THE UNIVERSITY CENTER FOR COMMUNITY
EDUCATION DEVELOPMENT DIRECTOR:
ANALYSIS OF ROLE CONFLICT
AND EXPECTATIONS

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ABSTRACT

THE UNIVERSITY CENTER FOR COMMUNITY EDUCATION DEVELOPMENT DIRECTOR: ANALYSIS OF ROLE CONFLICT AND EXPECTATIONS

By

Arnold N. Muñoz

The Centers for Community Education development were established in various colleges and universities to help school districts interested in implementing community education. Each of the eleven centers now in operation has a full-time director who devotes his time to the development and administration of the center. The director also has faculty status in the participating institution. The centers offer free services to school districts and communities to (1) help them understand and initiate community education; (2) train personnel for the community school; (3) assist in funding community education; (4) evaluate community resources and needs; and (5) provide research information and assistance.

The Purpose

The author's purpose in this study was to identify and analyze the role expectations held for the position of

Center Director by various relevant reference groups. Applying the tenets of role theory it was assumed that these reference groups (1) define the Center Director's role differently, (2) that the position incumbent (i.e., Center Director) may or may not perceive the expectations of others accurately, and (3) that different groups place different emphases on a particular role segment or function thus creating situations wherein role conflict could occur.

Methodology

Following a general look at the activities of the various centers and the role of the Center Director a questionnaire was designed. The questionnaire was subsequently mailed to the following reference groups: (1) the eleven Center Directors, (2) the eleven Deans of the colleges where the centers are located, (3) the eleven Chairmen of the departments to which the centers are attached within each college, (4) to fifty-five Superintendents of school districts served by these centers, and (5) to fifty-five community school directors receiving direct services from these centers. The thrust of the questionnaire and its subsequent analysis was to determine whether conflict existed among the groups, and if so, where and between which groups.

One major null hypothesis was formulated and tested by use of a one-way analysis of variance. The Scheffé post-hoc comparisons technique was employed

(after the major null hypothesis was rejected) to test ten null-hypotheses formulated for post-hoc comparison.

Findings of the Study

With a level of significance of differences set at .05, the following findings were revealed:

1. Differences among the groups exist on sixteen of the ninety-six items or questions.

2. Differences between these groups do not exist when analyzed by the Scheffé post-hoc comparisons technique and when an arbitrary criterion of 50 per cent or eight statistically significant confidence intervals for the sixteen items is set. Model group responses indicated that the conflict may be more in degree of consensus than actual conflict.

THE UNIVERSITY CENTER FOR COMMUNITY EDUCATION

DEVELOPMENT DIRECTOR: ANALYSIS OF ROLE

CONFLICT AND EXPECTATIONS

By

Arnold N. Munõz

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TABLE OF CONTENTS

LIST OF TABLES

vi

LIST OF FIGURES

CHAPTER I

THE PROBLEM

Introduction

The Charles Stewart Mott Foundation was founded in

Flint, Michigan in 1936 " . . . for the purpose of

supporting religious, educational, health and recreational

activities for the public benefit."[1] The foundation

today ranks among the five or six largest in the United

States.[2]

The Mott Foundation Projects Division of Training

and Dissemination was established to " . . . develop

programs to train Community School Directors and school

administrators imbued with the philosophy of Community

Education and the Community School . . . and . . . [to] help

outstanding colleges and universities, located near

concentrations of school populations, develop programs of

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[1]Clarence H. Young and William A. Quinn, Foun-
dation for Living (New York: McGraw-Hill Book Co., 1963),
p. 245.

[2]Peter L. Clancy, Associate Superintendent, Mott
Program, private interview held in Flint, Michigan,
March, 1971.

training in Community Education."[1] Funds under this

program are granted to selected colleges and universities

to:

1. assist in the establishment of training programs
    in Community Education at the college or uni-
    versity;
2. help school districts, within the service area of
    the college or university, develop Community
    Education.[2]

The Division of Training and Dissemination had

established by 1969 nine Centers for Community Education

Development in various colleges and universities throughout

the United States. Concurrent to phasing out of the

Center at Olivet College in 1970, three new Centers were

opened. The Centers total eleven, one each at: Alma

College, Hugh Rohrer, Director; Arizona State University,

Tom Mayhew, Director; Ball State University, Curtis Van

Voorhees, Director; Brigham Young University, Israel C.

Heaton, Director; Eastern Connecticut State College, Ron

Frank, Director; Eastern Michigan University, Jack Minzey,

Director; Florida Atlantic University, V. M. Kerensky,

Director; Nortern Michigan University, Ben Martin,

Director; San Jose State College, Tony Carrillo, Director;

University of Oregon, Larry Horyna, Director; and Western

Michigan University, Gerald Martin, Director.

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[1]Dissemination Program Manual, Division of
Training and Dissemination, Mott Foundation Projects, p. 4.

[2]Ibid.

Future plans include the establishment of three to
five new Centers in 1971-72 and the eventual establishment
of one hundred Centers throughout the United States.[1]

Regarding the Center Director, the Dissemination
Program Manual further states that the:

> Center Director . . . must be . . . [a] person devoting
> full-time to the Center's development and adminis-
> tration. The director plans, directs, and evaluates
> the program and services of the Center . . . is
> required to be Flint trained . . . and . . . must
> hold faculty status at the participating institution.[2]

The institution to be granted funds must, "offer under-
graduate and/or graduate course sequences."[3]

The Centers offer free services in five basic
areas:

1. Consultative--to help communities understand and
   initiate Community Education,
2. Training for community school personnel,
3. Funding assistance,
4. Evaluation of community resources, needs, and
   existing programs, and
5. Research information and assistance.[4]

The Center Director then must fulfill many roles
in the execution of his duties. He must interact with
several reference groups as he works in the five areas
mentioned above. Gross states that, " . . . single as
well as multiple position incumbency may result in

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[1]Douglas Procunier, Director, Division of Training
and Dissemination, private interview held in Flint,
Michigan, 1971.

[2]Dissemination Program Manual, op. cit., p. 8.

[3]Ibid.   [4]Ibid., pp. 9-10.

exposure to conflicting expectations,"[1] and further that

his behavior may be affected by, " . . . the degree of

consensus among significant role definers as perceived by

the actor himself."[2]

In personal interviews with Center Directors:

Curtis Van Voorhees, Tom Mayhew, Tony Carrillo, and Jack

Minzey; and the administration of the Division of Training

and Dissemination, it was determined that there was a

definite need for the proposed study.

Need for the Study

The study was aimed at the identification and

subsequent analysis of the role expectations held for

the Directors of the University Centers for Community

Education Development, by the Director and specific

reference groups in eleven university settings.

Neal Gross has stated that, "People do not behave

in a random manner; their behavior is influenced to some

extent by their own expectations and those of others in

the group or society in which they are participants."[3]

The effectiveness of the Center Director's

leadership in implementing the Center's program will be

determined to a large extent by the Center Director's

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[1]Neal Gross, Ward S. Mason, and Alexander W.
McEachern, Explorations in Role Analysis: Study of the
School Superintendency Role (New York: John Wiley & Sons,
1958), p. 6.

[2]Ibid., p. 5.   [3]Ibid., p. 17.

level of comprehension of the expectations held for him
by reference groups and the directors understanding of
areas of agreement and disagreement.

Brookover and Gottlieb state: "Understanding
of the expectations held for teachers, administrators
and other positions in the school is an essential foun-
dation for education of school personnel (and the effective
functioning of a school system)."[1]

If one extends this to include the university or
college and also the Center itself, the need for determin-
ing expectations for the Center Director is clearly
evident.

Assuming that Solby's hypothesis is true, from his
study of role, that, " . . . role conflict decreases role
value . . ."[2] the identification of diverse role expec-
tations for the Center Director's position is surely
needed. This could lead to the resolution of imagined,
real, or even potential conflict.

The necessity for understanding the interdependency
of not only related roles but also the significant ex-
pectancy of reference groups for that role, cannot be

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[1]Wilbur B. Brookover and David Gottlieb, A Soci-
ology of Education (New York: American Book Company,
1964), p. 353.

[2]Bruno Solby, "The Role Concept and Job Adjustment,"
Sociometry, VII (May, 1944), 227.

overstated. Newcomb observes: "Roles, like language, are dependent upon shared understandings."[1]

Purpose of the Study

The author's major purpose in this study was to identify and analyze the role expectations held for the position of Center Director by: (1) Center Directors; (2) Deans of Colleges (where Center Directors are located); (3) Chairmen of the Department (to whom Center Directors are responsible); (4) Superintendents of school districts, in direct contact with Center's services; and (5) Community School Directors being directly served by Centers.

Definition of Terms[2]

Center Director--Administrative head of University Center for Community Education Development.

Community Education--Educational programs for all people of a community to fulfill the educational, recreational, social, intellectual, and health needs regardless of age, race, or other limiting factors.

Community School--A school which makes maximum use of all physical and human resources of a community.

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[1]Theodore Newcomb, Social Psychology (New York: Dryden Press, 1950), p. 283.

[2]Dissemination Program Manual, op. cit., p. 5.

Community School Director--One person in the
school specifically assigned the task of giving direction
to all activities that are community centered.

Center or Regional Center--College or university
charged with responsibility for promoting Community Edu-
cation and training personnel for service in Community
Education.

Expectations--An evaluative standard applied to an
incumbent of a position.

Role--A set of expectations (or in terms of above
definition) a set of evaluative standards applied to an
incumbent of a particular position.

Significance of the Problem

This study could make an important contribution to
the Center Director and his staff in the operation of the
Center and to the Division of Training and Dissemination
staff as they move into an expansion of the Center program.

The identification of areas of role conflict could
promote the effectiveness of the Center Director and
consequently the dissemination of the "Community Education
Philosophy" as seen by administrators of the Division of
Training and Dissemination, Mott Foundation Projects.

There may be other centers and/or institutes at
colleges and universities which could benefit by examination

of the role expectations for Center Directors. Data
gained by this study will be available to all Centers for
further analysis.

Hypothesis

For the purposes of this study, the following was
asked:

Hypothesis: There are no significant differences in
role expectations for the position of
Center Director among the Center Directors,
College Deans, Department Chairmen, Super-
intendents, and Community School Directors.

After analysis of the above question the appropri-
ate post-hoc comparisons were conducted to determine
whether differences existed between the respondent groups.

Overview

This study of the role expectations of Center
Directors is presented in five chapters.

Chapter I: The Problem--Introduction, Need for
the Study, Purpose of the Study, Definition of Terms,
Significance of the Problem, Hypothesis, and Overview.

Chapter II: Review of Literature--The major
areas covered in this review are: (1) Theoretical and
Conceptual Development of Role Theory; (2) Concepts of
Role Conflict, Role Consensus, and Role Expectations; (3)
Research Studies of Role Analysis in Education.

Chapter III: Design of Study--Research Population, Respondent Sample, Description of Measures or Questionnaire, Design, Testable Hypothesis, Analysis, and Summary.

