paradigm (transplant means to use the Flint model in another school district). It may well be that in

the planning stages of the transplant, the recipient may wish to provide for a mechanism to deal with these anticipated problems.

However, the study has revealed many rewarding aspects of the new paradigm, though they are in the embryonic stages they show much promise. In this unified system, in many cases according to interviews, the principal and community school director have found it helpful to mutually work with community concerns, home school counselors, pre-school programs, and programs that are K-6 and community education related to provide for better articulation of the whole educative process.

When a community sees the principal and community school director working harmoniously and mutually for their best interest and the interest of their students, according to the interviews, the problems of the school are minimal. To quote a statement from Charles Stewart Mott, "What I am worth is what I am doing for other people."[1]

## Recommendations

The results of this study indicate that there are significant differences between the perceptions of the principal and community school director with respect

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[1]Lawrence R. Gustin, Journal Automotive Editor, "Charles Stewart Mott Dies," The Flint Journal, Flint, Michigan, February 18, 1973, p. 1.

to authority and delegation. This study indicates that there are no significant differences in responsibility. There were no significant differences in initiating structure and consideration. Also, the data indicated that there were no significant differences on the dimensions of job satisfaction and job expectations.

Based on the data, the writer sets forth the following recommendations:

1.  That the chief administrator re-examine the goals of the organization in order to evaluate the utilization of the data. Two major considerations must be taken into account.

    (a) Is change the major goal of the organization?

    (b) Is it desirable to have the two administrators differing or having the same perceptions?

    If the goal of the organization is to bring about change only; then the present state of affairs is acceptable. If the goal of the organization is to promote change while preserving harmony, then the process should be employed to ameliorate differences. It appears that this may be accomplished through inservice training of administrators; providing periodic opportunities for the two groups to be together away from the task environment; reorganization

of administrators so that more compatible admin-
istrators will be together; reducing ambiguity
in roles through a clarification of roles or
having the two groups mutually define roles.

2.  That studies be conducted to analyze why there
    is a difference in authority and delegation to
    further delineate cause and effect relationships
    in the problem.

3.  That studies be conducted to ascertain the effects
    of the problems on the organization.

4.  That studies be conducted to ascertain the effects
    of the problem on the curriculum.

5.  That studies be conducted to ascertain the effects
    of the problems on subordinate staff morale.

6.  That studies be conducted to ascertain the
    effects of the problem on student morale.

7.  That a "consensual base" be established for the
    health of an organization and to offset the
    tendency of organizations in dynamic change
    to tend toward atrophy.

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APPENDICES

APPENDIX A

INSTRUMENTS

APPENDIX A

INSTRUMENTS

```
1.......4.......R.......
2.......5.......A.......
3.......6.......D.......
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THE RAD SCALES

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Directions:  Below are six separate scales.  Two of these
scales describe different degrees of responsibility.  Two
describe different degrees of authority, and two describe
different degrees of authority delegated to assistants.

    For each scale please check only two items, as
follows:  Double Check (√√) the single statement which
most accurately describes your status and practices in
carrying out your duties, and check (√) the next most
descriptive statement.

        Double Check (√√) = Most descriptive statement
        Check (√) = Next most descriptive statement


                        SCALE 1

(  ) 1.  I am responsible for the formulation and adoption
         of long range plans and policies.

(  ) 2.  I am responsible for making decisions which
         define operating policies.

                        (Check only two items in Scale 1)

( )    3.    My superior gives me a general idea of what he
wants done.  It is my job to decide how it shall
be done and to see that it gets done.

( )    4.    It is my responsibility to supervise the work
performed by my assistants and subordinates.

( )    5.    The operations of my unit are planned by my
superiors.  It is my responsibility to see that
the plan is executed.

( )    6.    It is my responsibility to carry out direct
orders which I receive from my superior officers.

( )    7.    My responsibilities and duties are assigned daily
in the form of specific tasks.

( )    8.    My superior approves each task I complete before
I am permitted to undertake another.

## SCALE 2

( )    1.    I have complete authority for establishing
policies and goals of a general scope and
establishing the lines of organizational author-
ity and responsibility for the attainment of
these goals.

( )    2.    I am authorized to make all decisions necessary
for the implementation of long range plans.

( )    3.    In the main I can make and carry out all deci-
sions which fall within the realm of established
policy without consulting my superior or obtain-
ing his approval.

( )    4.    I have complete authority on routine matters
but refer the majority of unusual items to
my superior for approval.

( )    5.    All questions of policy must be referred to my
superior for his decision.

( )    6.    I frequently refer questions to my superior
before taking any action.

( )    7.    I seldom make decisions or take action without
approval from my superior.

( )    8.    My work procedures are fully outlined and allow
little freedom in making decisions.

(Check only two items in each scale)

## SCALE 3

( ) 1. My assistants have been granted authority to fulfill their duties in any manner they deem advisable.

( ) 2. My assistants have full authority, except that I retain the right to approve or disapprove of decisions affecting policy making.

( ) 3. My assistants have been authorized to make decisions on problems as they arise, but must keep me informed on matters of importance.

( ) 4. My assistants have authority to handle all routine matters in day to day operations.

( ) 5. My assistants may act in most routine matters.

( ) 6. Many of the responsibilities of my office cannot be entrusted to assistants.

( ) 7. My assistants have no actual authority to take action, but make recommendations regarding specific action to me.

( ) 8. I dictate detailed orders to my subordinates which they must carry out exactly as I specify, consulting me frequently if they are in doubt.

## SCALE 4

( ) 1. I am responsible for decisions relative to changes in long term policy.

( ) 2. I am responsible for making decisions relative to methods for effecting major changes in operations.

( ) 3. My superior always informs me as to the tasks to be performed and I am solely responsible for deciding how to fulfill these tasks and supervising their performance.

( ) 4. It is my responsibility to supervise the carrying out of orders which I receive from my superior.

( ) 5. I am responsible for making decisions relative to routine questions.

(Check only two items in each scale)

( ) 6.  I execute direct orders given by my superiors.

( ) 7.  I have only my own routine tasks to account for.

( ) 8.  I am not responsible for making decisions.

## SCALE 5

( ) 1.  I have complete authority for formulating policies of general nature and scope and for establishing lines of the entire organizational authority and responsibility.

( ) 2.  I am authorized to make decisions which put all major plans and policies into action.

( ) 3.  I refer only matters of an exceptional nature to my superior for approval.  I settle most problems myself.

( ) 4.  In situations not covered by instructions, I decide whether action is to be taken and what action is to be taken.

( ) 5.  I have no authority to act in matters where policy is not clearly defined.

( ) 6.  I have authority to make decisions only as they are related to my own routine tasks.

( ) 7.  I make decisions only when given explicit authority.

( ) 8.  I follow a work schedule laid out for me by my superiors and have little authority to make changes.

## SCALE 6

( ) 1.  I make decisions only when consulted in unusual circumstances, authorizing my assistants to exercise a high degree of authority and responsibility in making decisions.

( ) 2.  I have delegated full authority to my assistants, other than the rights to prescribe policy and pass upon broad procedures.