Chapter IV: Analysis of Results--Restatement of Hypothesis, Interpretation of Results, Significance of Results, and Summary.

Chapter V: Summary and Conclusions--Summary, Conclusions, Discussion and Implications for Future Research.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed is concerned with the (1)
Conceptual and Theoretical Development of Role Theory; (2)
Concepts of Role Conflict, Role Consensus, and Role
Expectations; and (3) Research studies of Role Analysis in
Education.

Conceptual and Theoretical Development of Role Theory

The concept role has been employed to a large extent
by students of the social sciences and "has assumed a
key position in the fields of sociology, social psychology,
and cultural anthropology."[1] Linton, an anthropologist,
for example, used role concept to link culture and social
structure. In defining the central problems of social
psychology, Newcomb and Sarbin employ role concept as a
crucial element. In formulating a theoretical framework
for the analysis of social systems, Parsons considered
role concept as pivotal. Similarly, Mead employed role

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[1]Gross, op. cit., p. 3.

10

concept as an essential element in the development of a theory of the self. Role Concept has even been used stratigically by Cameron for analysis of pathological behavior.[1]

Because Linton, Parsons, and Newcomb have contributed heavily from their respective disciplines to the formulation of role theory it seems appropriate to include their definitions of three fundamental terms used in role theory: (1) Status or position, (2) Role, and (3) Role expectations or prescriptions.

Status or Position.--Linton--"The place in a particular system which a certain individual occupies at a particular time . . ."[2]

Parsons--" . . . place in the relationship system considered as a structure, that is a patterned system of parts."[3]

Newcomb--" . . . every position is a part of an inclusive system of positions, no one position has any meaning apart from the other positions to which it is related."[4]

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[1]Ibid.

[2]Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Co., 1945), p. 76.

[3]Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), p. 25.

[4]Newcomb, op. cit., p. 277.

Role.--Linton--" . . . the sum total of the cultural patterns associated with a particular status. It thus includes the attitudes, values, and behavior ascribed by the society to any and all persons occupying this status."[1]

Parsons--" . . . is a sector of the total orientation system of an individual actor which is recognized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complementary roles."[2]

Newcomb--"the ways of behaving which are expected of any individual who occupies a certain position constitute the role . . . associated with that position."[3]

Role Expectations or Prescriptions.--Linton-- " . . . the legitimate expectations . . . with respect to the behavior toward them of persons in other statuses within the same system."[4]

Parsons--" . . . expectations . . . concern and in part set standards for the behavior of the actor . . ."[5]

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[1]Linton, op. cit., p. 77.

[2]Parsons, op. cit., pp. 38-39.

[3]Newcomb, op. cit., p. 280.

[4]Linton, op. cit., p. 77.

[5]Parsons, op. cit., p. 38.

Newcomb--"all the approved ways of carrying out the necessary functions required of the occupant of a position."[1]

In most conceptualizations of Role Analysis three fundamental ideas occur and reoccur. These three ideas are that persons " . . . (1) in social locations, (2) behave, (3) with reference to expectations."[2] Many role analysis concepts are rooted in the language and/or various definitions for terms such as role, position, status, and expectations.[3]

Rushing states that the concept of role carries with it at least two assumptions. These assumptions being the:

1. Orientation Assumption-- . . . the assumption that the course of social behavior is influenced by social rules of conduct, referred to as culture, values, tradition, customs, and norms. . . . human action is . . . affected by the normative order.
2. Prescriptive Assumption--one role always implies existence of at least one other role (i.e., doctor-patient). Role partners agree on respective activities.[4]

In order to bring a sharper focus to the above mentioned descriptions, definitions, and assumptions

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[1] Newcomb, op. cit., p. 281.

[2] Gross, op. cit., p. 17.

[3] Ibid., pp. 21-47.

[4] William A. Rushing, "The Role Concept: Assumptions and Their Methodological Implications," Sociology and Social Research (October, 1964), 47-48.

related to role theory, three theories of role are
described. The three theories include: (1) the Getzels-
Guba, Nomothetic-Idiographic theory, (2) Shutz' F. I. R. O.
theory, and (3) Gross, Mason, and McEachern's Role
Conflict Resolution Theory.

Getzels-Guba Theory

This theory is also referred to as the "Nomothetic-
Idiographic theory" and conceives of any organization or
sub-organization, as a social system with two simultaneously
independent and interactive classes of phenomena.
Institutions which are specifically made up of roles and
expectations that are in keeping with and aimed at meeting
the goals of the system constitute the first class. The
sociological analysis reflected in this first class is
aimed at the understanding of group behavior through the
dimension of activity. This dimension is referred to by
Getzels and Guba as the nomothetic dimension. Its elements
are institution, role, and expectation. In the second
class are individuals. Each individual possesses a
certain personality and certain need dispositions which,
when they interact, make up group behavior. This class
reflects a psychological analysis of the personal
dimension of activity that leads to the understanding of
group behavior. Getzels and Guba call this the idiographic

dimension. The elements here are individual, personality, and need-dispositions.[1]

The institution as well as the individual are seen as open systems which operate within and interact with an environment larger than themselves. This larger or outside environment with which the institution and the individual interacts has three elements: ethos, mores, and values.[2]

A model of the theory (Figure 2.1) shows that the effects between each of the elements for each of the dimensions is in the primary direction of left to right. Each element in the two dimensions serves as the unit of analysis for the element that comes before it. The social system, for example, is defined by that system's institutions. Each institution is defined by the constituent roles and each role is defined by the expectation that is attached to it. The point at which it is most appropriate to study each of the dimensions is on the far right or at the expectations, need-dispositions, and values point. Only by knowing both the role expectations and need-dispositions of a specific role-incumbent can the behavior

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[1]Robert E. Sweitzer, Role Expectations and Perception of School Principals (Oklahoma State University Press, 1963), pp. 17-18.

[2]Ibid.

Nomothetic Dimension

Ethos ⟶ Mores ⟶ Values

INSTITUTION ⟶ ROLE ⟶ EXPECTATIONS

THE
SOCIAL
SYSTEM

OBSERVED
BEHAVIOR

INDIVIDUAL ⟶ PERSONALITY ⟶ NEED-
DISPOSITIONS

Ethos ⟶ Mores ⟶ Values

Idiographic Dimension[2]
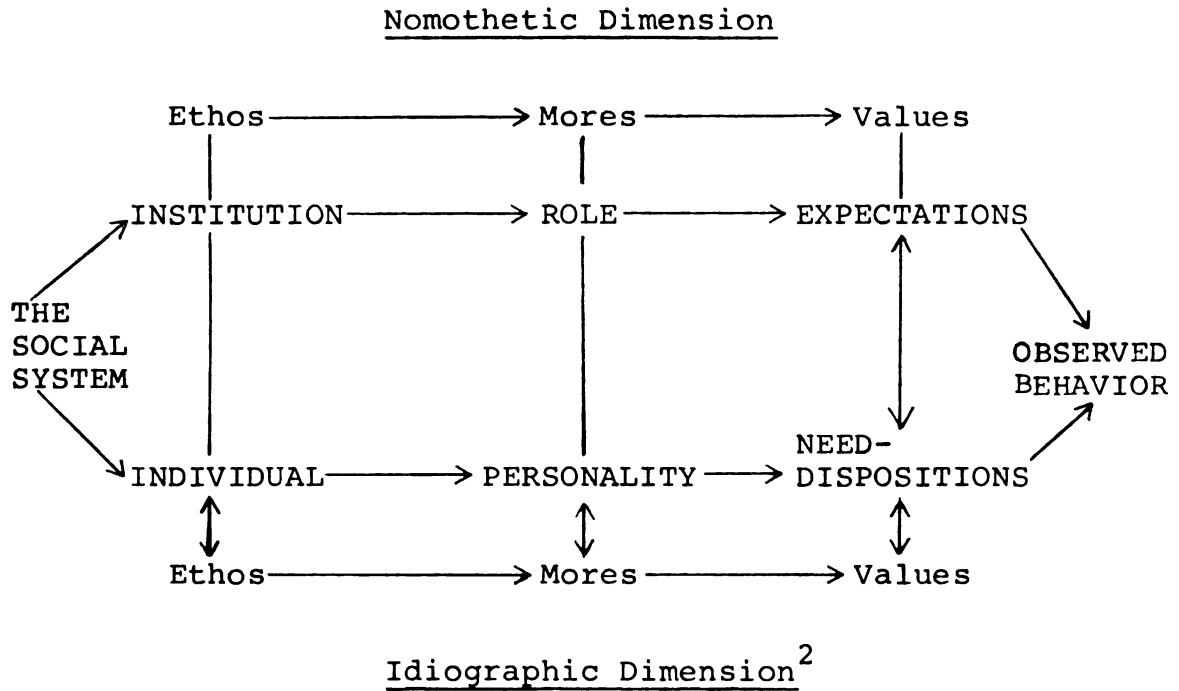
Figure 2.1 Getzels-Guba Nomothetic Idiographic
Model.

and interaction of this same role incumbent in a given

institution be understood.[1]

The tasks of the institution are organized into

roles, which then serve as norms for the role incumbent's

behavior. The element that defines for an actor what he

should or should not do as an incumbent of a specific role

is role expectations. Each role incumbent's reaction to

the environment and to role expectations is governed by

his need-dispositions. As a result of the role incumbents

attempts to cope with an environment that is made up of

expectations for his behavior, which are consistent with

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[1]Ibid.   [2]Ibid.

his own needs, we have the behavior of a specific indi-
vidual. Although institutional expectations may be maxi-
mized to a high degree, individual behavior tends to retain
some personal aspect. No role is defined so as to elimi-
nate individual latitude. In a similar manner social be-
havior is not free from role prescription when personality
is maximized. An individual's behavior may be described as
falling along a continuum. The range of this continuum
runs from a primary emphasis on the nomothetic dimension
or on performance that is role-relevant to primary emphasis
on the ideographic or personality-relevant performance.[1]

The Getzels-Guba theory according to Sweitzer
clarifies "the dimensions of the role expectation
(nomothetic) dimension . . . but provides little clari-
fication of pertinent dimensions of the needs-disposition
(idiographic) dimension."[2] The second theory by William C.
Shutz was selected for treatment to accommodate the void
in explanation.

Shutz's theory is referred to as the FIRO (Funda-
mental Interpersonal Relations Orientation) theory.
Shutz has also developed an instrument to measure inter-
personal needs and calls it the FIRO-B instrument.

Shutz's theory identifies three basic inter-
personal needs. A person must be able to satisfy these
needs, while at the same time avoiding threat to himself:

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[1]Ibid., pp. 19-20.   [2]Ibid., p. 26.