(Check only two items in each scale)

( ) 3.   I give my assistants a general idea of what I
         want done.  It is their responsibility to decide
         how it shall be done and to see that it gets
         done.

( ) 4.   I have delegated to my assistants authority to
         make all routine daily decisions.

( ) 5.   I make most decisions coming within my scope of
         authority, although my assistants assume con-
         siderable responsibility for making decisions
         in routine matters where policies and procedures
         are well established.

( ) 6.   I supervise my assistants fairly closely in
         their exercise of authority.

( ) 7.   I make all important decisions coming within my
         scope of authority.  My assistants are responsible
         for making decisions only in minor matters.

( ) 8.   I have not found it advisable to delegate
         authority to my assistants.

(Check only two items in Scale 6)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by staff members of
The Ohio State Leadership Studies

Name of Leader Being Described_____

Name of Group Which He Leads_____

Your Name_____


On the following pages is a list of items that may
be used to describe the behavior of your supervisor.
Each item describes a specific kind of behavior, but does
not ask you to judge whether the behavior is desirable or
undesirable. This is not a test of ability. It simply
asks you to describe, as accurately as you can, the
behavior of your supervisor.


Note: The term "group," as employed in the following
items, refers to a department, division, or other unit of
organization which is supervised by the person being
described.

The term "members," refers to all the people in the
unit of organization which is supervised by the person
being described.


Published by

Bureau of Business Research
College of Commerce and Administration
The Ohio State University
Columbus, Ohio

DIRECTIONS:

    a.   READ each item carefully.

    b.   THINK about how frequently the leader engages in the behavior described by the item.

    c.   DECIDE whether he always, often, occasionally, seldom or never acts as described by the item.

    d.   DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

                A = Always
                B = Often
                C = Occasionally
                D = Seldom
                E = Never

1.  He does personal favors for group members.    A  B  C  D  E

2.  He makes his attitudes clear to the group.    A  B  C  D  E

3.  He does little things to make it pleasant to be a member of the group.    A  B  C  D  E

4.  He tries out his new ideas with the group.    A  B  C  D  E

5.  He acts as the real leader of the group.    A  B  C  D  E

6.  He is easy to understand.    A  B  C  D  E

7.  He rules with an iron hand.    A  B  C  D  E

8.  He finds time to listen to group members.    A  B  C  D  E

9.  He criticizes poor work.    A  B  C  D  E

10.  He gives advance notice of changes.    A  B  C  D  E

11.  He speaks in a manner not to be questioned.    A  B  C  D  E

12.  He keeps to himself.    A  B  C  D  E

13. He looks out for the personal welfare of individual group members.   A   B   C   D   E

14. He assigns group members to particular tasks.   A   B   C   D   E

15. He is the spokesman of the group.   A   B   C   D   E

16. He schedules the work to be done.   A   B   C   D   E

17. He maintains definite standards of performance.   A   B   C   D   E

18. He refuses to explain his actions.   A   B   C   D   E

19. He keeps the group informed.   A   B   C   D   E

20. He acts without consulting the group.   A   B   C   D   E

21. He backs up the members in their actions.   A   B   C   D   E

22. He emphasizes the meeting of deadlines.   A   B   C   D   E

23. He treats all group members as his equals.   A   B   C   D   E

24. He encourages the use of uniform procedures.   A   B   C   D   E

25. He gets what he asks for from his superiors.   A   B   C   D   E

26. He is willing to make changes.   A   B   C   D   E

27. He makes sure that his part in the organization is understood by group members.   A   B   C   D   E

28. He is friendly and approachable.   A   B   C   D   E

29. He asks that group members follow standard rules and regulations.   A   B   C   D   E

30. He fails to take necessary action.   A   B   C   D   E

31. He makes group members feel at ease when talking with them.   A   B   C   D   E

32. He lets groups members know what is expected of them.    A  B  C  D  E

33. He speaks as the representative of the group.    A  B  C  D  E

34. He puts suggestions made by the group into operation.    A  B  C  D  E

35. He sees to it that group members are working up to capacity.    A  B  C  D  E

36. He lets other people take away his leadership in the group.    A  B  C  D  E

37. He gets his superiors to act for the welfare of the group members.    A  B  C  D  E

38. He gets group approval in important matters before going ahead.    A  B  C  D  E

39. He sees to it that the work of group members is coordinated.    A  B  C  D  E

40. He keeps the group working together as a team.    A  B  C  D  E

## Satisfaction With Organization

How is your job at the present time?  Do you think it is
very good, good, fair, poor, or very poor?

DIRECTIONS:

1. Read each of the following items that describes
   something about your job.

2. Decide whether it is very good, good, fair, poor,
   or very poor.

3. Draw a circle around the symbol that best describes
   your job.  Do this for each item.

       VG = Very Good
        G = Good
        F = Fair
        P = Poor
       VP = Very Poor

1. Administrators' interest in welfare
   of personnel                              VG   G   F   P   VP

2. This school as a place to work           VG   G   F   P   VP

3. Appreciation shown here for my work      VG   G   F   P   VP

4. Fair treatment of personnel by
   administrator                             VG   G   F   P   VP

5. This school's reputation in the
   community                                 VG   G   F   P   VP

6. Feeling that my job is regarded as
   important                                 VG   G   F   P   VP

7. Principal's planning for the future      VG   G   F   P   VP

8. Communications from school to its
   personnel                                 VG   G   F   P   VP

9. Credit given by my principal for
   doing a good job                          VG   G   F   P   VP

10. Principal's understanding of
    subordinates' problems                   VG   G   F   P   VP

11. My pride in working for this school     VG   G   F   P   VP

12. Credit given by school for good work    VG   G   F   P   VP

## JOB EXPECTATIONS

How is your job in comparison with what you think it should be?  Is it much better than you expect, better than you expect, about the same as you expect, poorer than you expect, or much poorer than you expect?

DIRECTIONS:

    1.  Read each item carefully.

    2.  Decide whether it says something about your job that is much better than you expect, better than you expect, about the same as you expect, poorer than you expect, or much poorer than you expect?

    3.  Draw a circle around one of the five symbols to show how well the item meets your expectations. Do this for each item.

        MB = Much Better than expected
         B = Better than expected
         S = Same as expected
         P = Poorer than expected
       MP = Much Poorer than expected

| # | Item | | | | | |
|---|------|----|---|---|---|----|
| 1. | Satisfaction with my present job | MB | B | S | P | MP |
| 2. | My chances of getting ahead in this school | MB | B | S | P | MP |
| 3. | My friends' opinions about the school | MB | B | S | P | MP |
| 4. | The amount of money I am paid | MB | B | S | P | MP |
| 5. | Freedom to make decisions about my work | MB | B | S | P | MP |
| 6. | My family's pride in my job | MB | B | S | P | MP |
| 7. | Chances of keeping this job as long as I want it | MB | B | S | P | MP |
| 8. | My happiness in my work compared to most people | MB | B | S | P | MP |
| 9. | Satisfaction with my progress here | MB | B | S | P | MP |
| 10. | My job compared with my friends' jobs | MB | B | S | P | MP |
| 11. | Pay here compared to other places | MB | B | S | P | MP |

MB = Much Better than expected
B = Better than expected
S = Same as expected
P = Poorer than expected
MP = Much Poorer than expected

12. Freedom to use my own judgment in
    my work                                MB   B   S   P   MP

13. What my family thinks about the
    school                                 MB   B   S   P   MP

14. Chances of steady work                 MB   B   S   P   MP

15. Liking for the work I am doing here     MB   B   S   P   MP

16. My chances of going as high as I
    want to go here                        MB   B   S   P   MP

17. My advancement compared with that
    of my friends                          MB   B   S   P   MP

18. Pay compared to what my work
    is worth                               MB   B   S   P   MP

19. Ability to plan ahead in my work        MB   B   S   P   MP

20. Interest of my family in my work here   MB   B   S   P   MP

21. Chances of staying on this job
    till retirement                        MB   B   S   P   MP

22. Interesting work to do                  MB   B   S   P   MP

23. Advancement on the basis of ability     MB   B   S   P   MP

24. My pay compared with the pay of
    my friends                             MB   B   S   P   MP

25. The pay for overtime work               MB   B   S   P   MP

26. Freedom to express my opinions to
    my supervisor                          MB   B   S   P   MP

27. My family's satisfaction with my
    advancement here                       MB   B   S   P   MP

28. Steadiness of work here compared
    with most places                       MB   B   S   P   MP

PERSONAL INTERVIEW QUESTIONNAIRE ON THE ROLE OF

THE PRINCIPAL AND COMMUNITY SCHOOL DIRECTOR

|  |  | Yes | No |
|---|---|---|---|
| 1. | Should the principal work with the community council? | ( ) | ( ) |
| 2. | Should the community school director work with the community council? | ( ) | ( ) |
| 3. | Should they work with the council jointly or separately? | ( ) | ( ) |
| 4. | Should they present different problems to the council? | ( ) | ( ) |
| 5. | Should the principal work with Ad Hoc Committees such as pre-natal care, nutrition problems in homes, providing desirable education experiences for pre-school youngsters, establishing better working relationships between community agencies, and school functionaires such as home counselors and community school directors? | ( ) | ( ) |
| 6. | Are there any boundaries placed around the community school director role as a catalytic agent? Should he engage in political activities? Should he act as a catalytic agent to get a different kind of reading program in the school? | ( ) | ( ) |
| 7. | Should the principal be working with other principals on new programs in elementary education? | ( ) | ( ) |
| 8. | Should the community school director serve as an assistant principal when the principal is out of the building? | ( ) | ( ) |
| 9. | Should the community school directors be given rights not assigned to other staff members? | ( ) | ( ) |
| 10. | What boundaries would community school directors place on their role as catalytic agents? | ( ) | ( ) |

|  | | Yes | No |