1. <u>Need for inclusion</u>--the need to maintain a satis-factory relation between self and other people with respect to interaction or belongingness. This need may range from (a) wanting to be with other people all of the time, to belong to organizations, and to interact and mingle, to (b) preferring to be alone, to stay out of groups, and to interact minimally in order to maintain privacy.
2. <u>Need for control</u>--the need to maintain a satis-factory relation with others in regard to power and influence so the individual can control his situation to some degree in order that his environment can be predictable for him. This need may range from wanting to control everything and everyone to not wanting to control anything in any situation. It may range from wanting to be controlled to not wanting to be controlled.
3. <u>Need for affection</u>--the need to maintain a satis-factory relation with others in regard to love and affection. It may range from wanting to be very close and have a personal relationship with others to wanting to be quite impersonal and distant with others. It may range from wanting others to make overtures to him in a way that indicates closeness to wanting others to maintain their distance and not attempt to be intimate.[1]

Each of the dimensions has two aspects. The "need for inclusion" dimension aspects are the (1) expressed behavior of the individual (expressed inclusion), and (2) the behavior that he desires others to initiate towards him (wanted inclusion). The "need for control" dimension has the aspect of the (1) control the individual actually exerts on others (expressed control) as well as (2) the control that he prefers others to exert on him (wanted control). Similarly, the "need for affection" dimension is divided into (1) the affection that the individual displays for others (expressed affection), and (2) the

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[1] <u>Ibid</u>., p. 27.

affection that the actor would prefer others to display towards him (wanted affection).[1]

Shutz's theory further identifies the dimensions of interpersonal compatibility between incumbents that may hold a similar or even different position. Reciprocal compatibility is concerned with whether the individual needs of one person are satisfied by another person or whether the individual is not able to let another person or group know what his preferred behavior is. Origination compatibility is concerned with the complementarity of two persons or a group and a person as to which will be the originator and which will be the receiver. Persons who prefer to initiate group activity should work together with those who would like to participate in the activity but do not care to lead. Similarly persons who prefer or have a desire to control need to work with persons who feel the need to be controlled. Conflict arises when both want either to originate or to simply participate. Shutz refers to the last dimension as the Interchange Compatibility dimension. The concern here is with expressing mutually the commodity for a given need area (i.e., inclusion, control, affection). If there exists a high affection interchange, the participants are more than likely to exchange a great amount of affectional behavior.

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[1] Ibid., p. 28.

The same would hold for the two other dimensions of control and inclusion.[1]

Although the two above mentioned theories can, if applied correctly, help resolve or forestall conflict only one theory was found which addressed itself particularly to the resolution of role conflict. This theory was developed after a study conducted by Gross, et al. on a group of school superintendents in Massachusetts.

Theory for Role Conflict Resolution

In their formulation of a theory for role conflict resolution, Gross, Mason, and McEachern limit role conflict to an actors occupancy of a single position (intrarole conflict). There are four alternative behaviors to which an actor may resort when confronted by a role conflict or a situation in which there are two incompatible expectations. The actor may:

   (1) conform to expectation A;
   (2) conform to expectation B;
   (3) perform some compromise behavior which represents an attempt to conform in part to both expectations, or
   (4) attempt to avoid conforming to either of the expectations.[2]

Because the theory's starting point is determined by a particular actor's definition of the specific role conflict in accordance with the elements of legitimacy in

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[1] Ibid., pp. 28-30.

[2] Gross, op. cit., p. 284.

sanctions, the authors made two assumptions. First, in the
legitimacy dimension, it was assumed that the actor(s) were
willing to conform to expectations which were perceived to
be legitimate and would be equally unwilling to conform to
illegitimate expectations or pressures. Secondly, in the
sanctions dimension it was assumed an actor would be
predisposed to conform to a negative sanction if the same
actor were to perceive that failure to conform would in
fact result in the application of said sanction. The
theory then is used to predict the behavior of an actor,
given the above assumption.[1]

The Legitimacy Dimension.--Using only the criterion
of legitimacy and the fact that an actor perceives himself
exposed to two incompatible expectations the situation
confronting him can fall into four possible types. These
being (1) that both A and B are perceived as legitimate;
(2) only A is perceived as legitimate and B is perceived
as illegitimate; (3) only B is perceived as legitimate; or
(4) both A and B are perceived as illegitimate. The
actor's behavior then can be predicted as follows: In
type (1) he compromises; in type (2) he conforms to
expectation A; in type (3) he conforms to expectation B;
and in type (4) he avoids conforming to either of the
expectations.[2]

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[1]Ibid., pp. 285-86.   [2]Ibid.

The Sanctions Dimension.--Keeping in mind the
stated assumptions, an actor is again exposed to two
incompatible expectations A and B. The negative sanctions
are catagorized into strong and weak, thus again presenting
four types or situations. In situation (1) both expec-
tations A and B would carry strong negative sanction, in
situation (2) expectation A would carry a weak negative
sanction and expectation B would carry a strong negative
sanction; situation (3) would be reversed in that expec-
tation B would carry the strong negative sanction and
expectation A would carry the weak negative sanction; in
situation (4) both expectations A and B would carry weak
negative sanctions. The consequent predicted behavior
would be that in situation (1) the actor would compromise,
in situation (2) he would conform to expectation B, in
situation (3) he would conform to expectation A, because
situation (4) has two weak negative sanctions no prediction
is possible.[1]

The theory can be extended to include other
assumptions and to test predictions about the behavior
of an actor when confronted with two incompatible
expectations. In summary, the author's claim two
advantages for the theory: "(1) it is concerned with
and takes account of incompatible expectations stemming

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[1]Ibid., pp. 286-87.

from an individual's incumbency of one or more positions,
and (2) takes account of and allows predictions about
. . . expectations whether legitimate or illegitimate."[1]

Concepts of Role Conflict, Role Consensus, and Role Expectations

Role Conflict

The conflict that occurs when a particular role
is attributed varying definitions and expectations can
cause dysfunction in an organization. Neal Gross stated
that the functioning of a social system is significantly
affected by the extent to which there is conflict in role
definition.[2]

Conflict when used in the realm of role expec-
tations and the broader area of Role Analysis falls
between two extremes. One is where there is maximum
disagreement (dissensus) and the other is where there
exists unanimous agreement (concensus). Role conflict
then can be said to be a degree of the concept consensus.

Seeman proposes four dimensions of Role Conflict.
The first he calls status dimension. The conflict comes
about as a result of two distinct ideologies, that of
success and that of equality. One must then honor success
achieved individually and at the same time deny that there
exists any significant differences in status or position.
The second dimension is that of Authority, where the

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[1]Ibid., p. 316.   [2]Ibid., p. 5.

values of dependence and independence come into conflict

with each other. The third is what Seeman calls the

Institutional dimension. One must choose between the two

criteria for social action; that of the "universalist" as

opposed to the "particularist." Lastly comes the dimension

called the Means-End dimension. Here conflict results when

one must decide whether the emphasis is put on getting the

job done, which is the practical emphasis, or whether one

will accentuate the process of achievement.[1]

Seeman goes further into the aspects of Role

Conflict and proposes that there are three types of role

conflict:

1. Agreement within criterion group on behaviors
   which are mutually difficult to achieve under the
   given institutional conditions.
2. Disagreement within criterion group regarding role.
3. Disagreement between criterion groups regarding
   the nature of a given role.[2]

Getzels and Guba hold a similar view of role

conflict as evidenced by their definition. Role conflict

arises when: "[An] actor is required to fill simultane-

ously two or more roles that present inconsistent,

contradictory or even mutually exclusive expectations."[3]

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[1]Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, XVIII (August, 1953), 373-80.

[2]Ibid., pp. 376-77.

[3]J. W. Getzels and E. G. Guba, "Role, Role Conflict, and Effectiveness: An Empirical Study." American Sociological Review, XIX (April, 1954), 164-75.

The resulting behavior on the part of an actor may take one of three forms. The actor may choose to abandon a particular role and assume another. The actor may choose to attempt to compromise, or thirdly, he may decide to withdraw either physically or psychologically, or both.[1]

The Getzels-Guba Nomothetic-idiographic framework identifies conflict in an organization as consisting of four major types.

1. Conflict between the cultural values of the larger environment and institutional expectations and/or individual need-disposition;
2. Conflict between the patterns of expectations attached to a given role and the patterns of need-dispositions of the particular incumbent of that role;
3. Role conflict; and
4. Personality conflict.[2]

Role conflict according to Getzels and Guba has levels of severity. The severity is dependent on two factors: (1) the Relative Incompatibility that may exist between two roles, and (2) the Rigor with which a given expectation is defined (i.e., how flexible or how rigid are the limits set by a group of definers). An added dimension or element not mentioned by Seeman and introduced by Getzels and Guba is that of personality. Roles

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[1] Ibid., p. 165.

[2] Sweitzer, op. cit., p. 21

are not defined for a single actor but "are a function of

the interaction between different personalities and the

role expectation."[1]

An approach to the area of role conflict is

proposed by Andrew G. Frank. Frank dealt with role

as defined through organizational administration. Three

types of organization roles are defined:

1. Those roles that are under-defined and that permit
   individuals to actively take the determination of
   their own and other's destinies into their own
   hands.
2. Roles that are well-defined and yield a coherent
   and internally consistent set of roles but pro-
   hibit individual initiative and make ritual role
   performance easy . . . [and] . . . lack provision
   for individual and institutional adaptation to
   changes in administration environment.
3. Over-defined roles impose role expectations [that]
   cannot be satisfied by role incumbents.[2]

Frank argues that it is the well-defined role that

produces the greatest likelihood of conflict. Well-defined

administrative organizations "failing to ride with the

punches effectively resist pressure from outside until that

pressure either subsides or builds up enough to topple the

institution by revolution rather than evolution." Para-

doxically, Frank continues, "[the] under-defined and [the]

over-defined roles . . . resemble each other more than

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[1]Getzels and Guba, op. cit., p. 165.

[2]Andrew Gunder Frank, "Administration, Role
Definition and Social Change," Human Organizations, XXII
(Winter, 1963-64), 238-42.

either resembles . . . the well-defined role . . . both
under and over-definition of roles impose a much wider
range of discretion on individual decision makers than do
well-defined roles."[1]

Role conflict does not occur in a vacuum but comes
about as a result of the expectations of various role
definers. According to Cain, those who define a particular
role are those persons who are affected by the role
behavior engaged in and by those persons who have power
over an actor in the relevant area of action. Two types
of role definers are proposed: (1) effective role
definers, and (2) ineffective role definers. The effective
role definers have the "ability to persuade or encourage
focal persons to accept their definition or sets of expec-
tations;" while the ineffective role definers are those
persons or groups to whom the actor is indifferent.[2]
Cain further subdivides those definers who are considered
effective into reference groups. Four types of reference
groups are considered.

1. Identification groups . . . [they are the] source
   of values for the focal person and whose acceptance
   he seeks.
2. Interaction groups . . . taken into account in
   order to accomplish purposes, . . . behavior
   toward them may or may not require role taking.

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[1]Ibid., pp. 240-41.

[2]Maureen E. Cain, "Some Suggested Developments for
Role and Reference Group Analysis," British Journal of
Sociology, XIX (June, 1968), 191-205.