|---|---|---|---|
| 11. | Have community school directors ever related themselves to the instructional daytime program? | ( ) | ( ) |
| 12. | Should the community school director operate under policies just as the athletic coach operates under policies? | ( ) | ( ) |
| 13. | Do community school directors and principals come into conflict over budgetary matters? | ( ) | ( ) |
| 14. | How should the community school directors role fit into the daytime program? | ( ) | ( ) |
| 15. | Does the principal see the community school director role as being analogous to that of the home counselor? | ( ) | ( ) |
| 16. | Does the principal conceive his role to be an educational leader or an administrator of his school? | ( ) | ( ) |

APPENDIX B

COMMUNICATIONS

APPENDIX B

COMMUNICATIONS

September 24, 1972

Dr. Peter L. Clancy, Superintendent
Office of the Superintendent
Flint Community Schools
Flint, Michigan  48506

Dear Dr. Clancy:

Earlier in August, I had the pleasure of having
a conference with you.  At this time I discussed with
you the interest I had in doing my doctoral disserta-
tion study in the Flint Community Schools.

I am a Mott-intern on the doctoral program at
Michigan State University.  I have had a conference
with Mrs. Ann Gregory, as you requested, and found
it to be very rewarding.

I would like written permission from you to do my
doctoral dissertation in the 44 elementary community
schools of Flint.  You suggested that each of these
schools has a community school director and a prin-
cipal.  My dissertation will be concerned with the
analysis of leadership behavior of the community school
director and the principal.  The instruments that will
be used were developed by Dr. Ralph M. Stogdill and
Dr. Halpin.  This study may be of assistance to your
reorganization plans or other systems that plan to
adopt your reorganization model.

Your permission will be appreciated and I shall
begin an internship with Mrs. Gregory during early
November.

                              Sincerely,

                              Bobby M. Mitchell, Sr.

*Flint Community Schools*

ADMINISTRATION  BUILDING  •  923  EAST  KEARSLEY  STREET  •  FLINT,  MICHIGAN  48502

September 28, 1972


Mr. Bobby M. Mitchell, Sr.
4409 Cloverlawn Drive
Flint, Michigan  48504

Dear Mr. Mitchell:

Your letter of September 24 has arrived in this office.

Regarding the written permission which you request, I believe that it should come from Mrs. Anne Gregory, Director of Elementary Community Education, in that your primary interest deals only with elementary schools.

I would further suggest that you submit your instruments for Mrs. Gregory's purview.

Best of luck on your dissertation plans and with your internship with Mrs. Gregory.

Sincerely,

Peter L. Clancy
Superintendent of Community Education


cc:  Mrs. Anne Gregory

October 5, 1972

Mrs. Ann Gregory, Director
Elementary Community Education
Department of Elementary Community
  Education
Flint Community Schools
923 East Kearsley Street
Flint, Michigan  48502

Dear Mrs. Gregory:

Our conference of September nineteenth was very grati-
fying, and I was overwhelmed by your cordiality.

I am a Mott-intern on the doctoral program at Michigan
State University.  Because of your unique Community
Educational Organization of principals and community
school directors, I would like to do my doctoral dis-
sertation in the Flint Community Schools.  The instru-
ments will take a minimum amount of the administrator's
time, and it is very easy to respond to the questions.
The instruments were developed by Dr. Ralph M. Stogdill
and Dr. Halpin.  The authenticity of the study will be
enhanced if all the administrators on the elementary
level could respond.

I would like written permission from you to do my
doctoral dissertation in the 44 elementary community
schools of Flint.  You will receive an abstract of the
results as promised.

Your permission will be appreciated, and I am anxiously
looking forward to an internship with you.  Enclosed
are copies of the instruments, as suggested by
Dr. Clancy.

Sincerely,

Bobby M. Mitchell, Sr.

*Flint Community Schools*

ADMINISTRATION BUILDING  •  923 EAST KEARSLEY STREET  •  FLINT, MICHIGAN 48502

October 18, 1972

Mr. Bobby M. Mitchell, Sr.
4409 Cloverlawn Drive
Flint, Mich.  48504

Dear Mr. Mitchell:

In acknowledging the receipt of your letter dated October 5, 1972
please be hereby advised that your request to do an internship in
our office as partial fulfillment of the requirements for the doctorate
degree has been granted.
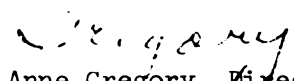
During this interim I will send a memo to the elementary principals
stating you will arrive to present them with the questionaire you plan
to administer.

In the meantime we will begin to think in terms of meaningful ex-
periences for you to do while in our office.

We're looking forward to working with you.

Best of luck for continued success in your program.

Sincerely,

Mrs. Anne Gregory, Director
Elementary Community Education

AG:er

INTER-OFFICE MEMO
   Flint Community Schools


FROM:  Office of Elementary Education

TO:    Elementary Principals

SUBJECT:  Mott Interns


_____Bobby M. Mitchell_____, a Mott Intern will be

conducting a ten minute personal survey of principals

in the elementary schools.  He will call you for an

appointment sometime next week.


the questionnaire will be delivered to you and your

CSD one week and picked up the next week.


Thank you for your very fine support in this matter.

9/24/1972

Dr. Ralph M. Stogdill
College of Administrative Science
Division of Research
#212 Hagerty Hall
Ohio State University
1775 South College Road
Columbus, Ohio   43210

Dear Dr. Stogdill:

I was a student in your class (Bus. Adm. Anal of
Organization Theory--Spring Quarter 1972), at which
time I became interested in Leadership Behavior
Analysis.

I am a doctoral student at Michigan State University
and hope to use the instruments that you gave me
sample copies of in my dissertation, LBDQ, RAD, and
the Job Satisfaction and Job Expectations question-
naires.

I am asking permission to use and duplicate copies
as is of the following instruments:  LBDQ, RAD, and
the Job Satisfaction and Job Expectations question-
naires for use in my doctoral dissertation.

It probably will become necessary for me to contact
or communicate with you in the future as the study
progresses.

You and your class has become so important in my
future and career, thanking you for your support
and cooperation.

Sincerely,

Bobby M. Mitchell, Sr.

# THE OHIO STATE UNIVERSITY
## 1775 SOUTH COLLEGE ROAD
### COLUMBUS, OHIO 43210

614-422-2120

COLLEGE OF
ADMINISTRATIVE SCIENCE

DIVISION OF RESEARCH

PROGRAM FOR RESEARCH IN
LEADERSHIP AND ORGANIZATION

October 6, 1972

Mr. Bobby M. Mitchell, Sr.
4407 Cloverlawn Drive
Flint, Michigan 48504

Dear Mr. Mitchell:

You have our permission to use and duplicate the LBDQ, BAS, and
the Job Satisfaction and Job Expectations questionnaires in your
doctoral dissertation.

Good Luck in your research!

Sincerely,

Ralph M. Stogdill
Director
and
Professor of Management
Sciences and
Psychology

RMS/az

October 25, 1972

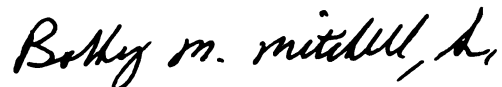Dear Principal and Community School Director:

Having been an administrator myself, I can understand how
busy your schedules are. Also I can understand that a
questionnaire can become a nuisance. But, I beg your
indulgence for a few moments; if you please, and respond
to the enclosed questionnaire. The items are arranged so
that a response requires minimum effort. The authenticity
of the study will be enhanced if all the administrators
on the elementary level would respond. A random sample
would be discriminatory, therefore it would be my desire
to have everyone participate. Your Principal and Community
School Director organizational structure is unique within
the country. History is being made by you, therefore I
am hopeful that you would be desirous of becoming a part
of this written record.

The study is concerned with an analysis of leadership
behavior as measured by three instruments, Authority, Re-
Responsibility, and Delegation Scale; Leadership Behavior
Questionnaire; and Job Satisfaction Questionnaire. The
focus of the study is on "perceptions," (how you see your
role or others' role being exhibited). Each individual is
important in this study, but for the purpose of reporting
data only the behavior of the respective populations will
be necessary. Therefore names and schools will remain
confidential and extreme caution has been taken to preserve
the anonymity of individual data.

The numbers that appear in the upper right-hand corner of
the page are coded so that data can be correlated between
principal's and community school director's scores.

I shall be ever grateful to you for your cooperation.

Sincerely,

Bobby M. Mitchell, Sr.
787-6884

BM:kc

Enc.

APPENDIX C

AUXILIARY INFORMATION

APPENDIX C

AUXILIARY INFORMATION

## INTERNS RESPONSIBILITIES:

1. Write job descriptions for Principal and Community School Director so that they are inter-related.

2. Devise an evaluation form for ten goals given principals.

3. Devise a recording form from all schools.

4. Accordian folders (or some such) to divide items for each school as they are turned in.

5. Compile abstracts from zones and community councils for the Board Members with commonalities and differences spelled out.

6. Devise a means of reporting these items back to the schools.

7. Communications?  How do we expediently get these to the schools?

8. Develop calendar of community council meetings.

On the other hand, individuals who might be classified as
"other-oriented" will be likely to attach greater signi-
ficance to socially-induced forces than to own forces
and, therefore, will tend to conform to the former rather than
than the latter where they conflict.

With respect to behavioral continua such as warmth or
directiveness, the structure of conflicts among own and
socially-induced forces can take a variety of forms. Two
of the more complex of these are shown in Figures 1 and 2.
In the first case, own forces can press toward a point on

FIGURE 1

TYPE 1 STRUCTURE OF CONFLICTS

Role Expectation 1 Vs Needs Vs Role Expectation 2
Behavioral Continuum

the continuum which is incompatible with, and intermed-
iate to, points defined by role expectations which them-
selves conflict. For example, a teacher may have needs
consistent with a moderate level of directiveness in his
dealings with students but feel that the parents of his
pupils prescribe low directiveness while the principal
of his school prescribes high directiveness. Or, own
forces may press the person toward a point on the
continuum which is incompatible with, and beyond, any
of the points defined by conflicting role expectations.
(See Figure 2). For example, a teacher may have needs

FIGURE 2
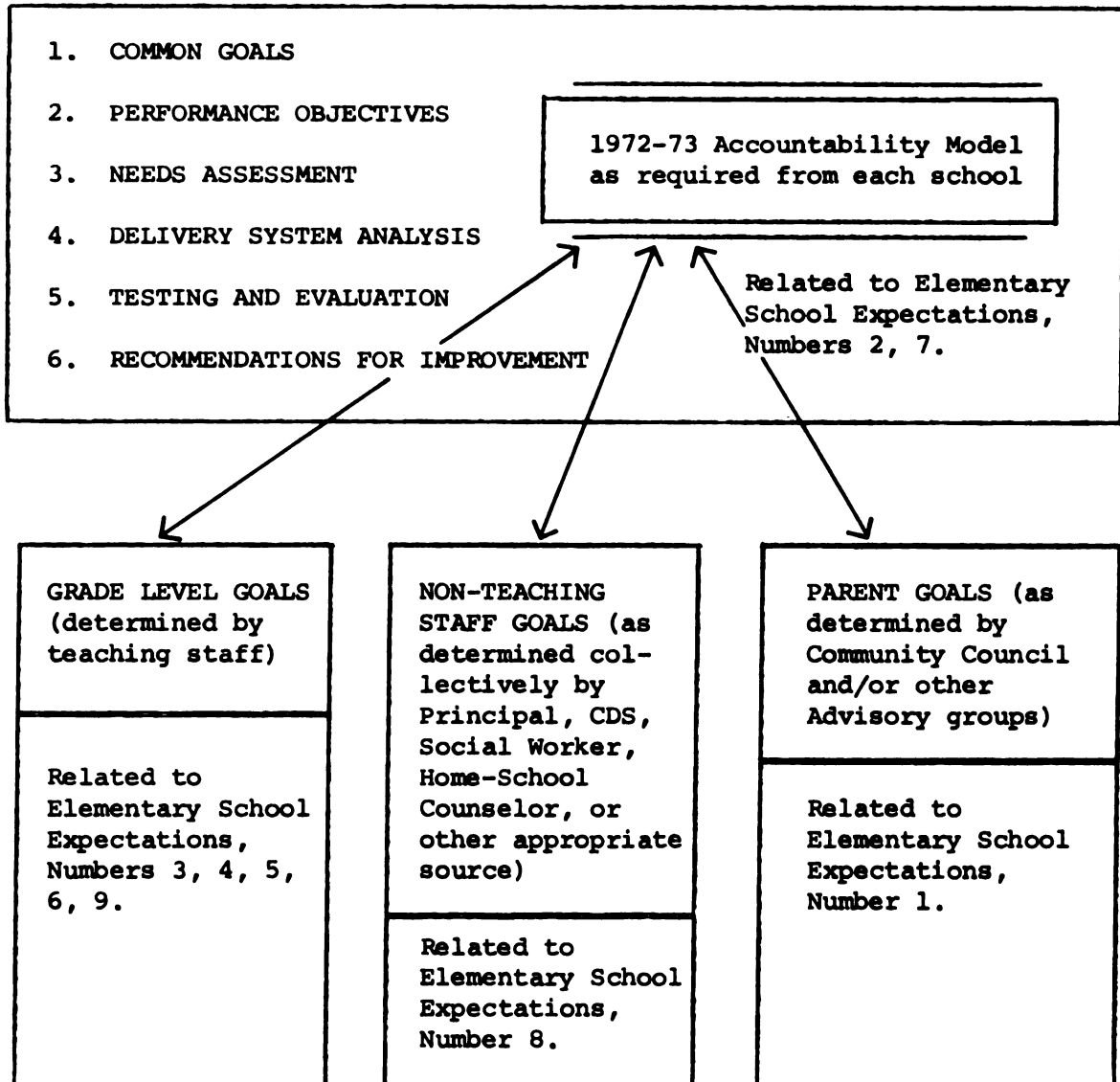
TYPE 2 STRUCTURE OF CONFLICTS

Role Expectation 1 Vs Role Expectation 2 Vs Needs
Behavioral Continuum

disposing him toward high warmth in his interaction with
students but may perceive pressures from his peers toward
medium warmth and from his superiors toward low warmth.

1972-73 ELEMENTARY SCHOOL EXPECTATIONS

| | ITEM | DATE OF INITIATION |
|---|---|---|
| 1. | Active and Organized Community (Advisory) Council | November 1, 1972 |