3. Valuation groups . . . acquire value to focal person because the identification group designates them as points of reference, and
4. Audience groups . . . those which are seen to be evaluating and to be observing behavior.[1]

The most powerful of the four is the identification group inasmuch as it is the group that selects and maintains those groups that will either be normative or which will be comparative; as well as specifying the degree of potency each group will have. The group that is most central to the focal persons total value system and self conception will be effective in a wide range of situations. Yet another dimension of power that groups have over an individual actor is that of legitimacy of the group and the kinds of sanctions it can bring to bear.[2]

Stogdill states that "role conflict occurs when a subgroup member discovers that he has acquired a role that differs somewhat from his role as defined by the larger institutional group, or when he defines his role in terms of personal values and preconceptions that have little reference to purposes or norm structure of the group."[3] Stogdill seems to disagree with Frank when he further states that role conflict tends to be created when "roles are not clearly defined [and that role conflict] is an attribute of individuals . . . their perception of discrepancies and

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[1]Ibid., p. 197.   [2]Ibid., p. 244.

[3]Sweitzer, op. cit., p. 23.

their reaction to it . . . not of the stimulus situation."[1]
Role conflict then, can and is dysfunctional. Its
analysis is vital in role theory as is its opposite, Role
Consensus.

Role Consensus

Role consensus is a problem whose investigation is
essential to role analysis but is largely precluded from
investigation because of the many definitions of role.[2]
Newcomb defines role consensus as a list of expected
behaviors with accompanying information as to whether each
behavior is demanded or merely permitted to occur.[3]
Biddle, on the other hand, simply defines role consensus
as the "sameness of commonly held norms, conceptions; [and
the] sameness of behavior in general."[4]

In order to empirically investigate the problem of
role consensus it is necessary to employ the following
methodology:

1. Specify the object and subject populations,
2. obtain data on the expectations held for the
   incumbent, and
3. obtain measures of the degree of consensus on their
   role definitions.[5]

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[1]Ibid., p. 24.   [2]Gross, op. cit., p. 18.

[3]Newcomb, op. cit., p. 282.

[4]Bruce J. Biddle and Edwin J. Thomas, Role Theory:
Concepts and Research (New York: John Wiley & Sons,
1966), p. 11.

[5]Gross, op. cit., p. 101.

Data for the previous investigation can be secured by one or both of the two procedures.

    1. Focus on the degree of agreement among role definers, on which range of alternatives, . . . the incumbent of a position should adopt in a particular situation, or

    2. Focus on their [degrees of] consensus on a single evaluation standard that might be applied to him.[1]

The resulting consensus can be defined either as (1) Intraposition Consensus where the consensus in among all of the incumbents or among one group of role definers, or (2) Interposition Consensus where the consensus is between various samples or groups of role definers. Gross stipulates that a criterion of 50 per cent might be set to determine which behavior is demanded and consequently a measure of consensus is also set.[2]

Analysis of role consensus can either be microscopic or macroscopic. Microscopic analysis is concerned with the variable of role consensus in relation to the functioning of small social systems. If one is studying the superintendency for example, one would analyze one school system; if the principalship, one particular school and its principal. Macroscopic analysis on the other hand is concerned with the superintendency on a more global scale. Inferences are sought for the role of all superintendents. In microscopic analysis the determinants of role consensus are also investigated. Two major questions are considered: (1) What amount of interaction among

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[1]Ibid., pp. 101-02.   [2]Ibid., pp. 35-103.

groups is related to consensus, and (2) Is homogeneity of
group members on certain characteristics related to
consensus?[1]

Gross, for example, chose to examine the corre-
lations among the following in his investigations in
microscopic role consensus:

1. Educational and political attitudes and consensus
2. Religion and Consensus
3. Motivations of school board members and consensus
4. Proportion of women on the board and consensus
5. Social status characteristics and consensus
6. Relationship of community characteristics to
   consensus.[2]

Role consensus can and does yield considerable
information when used in role consensus analysis. Both
role conflict and role consensus are dependent on what
expectations are held for a particular role by the various
respondent groups.

Role Expectations

Role expectations are sometimes referred to as
role prescriptions and have as many definitions as there
are definers. Linton's, Parson's, and Newcomb's defi-
nitions were cited above. Sarbin states that " . . .
a position in a social structure [is] a set of expec-
tations or acquired anticipatory reactions. That is
to say, the person learns (a) to expect or anticipate

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[1]Ibid., pp. 95-97.   [2]Ibid., pp. 193-211.

certain actions from other persons, and (b) that others

have expectations of him."[1]

Expectations can be, according to Gross, an

evaluative standard which can be applied to a position

incumbent and can either be predictive (will) or it can

be normative (should). A single expectation has two

dimensions. One being that the expectation has <u>direction</u>

and the other that the expectation has <u>intensity</u>. Before

the direction of an expectation can be specified an

operational or empirical reference must first be introduced.

There is a continuum on which any expectation can be

placed. The continuum ranges from the <u>completely per-</u>

<u>missive</u> (may or may not), through the <u>preferential</u>

(preferably should), to the mandatory (absolutely must).[2]

Gross further states that expectations can be

categorized into three areas.

1. <u>Role Sectors</u>--a set of expectations applied to the <u>relationship</u> of a focal position to [that of] a single counter position. (i.e., Is there more consensus among a set of role definers on one role sector than another?)
2. <u>Rights and Obligations</u>--rights of an incumbent of <u>a focal</u> position are defined as expectations which are applied to an incumbent of a counter position. (i.e., Will the incumbents of a position have more consensus on their rights in one role sector than on their rights in another role sector?)
3. Obligations of the incumbent of a focal position are defined as expectations which are applied to the incumbent of that position. (i.e., Behavior = should <u>do</u>, Attribute = should <u>be</u>.)[3]

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[1]<u>Ibid.</u>, p. 58.   [2]<u>Ibid.</u>, pp. 58-60.

[3]<u>Ibid.</u>, pp. 62-64.

Two sub-categories can be derived from the larger category

for behavior and attribute expectations. These being the

sub-categories of:

1. Role Behavior Sector--[which] is a set of actual
    behavior which can be referred to a set of expec-
    tations for behaviors applied to the relationships
    of a focal to a single counter position.
2. Role Attribute Sector--[which] is a set of actual
    attributes which can be referred to a set of expec-
    tations for attributes applied to the relationship
    of a focal position to a single counter position.[1]

Stogdill, in following the same general concept

of role that Parson's employees, brought forth the

major dimensions of role expectations. Expectations

according to Stogdill are a function of (a) drive (or

motivation and intention); (b) the possibility of an

outcome and its estimated level of desirability; and (c)

the outcome and its estimated probability.[2]

Role Conflict, Role Consensus, and Role Expectations

are concepts in the general area of Role Theory. Role

Theory has been used empirically in education and the

following are four of those studies.

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[1]Ibid., p. 64.

[2]Sweitzer, op. cit., p. 16.

Research Studies of Role
Theory in Education

Related Research
In Consensus

In a study conducted by Foskett on the concept of

role consensus as it pertains to the role of elementary

school teachers the following questions were asked:

1. To what extent do elementary school teachers agree among themselves regarding their role?
2. To what extent do the members of relevant populations of others (principals, school board members, citizens, etc.) agree among themselves regarding appropriate behavior for teachers?
3. To what extent does each of the subject populations agree with each of the other populations regarding the role of teachers?
4. To what extent does each of the subject populations think each of the other populations has views regarding the role of the teacher the same as their own?
5. To what extent is each of the populations able to perceive accurately the views of each of the other populations?[1]

Data for the study were gathered in three communi-

ties on the Pacific Coast, designated as community "A"

(population 28,000), community "B" (population 70,000), and

community "C" (population 400,000). Subject populations

from each community included:

1. All elementary school teachers (grades 1-6);
2. All full-time elementary school principals;
3. All school board members;
4. The superintendent of the Unified district;
5. The central office staff;
6. And a three stage area probability sample of adult citizens.[2]

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[1]John M. Foskett, Role Consensus: The Case of the Elementary School Teacher (Eugene, Oregon: University of Press, 1969), p. 7.

[2]Ibid., p. 9.

Interviews were held with each of the 2,967 respondent

either individually or in groups. The questionnaire was

divided into four main role sectors: (1) Acting Toward

Pupils; (2) Acting Toward Colleagues; (3) Acting Toward

Parents; and (4) Acting Toward Community. Five responses

were provided for each role statement: (1) definitely

should; (2) preferably should; (3) may or may not; (4)

preferably should not; and (5) definitely should not. The

teachers were each given five copies of the questionnaire.

One of the copies stated "I think that an elementary

school teacher . . ." and the other four, asked the

teacher to give her opinion as to how each of the

other groups would expect a teacher to behave.

Community "B's" respondents were administered still

another copy carrying the lead phrase, "I think that

most elementary school teachers . . ." while communities

"A" and "C's" respondents lead phrase was "I think that

most elementary school teachers would say that an

elementary school teacher . . ."[1]

An analysis of the data broadly indicates that:

(1) the range of levels of agreement were from no agreement

to full agreement, both from each populations view and from

each population's perceptions of the other populations

views; (2) instead of a relatively constant level of

agreement there appears to be infinite levels of agreement,

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[1]Ibid., pp. 10-12.

with the scores distributed on a continuum from low to high for each of the populations in each of the communities; (3) the means of the scores on agreement tended to center around 50 per cent; (4) when each population is considered from population to population the levels of agreement tend to be constant; (5) from school to school the levels of agreement differed to a greater degree than from one school district to another; and (6) the size of the community had no positive relation on the level of agreement.[1]

Related Research on
Expectations

A study of the role expectations and perceptions of school principals was conducted by Sweitzer et al., under the Cooperative Research Program of the Office of Education. A major assumption of the study was that a principal's relationship with others is influenced by the people who perceive the principal.[2]

The authors used selected features from theories by Getzels and Guba (Nomothetic-Idiographic theory), Ralph M. Stogdill, and Bruce J. Biddle, instruments developed by Schutz and Osgood were also used. Twenty-one different school districts in Oklahoma were selected on the basis of size, kind of community, and economy of area

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[1]Ibid., pp. 14-15.

[2]Sweitzer, op. cit., p. 386.

for the study. One elementary and one secondary principal from each principal's immediate superior (superintendent) and all teachers of the respective principal's schools were included as subjects. An instrument derived from the design of the research was administered to all subjects.[1]

The dimensions that the instrument covered were: (1) role expectations, (2) role perceptions, (3) the role expectations and role perceptions that the principal attributed to others (i.e., teachers, superintendents), (4) the expectations that the principal felt others should hold for his role, (5) the interpersonal need-disposition of all subjects, (6) the general social values, (7) the morale, (8) the consistency of the decisions preferred, (9) the importance of the principal's various tasks, and (10) the principal's perception of his total work situation.[2]

An analysis of the principals' responses showed that secondary principals viewed their role quite differently than the elementary principal in terms of general social values. Elementary principals displayed a greater need to include others. Both elementary and secondary principals had similar perceptions of expectations of their respective teachers while they differed in the expectations each attributed to his respective superintendent. Both groups of principals felt that teachers and

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[1]Ibid.   [2]Ibid., pp. 386-87.

superintendents should hold similar expectations as to
their role of school principal. Secondary principals held
a much wider view of community than did the elementary
principals who tended to view only as community the area
which their particular school served. In defining their
role, the principals tended to be consistent with both
groups correctly identifying those expectations they
attributed to teachers. Elementary principals perceived
themselves as being "superior and subordinate oriented"
while secondary principals saw themselves only "sub-
ordinate oriented."[1]

Superintendents and teachers held similar roles for
both principals' groups in the areas of Nomothetic and
Idiographic behavior and task performance. All three
respondent groups (i.e., principals, superintendents, and
teachers) tended to agree in the way they thought a
principal should behave. Teacher morale was found to be
proportionate to the size of the school, the larger the
school the higher the morale. The expectations of super-
intendents operated as sanctions on both principals'
groups, but the teachers' expectations only operated as
sanctions on the secondary principals. Principals and
teachers seemed to desire an unstructured and dependent
relationship, shying away from exercising positive

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[1]Ibid., pp. 387-90.

leadership or from exerting control while at the same time wanting to be controlled.[1]

The authors state that the study points to the following conclusions:

1. . . . the importance of the "middle management" dimension of the principal's position in that what is appropriate behavior for a principal as a subordinate . . . may not always be appropriate behavior for a principal as the administrative superior of his teachers.
2. School principals need to recognize that what they think others expect of them may not be what others really expect.
3. Principals have some responsibility for discovering the nature of the expectations of perceptions others have for their role since these conditions vary somewhat from school to school.
4. . . . a need to clarify the patterns of decision making in a school system in terms of appropriate allocations of authority and control.
5. Both superintendents and teachers need to maintain communication with school principals in order that all may arrive at some general consensus as to one another's interdependent roles.
6. Decisions regarding the selection and assignment of a school principal should take into consideration the specific nature of the expectations others hold for that specific principal.
7. Preparation and inservice education programs for school administrators should consider the behavioral dimensions of the job as well as the substantive elements of given administrative tasks.[2]

The above study was conducted as a pilot study by Sweitzer and a research staff from Oklahoma State University under the auspices of the Cooperative Research Branch, United States Office of Education, Department of Health, Education, and Welfare. The following study was

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[1]Ibid.

[2]Ibid., pp. 390-91.

conducted under the same auspices and also as part of the National Principalship Study.

The study was sponsored by Harvard University and performed under contract with the Cooperative Research Branch, United States Office of Education, Department of Health, Education, and Welfare by Neal Gross, Robert Dreeben, and a staff of research associates. The study "focused on the effects and determinants of three aspects of the principal's role behavior: Closeness of supervision, support of innovations, and involvement of parents in school affairs."[1]

In order to exclude principals who might have teaching responsibilities the population for the study included only principals in cities of over 50,000 or more during the 1960-61 school year. Five hundred and eight principals were finally selected through random sampling procedures.[2]

The respondent groups consisted of the principals, teachers under the principal's supervision, and the principal's own immediate administrative supervisor. Five research instruments were used and included: the Principal's Background Questionnaire, the Principal's

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[1]Neal Gross, Robert Dreeben, et al., The Role Behavior of School Principals (Harvard University Press, 1965).

[2]Ibid., Chapter 3, p. 4.

Role Questionnaire, the Higher Administrator's Question-

naire, the Teacher's Questionnaire, and open-ended Personal

Interview. Each questionnaire had five response cate-

gories: (a) Absolutely must, (b) Preferably should, (c)

May or may not, (d) Preferably should not, and (e)

Absolutely must not.[1]

Coupled with the above mentioned focus on the

effects and determinants of the principal's role behavior

the study also was concerned with the possible impact of

school level (i.e., elementary, junior high, and senior

high). Empirically, the three aspects of the study were

handled in two parts. Part one was an effort to find the

relationship (positive or negative) between the principal's

closeness of supervision, support of innovation, involvement

in school affairs, and the effects of the principal's role

behavior on the overall operations of schools, in par-

ticular, teacher morale, teacher effort, and pupil

academic achievement. A positive relationship was found

in all areas at all levels but for the exception of no

relationship at the elementary level between teacher

morale and closeness of supervision. Additionally, no

relationship was found in the area of pupil academic

achievement and its relation to principal's support of

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[1]Ibid., Chapter 3, pp. 7-8.

innovation and involvement of parents in school affairs both at the elementary and senior high school levels.[1]

Part two was an effort to establish relationships between the same variables of closeness of supervision, support of innovation and involvement of parents in school affairs but in relation to the determinants of role behavior patterns, specifically, whether variations in social and psychological conditions are related to the extent to which the principal's role behavior patterns conform to the expectations that principals hold for themselves. Positive relationships were found in the teachers' expectations, higher administrators expectations and in the principal's self-expectations in all three areas of closeness of supervision, support of innovation, and involvement of parents in school affairs at most of the school levels.[2]

Related Research on
Role Conflict

A sizeable portion of the study conducted by Neal Gross, et al., on a sample of superintendents in New England was devoted to role conflict. The authors determined that there are three bases for differentiating the problems of role conflict. One is the incompatible expectations that an observer may perceive, as opposed to

[1] Ibid., Chapter 9, pp. 1-9.

[2] Ibid.

expectations that are incompatible as they may be per-
ceived by an incumbent of a particular position. The
actor or incumbent may or may not be aware or even
perceive the supposed incompatibilities while the
observer may note "what appears to be" conflicts in
expectations. A second basis for differentiation, is that
an actor or incumbent must occupy simultaneously two or
more positions for conflict to occur, while the opposite
of this is that an actor does not necessarily have to
occupy two or more positions in order for conflict to
occur. The third differentiation is similar to the
second in that it is between those who specify that a
particular expectation must be legitimate and those who do
not make this type of specification.[1]

For purposes of their study the authors hold that
under the first differentiation only those incompatible
expectations that are perceived by the actor are valid,
inasmuch as if the actor is unaware of the expectations
the situation is minimized or residual. In reference to
the second differentiation the authors do not consider
that there is any considerable difference as to whether or
not the conflict arises from the actor occupying multiple
positions or if by his occupying a single position. The
important thing being that there are incompatible expec-
tations. For the third differentiation, the authors

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[1]Gross, op. cit., pp. 244-46.

similarly contend that there is no difference as to whether or not the expectations are legitimate or illegitimate.[1]

The authors then experimented with various techniques for eliciting the kinds of role conflicts that might be faced by a superintendent. The technique finally settled upon centered around four situations involving the problems with which all superintendents must eventually deal. The problems concerned "(1) the hiring and promotions of teachers, (2) the superintendents allocation of his after-office hours, (3) salary increases for teachers, and (4) the priority the superintendent gives to financial or educational needs in drawing up the school budget."[2] Three alternative expectations were offered for each of the above mentioned situations. The following is an example of the expectations used for the first situation, that of Hiring and Promotion of Teachers.

A. Expect me to recommend the hiring and promotion of teachers and other school employees on the basis of merit only.
B. Expect me to give special consideration to their preferences in recommending the hiring and promotion of teachers and other school employees.
C. Have no expectations either way regarding whom I should recommend for hiring and promotion.[3]

The superintendents then were to consider eighteen groups or individuals (i.e., politicians, parents, teachers, the press) for each of the situations and

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[1]Ibid., p. 252.　　[2]Ibid.　　[3]Ibid.

indicate which of the expectations, A and/or B, or C, each
of the groups or individuals expected in each situation of
the superintendent. The authors found that in the area
of hiring and promotion of personnel, 71 per cent of the
superintendents perceived role conflict while 29 per cent
perceived congruency or no conflict. In the allocation of
time situation 53 per cent perceived role conflict and
47 per cent did not. Recommendation of teachers' salaries
found 88 per cent perceiving role conflict and 12 per cent
perceived role conguency. In the last situation, that of
budget recommendations, 91 per cent felt there was role
conflict and 9 per cent did not.[1]

The authors also tested the following hypothesis:

> Position incumbents who perceive that they are exposed
> to role conflict will derive less gratification from
> the occupancy of their position than position in-
> cumbents who do not perceive they are exposed to role
> conflict.[2]

From the hypothesis they were able to specify three
predictions for each of the four situations (i.e.,
Personnel Hiring and Promotion, Time Allocation, Teacher
Salary Recommendations, and Budget Recommendations).

1. Superintendents who perceive that they are
   exposed to role conflict will feel less satisfied
   with their jobs,
2. They will feel less satisfied with their careers,
   and
3. They will worry more than superintendents who do
   not perceive their exposure to incompatible
   expectations.[3]

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[1]Ibid., p. 259.   [2]Ibid., p. 275.   [3]Ibid.

The following are results from tests on each of
the predictions and for each of the above-mentioned
situations.

Job Satisfaction--The mean scores of those super-
intendents who perceived role conflict were lower than
those who perceived no role conflict. In all but the time
allocation situation the differences were significant and
tended to support the hypothesis and prediction number
one.

Career Satisfaction--Although the difference in the
mean scores tended to support the hypothesis and prediction
number two, the differences were not significant in any of
the situations.

Anxiety or Worry--The mean scores here were
significant only for the time allocation and Budget
Recommendations situations. Superintendents perceiving
role conflict did worry and were more anxious than those
who did not. The hypothesis and prediction number three
were upheld except in the situation of Personnel Hiring
and Promotion and Teacher Salary Recommendations.

Summary

The purpose of this chapter was to review the literature in the (1) Theoretical and Conceptual Development of Role Theory; (2) Concepts of Role Conflict, Role Consensus, and Role Expectations; and (3) the Research Studies of Role Analysis in Education.

Role analysis has been employed extensively by students of the social sciences and continues to hold a key position in sociology, social psychology, and cultural anthropology. Role carries the two assumptions of orientation and prescription.

The theories of role presented were (1) the Nomothetic-Idiographic theory by Getzels and Guba; (2) the FIRO theory by Shutz, and (3) the Role Conflict Resolution Theory by Gross, Mason, and McEachern.

The concepts of role conflict, role consensus, and role expectations, and how they related to one another were presented. Varying definitions and expectations of a particular role can result in role conflict. Role conflict can be said to be maximum disagreement dissensus while consensus can be termed to be maximum or unanimous agreement.

Four research studies of Role Theory in Education were presented: (1) Foskett's study on the concept of role consensus as it pertains to the role of elementary school teachers. (2) Sweitzer's study on the

expectations and perceptions of the role of the school
principal. (3) Gross's study focused on the effects and
determinants of closeness of supervision, support of
innovation, and involvement of parents on the role
behavior of principals. (4) Gross's study of the role
of the school superintendency in New England. The next
chapter is a presentation of the procedures and methods
applied in this study.

CHAPTER III

DESIGN OF STUDY

Introduction

The author's purpose in this study was to identify
and analyze the role expectations held for the position of
Director of the eleven Centers for Community Education
Development by certain specific reference groups.