| 2. | Further development, and where appropriate, initiation of the accountability model developed by each school. Includes mutually developed (principal, staff, CSD, parents) objectives and delivery systems, plus a method of evaluation. | October 1, 1972 |
| 3. | Local building PARENT INFORMATION meetings to be conducted on a grade level basis (Re; material to be covered by children during the year. Should include expectations of staff, parents, and children.) | To be completed by Friday, October 27 (end of American Education Week) |
| 4. | Report of Achievement Growth Pattern PERSONALLY to parents of all children in your school (K-6) plus, a report to upper grade students of their individual progress. Instruments to be used in the determination of the growth pattern: SRA Reading and Math Series (grades 1,2,4,5), SRA Reading, Math, Language Arts (grade 3), SRA Battery (grade 6) Metropolitan Reading Readiness (kdg.). | During latter part of May for SRA results, at any other times as viewed as appropriate for other instruments. |
| 5. | Development of END OF SCHOOL TAKE HOMES for purpose of providing parents with suggestions and assignments for children to work with during the summer months. Development of such materials SHOULD include parent education programs to better insure practical usage of the materials. *Please Note: A correlation between the above expectation (No. 4) and this one is possible. | Week of June 4 to June 8 for Parent Education Programs (grade level approach may be best). Parents must receive information about purpose and use of materials before they are sent home with children. Summer programs could be developed by CSD to support material utilization. |
| 6. | Utilization of 8:10-8:50 a.m. planning periods for VOLUNTEER involvement of teachers for the following purposes: a. grade level meetings, and/or b. upper elementary/lower elementary meetings, and/or c. curriculum coordinator meetings for inservice d. individual teacher differentiated staffing, or team teaching planning sessions. | October 1, 1972 and regularly thereafter |
| 7. | Effective Inservice Programs: planned with inservice department for the purpose of supporting the total community education program, or a selected part thereof. | As scheduled per contractural agreements, plus, individual dates and topics selected by local school preference. |
| 8. | Team approach of non-teaching staff regarding communication and school planning (principal, CSD, social worker, home-school counselor, parent coordinator, or other appropriate source). | Immediately, with continuous maintainence. |
| 9. | Academic Achievement | Immediately: Minimum goal of 1 month gain for every month of attendance per child. |
| 10. | Periodic assessments (progress checks) of the above listed items, plus an assessment IN CONJUNCTION with the staff and parents involved in the development of goals as described by the handout, "The Relationship of Goal Development to Accountability." | 1st 6 week Assessment: Approximately week of Nov. 6, 1972 2nd 12 week Assessment: Approximately the week of Feb. 5, 1973 3rd 12 week Assessment: Approximately the week of May 7, 1973 |

## THE RELATIONSHIP OF GOAL DEVELOPMENT TO ACCOUNTABILITY

1. COMMON GOALS

2. PERFORMANCE OBJECTIVES

3. NEEDS ASSESSMENT

4. DELIVERY SYSTEM ANALYSIS

5. TESTING AND EVALUATION

6. RECOMMENDATIONS FOR IMPROVEMENT

1972-73 Accountability Model as required from each school

Related to Elementary School Expectations, Numbers 2, 7.

GRADE LEVEL GOALS (determined by teaching staff)

Related to Elementary School Expectations, Numbers 3, 4, 5, 6, 9.

NON-TEACHING STAFF GOALS (as determined collectively by Principal, CDS, Social Worker, Home-School Counselor, or other appropriate source)

Related to Elementary School Expectations, Number 8.

PARENT GOALS (as determined by Community Council and/or other Advisory groups)

Related to Elementary School Expectations, Number 1.

The development of the accountability models will necessitate input from basically three areas as diagrammed above. To develop and implement an effective and thorough accountability model, it is imperative that contributions from teaching staff, non-teaching staff, and parents of the community be fused in one united effort. In addition, even though evaluation is one of the criteria to be included in the model, schools should develop PERIODIC EVALUATIONS during the course of the school year to better insure that goals are being reached. The directors of elementary education will assist in the periodic evaluations. Initially, a six week assessment will be instituted with twelve week assessments to follow.

## TELESCOPIC MODEL

Let:  R  = Responsibility
      A  = Authority
      D  = Delegation
      Ms = Managerial skills
      S  = Situation

R x A x D = Ms S

Example: Selby School
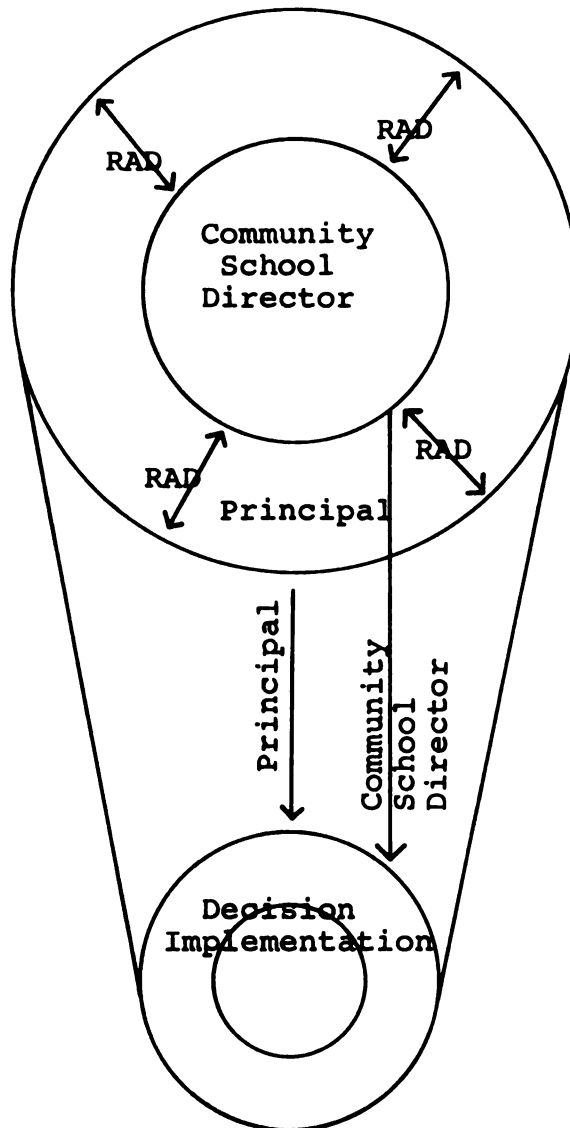


Role Dominance--which is defined as the role most
dominant at the given place, situation and time, is
determined by the managerial skills and situation of
the principal and community school director respectively.

Board of Education

- Superintendent Govt. Affairs (E)
- Legal Counsel (E)
- Superintendent Community Ed.

Director Gen. Adm. Svcs. (N)
- Coord. Planning Budget, Eval. (N)
- Coord. Compens. Programs (N)
- Director Research (E)

Associate Supt. (E)
- Adm. Asst. (E)
- Dir., Public Inform. & Com. (E)

Director Libraries (E)

Director Comm. Education Services (N)
- Coord. In-Service Programs (N)
  - Consult. In-Svc. (N)
- Director Community Programs (N)
  - Asst. Dir. Comm. Programs (N)
  - Consult. Youth Svcs.Comm.Programs (N)

Director Instructional Services (E)
- Consultant Family Education (N)
- Coord. Humanities (E)
  - Consult.Humanities & Human Relations (N)