It was assumed, based on constructions of role
analysis, that the role of Center Director would be
perceived differently by various reference groups, and, as
a result there would be some actual or perceived role
conflict.

The study centered around the position of Center
Director because of the often made statement that this
position is pivotal to the further implementation and
future success of Community Education.

In order to accomplish the analysis, the major
duties, functions, and responsibilities associated with
the position of director were identified. A questionnaire
was subsequently devised and mailed to a sampling of

respondent groups. The questionnaire was collected and the expectations of each of the respondent groups were recorded.

Perceived conflict scores were computed and tested for significance with reference to differences among each of the respondent groups in both the areas of performance and attributes.

Design of the Study

Population

The population consists of all present Centers for Community Education Development which at the time of this investigation numbered eleven and were located on the campuses of the following colleges and universities:

1. Alma College, Alma, Michigan

2. Arizona State University, Tempe, Arizona

3. Ball State University, Muncie, Indiana

4. Brigham Young University, Provo, Utah

5. Eastern Connecticut University, Willimantic, Connecticut

6. Eastern Michigan University, Ypsilanti, Michigan

7. Florida Atlantic University, Boca Raton, Florida

8. Northern Michigan University, Marquette, Michigan

9. San Jose State College, San Jose, California

10. University of Oregon, Eugene, Oregon

11. Western Michigan University, Kalamazoo, Michigan

Sample

The following respondent groups constitute the sample surveyed:

1. Eleven Center Directors, one each at the above mentioned locations.

2. Eleven deans of the colleges or administrative equivalent where each of the Centers is located.

3. Ten department chairmen or administrative equivalent in each of the colleges where each Center is located (only ten were surveyed because Eastern Connecticut State College does not have a department chairman or administrative equivalent).

4. A random sampling of five local superintendents offered services by each of the eleven Centers or a total of fifty-five superintendents of which forty-three responded.

5. A random sampling of five local community school directors offered services by each of the eleven Centers or a total of fifty-five community school directors, of which forty-seven responded.

The reference groups were selected after several personal interviews with Center Directors and subsequent to a survey done with all eleven directors participating (see Appendix B). The survey asked the directors to specify on a scale from 1 to 5 their choice from a list of those people who would have the most contact and would provide the greatest in-put as to the role of the director.

Subsample Analysis of Demographic Data

Center Directors

Eleven or 100 per cent of the Center Directors surveyed responded and an examination of the demographic data yielded the following:

1. The average age of the directors was forty-six years.

2. The average number of years in their present position was three years.

3. The average number of years that they had been familiar with the activities of the Center was four.

4. Three had completed a master's degree, seven had doctorates, and one had an Education Specialist degree.

5. Nine of the eleven received their respective degrees in Educational Administration, one in Recreation Education, and one in Communications.

College Deans

All eleven or 100 per cent of the College Deans surveyed similarly responded. The following is a result of an examination of the demographic data gathered:

1. The average age or the College Deans of Administrative equivalence was fifty-two years.

2. The average number of years at their present position was five years.

3. The average number of years they had been familiar with the activities of the Center was three.

4. All eleven had doctorates.

5. Seven of eleven received their degrees in Educational Administration and Higher Education; one in Professional Education; one in English; one in Special Education, Educational Psychology, and Music Education; and one in Counseling and Guidance.

Department Chairmen

Nine of ten or 90 per cent of the department chairmen surveyed responded and an examination of the gathered demographic data yielded the following:

1. The average age was fifty-nine years.

2. The average number of years they were at their present position was eight.

3. The average number of years they had been familiar with the activities of the Center was two and one half.

4. All nine responding held doctorate degrees.

5. Four of the nine had their degrees in Educational Administration and Higher Education; one in Teacher Education; one in Recreation Education; one in Sociology; one in Secondary Education and Math; and one in the Administration of Special Education.

Superintendents

Forty-three of the fifty-five or 78 per cent of the superintendents surveyed answered and returned the questionnaire. An examination of the demographic data yielded the following:

1. The average age of the responding superintendents was forty-five years.

2. They had been at their respective positions an average of four and one half years.

3. They had been familiar with activities of their respective Centers for an average of two and one half years.

4. Twenty-six of the 43 held master's degrees; 10 held doctorates, and 7 held educational specialist's degrees.

5. The greatest number tended to hold degrees in · Educational Administration with general repre-sentation in such diverse areas as Business Education, English Guidance, and Counseling, and Elementary Education.

Community School Directors

Forty-seven out of the fifty-five or 85 per cent of the community school directors surveyed returned the questionnaire yielded the following:

1. The average age for the Community School Director responding was thirty-six years.

2. The average number of years that the group had been at their present positions was two years.

3. Similarly the average number of years they had been familiar with the activities of the Centers was two years.

4. Nine of the 47 respondents held Bachelor's degrees, 36 held Master's degrees, 1 held a doctorate, and 1 held an Educational Specialist degree.

5. Elementary Education and Administration were the two areas of major study most cited with twenty-three. Recreation and Physical Education were next with eight. The others were in areas such as Music, Social Studies, Industrial Education, Science, and Curriculum.

Total Sample Analysis of Demographic Data

As a group, 121 out of 142, or 85 per cent responded to the questionnaire. A survey of the overall averages yielded the following:

1. The average overall age was forty-six years.

2. The average overall number of years at present position was 4.5 years.

3. The average overall number of years familiar with activities of the Center was 2.8 years.

4. Overall 9 of the 121 held bachelor's degrees, 65 of the 121 held master's, 38 of the 121 held doctor's degrees, either Ph.D. or Ed.D., and 9 of the 121 held Educational Specialist's degrees.

Measures

The instrument was designed to elicit expressed expectations held for the Center Director's role by the above mentioned reference groups. The questions were divided into two major areas:

1. Expectations for Center Director's Performance with sixty-nine items.

2. Expectations for Center Director's Attributes with twenty-seven items.

Included also were two open-ended questions asking the most beneficial and least beneficial aspects of each Center. (See Appendix B, p. 126 for total questionnaire.)

Those surveyed were asked to respond on a modified Likert scale (i.e., Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) by circling that response which most approximated how they felt about the Center Director's role in each particular case.

The items for the instrument were taken in whole, or in part from an instrument used by Neal Gross, et al.

TABLE 3.1.--A Graphic Representation of the Per Group Averages and of the Total Overall Averages.

	Average Age	Average Number of Years at Present Position	Average Number of Years Familiar With Activities of Center	Highest Academic Degree Held			
				B.A.	M.A.	Ph.D. or Ed.D.	Ed. Spec.
Center Directors	46	3	4	..	3	7	1
College Deans	52	5	3	..	..	11	..
Department Chairmen	50	8	2.5	..	..	9	..
Superintendents	45	4.5	2.5	..	26	10	7
Community School Directors	36	2	2	9	36	1	1
Average	46	4.5	2.8	9	65	38	9

in their studies of the school superintendency and from
author devised questions using various sources.[1]

The instrument was examined by a group of Mott
Interns familiar with both the Community Education
concept and the activities of at least one of the
Centers in question.

Testable Hypothesis

H_o: There are no significant differences in role
expectations for the position of Center Director
among the Center Directors, College Deans,
Department Chairmen, Superintendents, and
Community School Directors.

Hypotheses for Scheffé
Post-Hoc Comparisons

H_o1:   There are no significant differences in role
expectations for the position of Center Director
between the Center Directors and the Deans of
Colleges.

H_o2:   There are no significant differences in role
expectations for the position of Center Director
between the Center Directors and Chairmen of
Department.

H_o3:   There are no significant differences in role
expectations for the position of Center Director
between the Center Directors and Superintendent.

H_o4:   There are no significant differences in role
expectations for the position of Center Director
between the Center Directors and Community
School Directors.

H_o5:   There are no significant differences in role
expectations for the position of Center Director
between the Deans of Colleges and Department
Chairman.

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[1]Ibid., pp. 331-38.

H_o6: There are no significant differences in role
expectations for the position of Center Director
between the Deans of Colleges and Superin-
tendents.

H_o7: There are no significant differences in role
expectations for the position of Center Director
between the Deans of Colleges and Community
School Directors.

H_o8: There are no significant differences in role
expectations for the position of Center Director
between the Department Chairmen and Superin-
tendents.

H_o9: There are no significant differences in role
expectations for the position of Center Director
between the Department Chairmen and Community
School Directors.

H_o10: There are no significant differences in role
expectations for the position of Center Director
between the Superintendents and Community School
Directors.

Treatment of Data

The data were analyzed in terms of macroscopic role

consensus. Macroscopic analysis will refer to the total

sample of role definers. Wherein all eleven Center

Directors, College Deans, and Department Chairmen (or

administrative equivalents), the total sample of superin-

tendents, and Community School Directors will be described

and investigated as to degree of consensus.

A raw score of from 1 to 5 was entered on a Data

Coding Form for each item on the questionnaire. Data

were then entered on IBM data processing cards, which were,

in turn, processed by MSU CDC 3600 Computer, using the

UNEQI program, a one way analysis of variance technique

for establishing significance of difference among means.

The level of significance was set at the .05 level. The Scheffé post-hoc comparisons technique was used on those items which were found to have significant differences. An alpha level of .05 was also set for the post-hoc comparisons.

Summary

Eleven Center Directors, 11 College Deans, 10 Department Chairmen, 55 Superintendents, and 55 Community School Directors for a total of 142 were surveyed by questionnaire. One hundred and twenty-one of the 142 responded, forming the experimental sample.

The instrument used was taken in part or in whole from a questionnaire by Neal Gross, et al., and by author devised questions designed to elicit expectations for the role of Center Director.

Hypotheses were formed and were tested by using the Michigan State University Computer Laboratory's UNEQI routine, a one-way analysis of variance technique with an alpha level of .05. Post-hoc comparisons employing the Scheffé technique were then run in order to determine significant differences between groups. An alpha level of .05 was also set for the post-hoc comparisons and hypotheses were tested.

CHAPTER IV

ANALYSIS OF RESULTS

Hypothesis

An hypothesis was advanced in an attempt to

determine the differences in role expectations among

Center Directors, College Deans, Department Chairmen,

Superintendents, and Community School Directors. An

analysis of the differences among the groups on a per

item basis was made. A per question One-Way Analysis

of Variance, with the level of significance set at .05,

was used to test the hypothesis.

> There are no significant differences in role
> expectations for the position of Center Director
> among the Center Directors, College Deans,
> Department Chairmen, Superintendents, and
> Community School Directors.

On a per item basis it can be expected that about

five of the ninety-six items analyzed would be statistically

significant if each is tested at the .05 level, even if

no differences existed among the groups. Analysis

produced sixteen significant items at the .05 level

giving evidence that there are differences among the

groups. The null hypothesis was subsequently rejected.

61

Further analysis of those items found to be significant was accomplished through use of the Scheffé post-hoc comparison technique. Scheffé post-hoc comparisons enabled the researcher to determine which group differences were responsible for the significant F-tests and to estimate the magnitude of those differences. Table 4.1 summarizes the results for all sixteen items.

Scheffé Post-Hoc Comparisons

Scheffé post-hoc comparisons were used subsequent to the null hypothesis (H_o) being rejected in order to establish where the differences existed and between which groups. Ten hypotheses, each involving the comparison of two groups, were formulated and tested for each of the sixteen items which were found to be significant in the prior rejection of the null hypothesis. For each group comparison, e.g., Center Director and College Deans, the Scheffé comparisons were tabulated for the sixteen items and analyzed to determine whether differences on the individual confidence intervals indicated overall differences between the two groups. An arbitrary criterion of 50 per cent or eight statistically significant confidence intervals for the sixteen items was set, to indicate differences between the two groups.[1]

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[1]Gross, op. cit., pp. 35-103.

TABLE 4.1.--Summary of Results of One-Way Analysis of Variance Among all Groups for all Sixteen Significant Items.

		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
1.	Make recommendations for the appointment, promotion, or dismissal of subordinates.	N 11 Mean 1.273 S.D. 0.467	11 1.182 0.405	9 1.111 0.333	42 1.500 0.634	44 2.022 1.089	1/112	5.240	0.001
5.	Keep a watchful eye on the personal life of his subordinates.	N 10 Mean 3.800 S.D. 0.919	10 4.300 0.949	9 3.222 0.833	41 3.561 0.976	41 4.073 0.985	4/106	2.942	0.024
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	N 11 Mean 1.182	11 1.273	9 1.444	43 1.767	47 1.489	4/116	4.262	0.003
8.	Speak to all major civic groups at least once a year.	N 9 Mean 3.222 S.D. 1.093	11 3.364 1.120	8 3.375 1.408	42 2.429 0.914	46 2.370 1.040	4/115	4.275	0.003
9.	Develop and have on paper long range plans.	N 11 Mean 1.273 S.D. 0.467	11 1.455 0.522	9 1.667 0.500	43 1.628 0.725	46 2.043 0.842	4/115	3.837	0.006
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	N 11 Mean 2.455 S.D. 0.934	11 2.273 1.282	8 2.125 0.641	42 1.786 0.645	47 2.426 1.175	4/114	2.708	0.034
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	N 11 Mean 1.182 S.D. 0.405	10 1.100 0.316	9 1.556 0.527	43 1.558 0.590	44 1.795 0.878	4/112	3.257	0.014
39.	Teach courses in Community Education at the undergraduate level only.	N 11 Mean 4.000 S.D. 1.183	10 4.500 0.527	9 3.778 0.667	42 3.762 0.759	44 4.091 0.640	4/111	2.540	0.044
45.	Submit regular written reports to department chairman, and Mott Foundation staff.	N 11 Mean 1.545	10 1.400 0.516	8 1.750 0.463	40 2.125 0.607	47 2.149 0.780	4/111	4.552	0.002
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	N 11 Mean 1.818 S.D. 1.168	10 2.400 1.075	8 2.875 1.126	39 2.205 1.080	44 1.818 0.815	4/107	2.644	0.037
49.	Be available to fellow professors as a resource person upon request.	N 11 Mean 1.455 S.D. 0.522	10 1.600 0.516	8 1.875 0.354	39 1.925 0.350	44 1.957 0.698	4/110	2.594	0.040
50.	Be administratively responsible mainly to the department chairman and/or Dean.	N 11 Mean 1.727 S.D. 1.009	9 1.556 0.726	7 2.286 0.951	37 2.541 0.836	43 2.698 0.914	4/102	5.089	0.001
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	N 11 Mean 3.182 S.D. 1.601	9 4.111 1.269	7 3.857 0.690	37 3.081 0.795	43 2.884 0.879	4/102	3.974	0.005
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	N 11 Mean 2.636 S.D. 1.206	10 1.700 0.483	8 1.875 0.354	38 1.763 0.490	43 1.837 0.688	4/105	4.095	0.004
55.	Provide funds to school districts interested in visiting Flint.	N 11 Mean 4.000 S.D. 0.894	11 3.091 0.944	9 2.667 0.866	40 2.250 0.927	44 2.659 1.077	4/110	7.356	<0.0005
57.	Have doctor's degree.	N 11 Mean 2.273	8 1.875	8 2.375	39 3.564	39 3.462	4/100	11.160	<0.0005

H_o1: There are no differences in role expectations for the position of Center Director between the Center Directors (1) and the College Deans (2).

Analysis of the post-hoc comparisons between these two groups indicated that a significant difference at the .05 level exists between the Center Directors and the College Deans on item number fifty-two, because only the one was found to be significant the null hypothesis (H_o1) was not rejected (Table 4.2).

H_o2: There are no differences in role expectations for the position of Center Director between the Center Directors (1) and the Department Chairmen (3).

Analysis of the post-hoc comparison between these two groups showed that a significant difference at the .05 level exists between the Center Directors and the Department Chairmen on none of the items and on this basis the null hypothesis (H_o2) was not rejected (Table 4.3).

H_o3: There are no differences in role expectations for the position of Center Director between the Center Directors (1) and the Superintendents (4).

Analysis of the post-hoc comparisons between these two groups showed that a significant difference exists at the .05 level between the Center Directors and the Superintendents on items 6, 52, 55 and item 7 (from the Attributes questionnaire). Even four significant items was not considered sufficient and the null hypothesis (H_o3) was not rejected (Table 4.4).

H_o4: There are no differences in role expectations for the position of Center Director between the Center Directors (1) and the Community School Directors (5).

65

TABLE 4.2.--Summary of Results of Post-Hoc Comparisons Between Center
Directors (1) and College Deans (2) for all Sixteen Items.

		X_1	X_2	Confidence Intervals
1.	Make recommendations for the apointment, promotion of dismissal of subordinates.	1.273	1.182	.091±1.072
5.	Keep a watchful eye on the personal life of his subordinates.	3.800	4.300	-.500±1.347
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.182	1.273	-.091±.695
8.	Speak to all major civic groups at least once a year.	3.222	3.364	-.142±1.457
9.	Develop and have on paper long range plans.	1.273	1.455	-.182±.971
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.455	2.273	.182±1.300
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.182	1.100	.082±.937
39.	Teach courses in Community Education at the undergraduate level only.	4.000	4.500	-.500±1.016
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.545	1.400	.145±.908
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	1.818	2.400	-.582±1.360
49.	Be available to fellow professors as a resource person upon request.	1.455	1.600	-.145±.745
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.727	1.556	.171±1.246
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.182	4.111	-.929±1.369
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	2.636	1.700	.936±.907*
55.	Provide funds to school districts interested in visiting Flint.	4.000	3.091	.909±1.312
7.	Have a doctor's degree.	2.273	1.875	.398±1.366

*Significant at .05 level when Scheffé method is used for paired comparisons over all five groups.

TABLE 4.3.--Summary of Results of Post-Hoc Comparisons Between Center Directors (1) and Department Chairmen (3) for all Sixteen Items.

	X_1	X_3	Confidence Intervals
1. Make recommendations for the appointment, promotion of dismissal of subordinates.	1.273	1.111	.162±1.130
5. Keep a watchful eye on the personal life of his subordinates.	3.800	3.222	.578±1.384
6. Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.182	1.444	-.038±.732
8. Speak to all major civic groups at least once a year.	3.222	3.375	-.153±1.575
9. Develop and have on paper long range plans.	1.273	1.667	-.394±1.023
22. Take a definite stand against any unreasonable demands which may come from local citizens.	2.455	2.125	.330±1.418
31. Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.182	1.556	-.374±.963
39. Teach courses in Community Education at the undergraduate level only.	4.000	3.778	.222±1.045
45. Submit regular written reports to department chairmen, and Mott Foundation staff.	1.545	1.750	-.205±.966
48. Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	1.818	2.875	-1.057±1.446
49. Be available to fellow professors as a resource person upon request.	1.455	1.875	-.420±.793
50. Be administratively responsible mainly to the department chairman and/or dean.	1.727	2.286	-.559±1.341
51. Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.182	3.857	-.675±1.473
52. Be ready to provide "seed money" to local districts willing to implement Community Education.	2.636	1.875	.761±.965
55. Provide funds to school districts interested in visiting Flint.	4.000	2.667	1.333±1.383
7. Have a doctor's degree.	2.273	2.375	-.102±1.366

TABLE 4.4.--Summary of Results of Post-Hoc Comparisons Between Center
Directors (1) and Superintendents (4) for all Sixteen Items.

		X_1	X_4	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.273	1.500	$-.227\pm.851$
5.	Keep a watchful eye on the personal life of his subordinates.	3.800	3.561	$.239\pm1.062$
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.182	1.767	$-.585\pm.551$*
8.	Speak to all major civic groups at least once a year.	3.222	2.429	$.793\pm1.190$
9.	Develop and have on paper long range plans.	1.273	1.628	$-.355\pm.769$
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.455	1.786	$.669\pm1.033$
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.182	1.558	$-.376\pm.724$
39.	Teach courses in Community Education at the undergraduate level only.	4.000	3.762	$.238\pm.788$
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.545	2.125	$-.580\pm.708$
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	1.818	2.205	$-.387\pm1.063$
49.	Be available to fellow professors as a resource person upon request.	1.455	1.925	$-.470\pm.581$
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.727	2.541	$-.814\pm.952$
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.182	3.081	$.101\pm1.046$
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	2.636	1.763	$.873\pm.711$*
55.	Provide funds to school districts interested in visiting Flint.	4.000	2.250	1.750 ± 1.047*
7.	Have a doctor's degree.	2.273	3.564	-1.291 ± 1.004*

*Significant at .05 level when Scheffé method is used for paired
comparisons over all five groups.

Analysis of the post-hoc comparisons between the Center Directors and Community School Directors showed that a difference at the .05 level of significance exists on items 9, 50, 52, 57 and item 7 (of the "Attributes" section). As was noted above, 50 per cent was set as a criterion for rejection and consequently the null hypothesis (H_O4) was not rejected (Table 4.5).

H_O5: There are no differences in role expectations for the position of Center Director between the College Deans (2) and the Department Chairmen (3)

Analysis of the data provided by the post-hoc comparisons between the College Deans and Department Chairmen showed that a significant difference exists at the .05 level on none of the items and consequently the null hypothesis (H_O5) was not rejected (Table 4.6).

H_O6: There are no differences in role expectations for the position of Center Director between the College Deans (2) and the Superintendents (4).

Analysis of the post-hoc comparisons showed that a significant difference at the .05 level exists between the College Deans and the Superintendents on item number seven (of the "Attributes" section), because only one was significant the null hypothesis (H_O6) was not rejected (Table 4.7).

H_O7: There are no differences in role expectations for the position of Center Director between the College Deans (2) and the Community School Directors (5).

TABLE 4.5.--Summary of Results of Post-Hoc Comparisons Between Center
Directors (1) and Community School Directors (5) for all Sixteen Items.