Assoc. Supt. Business Affairs (E)

Director Pupil Personnel Services (E)

Director Staff Personnel Services (E)

Elementary Director Community Education (N)
- Assoc. Elementary Director Comm. Ed. (E)
- Assoc. Elementary Director Comm. Ed. (N)

Secondary Director Community Education (E)
- Adm. Asst. Secondary Community Education (N)

(E) = Existing Position
(N) = New Position

Organization character

*Exhibit I. Interests of people and the organization under four orientations*

**A. Interests of people**

|  | Security against economic, political, and psychological deprivation | Opportunities for voluntary commitment to worthwhile goals | Opportunities to pursue one's own growth and development independent of organization goals |
|---|---|---|---|
| Power orientation | Low: At the pleasure of the autocrat | Low: Unless one is in a sufficiently high position to determine organization goals | Low: Unless one is in a sufficiently high position to determine organization goals |
| Role orientation | High: Secured by law, custom, and procedure | Low: Even if, at times, one is in a high position | Low: Organization goals are relatively rigid and activities are closely prescribed |
| Task orientation | Moderate: Psychological deprivation can occur when an individual's contributions are redundant | High: A major basis of the individual's relationship to the organization | Low: The individual should not be in the organization if he does not subscribe to some of its goals |
| Person orientation | High: The individual's welfare is the major concern | High: But only if the individual is capable of generating his own goals | High: Organization goals are determined by individual needs |

**B. Interests of the organization**

|  | Effective response to dangerous, threatening environments | Dealing rapidly and effectively with environmental complexity and change | Internal integration and coordination of effort--if necessary, at the expense of individual needs |
|---|---|---|---|
| Power orientation | High: The organization tends to be perpetually ready for a fight | Moderate to low: Depends on size, pyramidal communication channels are easily overloaded | High: Effective control emanates from the top |
| Role orientation | Moderate to low: The organization is slow to mobilize to meet increases in threat | Low: Slow to change programmed procedures, communication channels are easily overloaded | High: Features a carefully planned rational system of work |
| Task orientation | Moderate to high: The organization may be slow to make decisions but produces highly competent responses | High: Flexible assignment of resources and short communication channels facilitate adaptation | Moderate: Integrated by common goal, but flexible, shifting structure may make coordination difficult |
| Person orientation | Low: The organization is slow to become aware of threat and slow to mobilize effort against it | High: But response is erratic, assignment of resources to problems depends greatly on individual needs and interests | Low: A common goal is difficult to achieve and activities may shift with individual interests |

Source: Roger Harrison, "Understanding Your Organization's Character," *Harvard Business Review*, L, No. 3 (May-June, 1972), 121.

FOUNDATION REPORT

A. Purpose of Merger

    1) Bring together like services

    2) Avoid Duplication

    3) Pinpoint responsibility

    4) Decentralize Decision Making

    5) Coordinate Agency Programs

B. Considerations of Organization

    1) Directions for future

        a) Goals and methods of evaluation

    2) Staff Involvement

        a) A must for staff responsibility (feel part of organization)

    3) Secretaries move from individuals to group organization and pool operation with part-time during heavy work load

    4) Housing

        a) Grouping for efficient operation

We want our people to realize and accept:

    1. Society is in a constant change
    2. With technical advances being made at rapid pace, "keeping up-to-date" is extremely important.
    3. The importance of developing an "I care attitude." A "can do" philosophy is a must if we are to improve the quality of life in this city.
    4. Each employee must know his or her job, its function, duties and responsibility--and be evaluated on job performance as i- relates to these areas.

A SENSE OF WELFARE--a minimum standard of "enough" in

    material living.  How much is enough would, of course,

    vary from society to society and from time to time.

    But at any moment in any society there could exist a

    practical consensus on a minimum standard, by which

    Public Executives could be guided.  Minimum wages,

    unemployment benefits, and legislative definitions

    of the poverty line are contemporary efforts to

    quantify "enough."


A SENSE OF EQUITY--the individual's feeling that he or

    she is being treated justly, not as measured by some

    ultimate or universal standard, but as compared with

    the treatment accorded to other persons in comparable

    situations.

A SENSE OF ACHIEVEMENT--the individual's feeling that the

    group of which he or she is a part in making progress

    in some generally accepted direction.  For people in

    organized society, high morale seems to depend not

    so much on what goals people choose as on their

    shared feeling of movement toward them.

A SENSE OF PARTICIPATION in deciding what those goals will

    be.  Modern man (of whichever sex) needs to feel that

    he has some control over his own destiny and can in-

    fluence the basic decisions on which his welfare,

    equity, and achievement depend.

Source:  From a representative of Flint Board of Education.