		X_1	X_5	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.273	2.022	-.749+.847
5.	Keep a watchful eye on the personal life of his subordinates.	3.800	4.073	-.273+1.062
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.182	1.489	-.307+.546
8.	Speak to all major civic groups at least once a year.	3.222	2.370	.852+1.181
9.	Develop and have on paper long range plans.	1.273	2.043	-.770+.764*
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.455	2.426	.029+1.022
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.182	1.795	-.613+.723
39.	Teach courses in Community Education at the undergraduate level only.	4.000	4.091	-.091+.784
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.545	2.149	-.604+.696
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	1.818	1.818	.000+1.049
49.	Be available to fellow professors as a resource person upon request.	1.455	1.957	-.502+.573
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.727	2.698	-.971+.937*
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.182	2.884	.298+1.029
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	2.636	1.837	.799+.702*
55.	Provide funds to school districts interested in visiting Flint.	4.000	2.659	1.351+1.037*
7.	Have a doctor's degree.	2.273	3.462	-1.189+1.004*

*Significant at .05 level when Scheffé method is used for paired
comparisons over all five groups.

TABLE 4.6.--Summary of Results of Post-Hoc Comparisons Between College Deans (2) and Department Chairmen (3) for all Sixteen Items.

		X_2	X_3	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.182	1.111	.071±1.130
5.	Keep a watchful eye on the personal life of his subordinates.	4.300	3.222	1.078±1.384
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.273	1.444	-.171±.732
8.	Speak to all major civic groups at least once a year.	3.364	3.375	-.011±1.506
9.	Develop and have on paper long range plans.	1.455	1.667	-.212±1.023
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.273	2.125	.148±1.418
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.100	1.556	-.456±.985
39.	Teach courses in Community Education at the undergraduate level only.	4.500	3.778	.722±1.068
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.400	1.750	-.350±.986
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.400	2.875	-.475±1.477
49.	Be available to fellow professors as a resource person upon request.	1.600	1.875	-.275±.809
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.556	2.286	-.730±1.398
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	4.111	3.857	.254±1.535
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.700	1.875	-.175±.985
55.	Provide funds to school districts interested in visiting Flint.	3.091	2.667	.424±1.383
7.	Have a doctor's degree.	1.875	2.375	-.500±1.470

TABLE 4.7.--Summary of Results of Post-Hoc Comparisons Between College
Deans (2) and Superintendents (4) for all Sixteen Items.

		X_2	X_4	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.182	1.500	-.318+.851
5.	Keep a watchful eye on the personal life of his subordinates.	4.300	3.561	.739+1.062
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.273	1.767	-.494+.551
8.	Speak to all major civic groups at least once a year.	3.364	2.429	.935+1.098
9.	Develop and have on paper long range plans.	1.455	1.628	-.173+.769
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.273	1.786	.489+1.033
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.100	1.558	-.458+.753
39.	Teach courses in Community Education at the undergraduate level only.	4.500	3.762	.738+.818
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.400	2.125	-.725+.735
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.400	2.205	.195+1.103
49.	Be available to fellow professors as a resource person upon request.	1.600	1.925	-.325+.603
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.556	2.541	-.985+1.031
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	4.111	3.081	1.030+1.132
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.700	1.763	-.063+.738
55.	Provide funds to school districts interested in visiting Flint.	3.091	2.250	.841+1.047
7.	Have a doctor's degree.	1.875	3.564	-1.689+1.141*

*Significant at .05 level when Scheffé method is used for paired
comparisons over all five groups.

Analysis of the post-hoc comparisons showed that at the .05 level a significant difference exists between the College Deans and the Community School Directors on items 45, 50, 51 and number 7 (of the "Attributes" section). The criterion for rejection had been set at 50 per cent and consequently the null hypothesis (H_o7) was not rejected (Table 4.8).

H_o8: There are no differences in role expectations for the position of Center Director between the Department Chairmen (3) and Superintendents (4).

Analysis of the post-hoc comparisons showed that a significant difference exists at the .05 level between the Department Chairmen and Superintendents on item number seven (of the "Attributes" section). The criterion was eight of sixteen and the null hypothesis (H_o8) was not rejected (Table 4.9).

H_o9: There are no differences in role expectations for the position of Center Director between the Department Chairmen (3) and the Community School Directors (5).

Analysis of the post-hoc comparisons showed that a significant difference exists at the .05 level between the Department Chairmen and the Community School Directors on none of the items consequently the null hypothesis (H_o9) was not rejected (Table 4.10).

H_o10: There are no differences in role expectations for the position of Center Director between the Superintendents (4) and the Community School Directors (5).

TABLE 4.8.--Summary of Results of Post-Hoc Comparisons Between College
Deans (2) and Community School Directors (5) for all Sixteen Items.

		X_2	X_5	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.182	2.002	-.840+.847
5.	Keep a watchful eye on the personal life of his subordinates.	4.300	4.073	.227+1.062
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.273	1.489	-.216+.546
8.	Speak to all major civic groups at least once a year.	3.364	2.370	.994+1.088
9.	Develop and have on paper long range plans.	1.455	2.043	-.588+.764
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.273	2.426	-.153+1.022
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.100	1.795	-.695+.751
39.	Teach courses in Community Education at the undergraduate level only.	4.500	4.091	.409+.815
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.400	2.149	-.749+.724*
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.400	1.818	.572+1.090
49.	Be available to fellow professors as a resource person upon request.	1.600	1.957	-.357+.595
50.	Be administratively responsible mainly to the department chairman and/or dean.	1.556	2.698	-1.142+1.017*
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	4.111	2.884	1.227+1.117*
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.700	1.837	-.137+.729
55.	Provide funds to school districts interested in visiting Flint.	3.091	2.659	.432+1.037
7.	Have a doctor's degree.	1.875	3.462	-1.587+1.141*

*Significant at .05 level when Scheffé method is used for paired comparisons over all five groups.

TABLE 4.9.--Summary of Results of Post-Hoc Comparisons Between Department
Chairmen (3) and Superintendents (4) for all Sixteen Items.

		X_3	X_4	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.111	1.500	-.389±.923
5.	Keep a watchful eye on the personal life of his subordinates.	3.222	3.561	-.339±1.108
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.444	1.767	-.323±.597
8.	Speak to all major civic groups at least once a year.	3.375	2.429	.946±1.250
9.	Develop and have on paper long range plans.	1.667	1.628	.039±.834
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.125	1.786	.339±1.177
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.556	1.558	-.002±.786
39.	Teach courses in Community Education at the undergraduate level only.	3.778	3.762	.016±.854
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.750	2.725	-.375±.805
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.875	2.205	.670±1.208
49.	Be available to fellow professors as a resource person upon request.	1.875	1.925	-.050±.661
50.	Be administratively responsible mainly to the department chairman and/or dean.	2.286	2.541	-.255±1.143
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.857	3.081	.736±1.255
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.857	1.763	.094±.808
55.	Provide funds to school districts interested in visiting Flint.	2.667	2.250	.417±1.135
7.	Have a doctor's degree.	2.375	3.564	-1.189±1.141*

*Significant at .05 level when Scheffé method is used for paired comparisons over all five groups.

TABLE 4.10.--Summary of Results of Post-Hoc Comparisons Between Department Chairmen (3) and Community School Directors (5) for all Sixteen Items.

		X_3	X_5	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.111	2.022	$-.911\pm.920$
5.	Keep a watchful eye on the personal life of his subordinates.	3.222	4.073	$-.851\pm1.108$
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.444	1.489	$-.045\pm.593$
8.	Speak to all major civic groups at least once a year.	3.375	2.370	1.005 ± 1.241
9.	Develop and have on paper long range plans.	1.667	2.043	$-.376\pm.830$
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	2.125	2.426	$-.301\pm1.167$
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.556	1.795	$-.239\pm.784$
37.	Teach courses in Community Education at the undergraduate level only.	3.778	4.091	$-.313\pm.851$
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	1.750	2.149	$-.399\pm.795$
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.875	1.818	1.057 ± 1.196
49.	Be available to fellow professors as a resource person upon request.	1.875	1.957	$-.082\pm.653$
50.	Be administratively responsible mainly to the department chairman and/or dean.	2.286	2.698	$-.412\pm1.130$
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.857	2.884	$.973\pm1.241$
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.857	1.837	$.020\pm.799$
55.	Provide funds to school districts interested in visiting Flint.	2.667	2.659	$.008\pm1.125$
7.	Have a doctor's degree.	2.375	3.462	-1.087 ± 1.141

Analysis of the post-hoc comparisons indicated that a difference at the .05 level of significance exists between the Superintendents and the Community School Directors on item number seven (of the "Attributes" section). The null hypothesis (H_o10) was not rejected, due to the criterion being set at 50 per cent (Table 4.11).

Discussion of Open-Ended Questions

Included in the questionnaire were two open-ended questions (questions number seventy and seventy-one) which solicited the respondent's opinion as to what single factor either contributed to or detracted from the effectiveness of the Center's operation.

Question 70--In your opinion what single factor contributes most to the effectiveness of the Center?

Forty-six per cent of the respondents indicated that the one single factor which contributed most to the effectiveness of the Center was the Director of the Center himself. Most often mentioned as traits contributing to this selection were the Director's leadership, ability, knowledge, dedication, availability, effectiveness, personal qualities, personality, willingness to help, talents, and general overall accessibility. No other factors were cited more than once or twice. The following list is representative of those responses and is not ranked in any particular order.

TABLE 4.11.--Summary of Results of Post-Hoc Comparisons Between Superin-
tendents (4) and Community School Directors (5) for all Sixteen Items.

		X_4	X_5	Confidence Intervals
1.	Make recommendations for the appointment, promotion of dismissal of subordinates.	1.500	2.022	-.522+.542
5.	Keep a watchful eye on the personal life of his subordinates.	3.561	4.073	-.512+.665
6.	Cooperate willingly with researchers who are attempting to advance knowledge in his field.	1.767	1.489	.278+.344
8.	Speak to all major civic groups at least once a year.	2.429	2.370	.059+.692
9.	Develop and have on paper long range plans.	1.628	2.043	-.415+.483
22.	Take a definite stand against any unreasonable demands which may come from local citizens.	1.786	2.426	-.640+.648
31.	Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.	1.558	1.795	-.237+.460
39.	Teach courses in Community Education at the undergraduate level only.	3.762	4.091	-.329+.502
45.	Submit regular written reports to department chairmen, and Mott Foundation staff.	2.125	2.149	-.024+.447
48.	Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.	2.205	1.818	.387+.685
49.	Be available to fellow professors as a resource person upon request.	1.925	1.957	-.032+.369
50.	Be administratively responsible mainly to the department chairman and/or dean.	2.541	2.698	-.157+.622
51.	Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.	3.081	2.884	.197+.683
52.	Be ready to provide "seed money" to local districts willing to implement Community Education.	1.763	1.837	-.074+.462
55.	Provide funds to school districts interested in visiting Flint.	2.250	2.659	-.409+.672
7.	Have a doctor's degree.	2.375	3.564	-1.189+.666*

*Significant at .05 level when Scheffé method is used for paired comparisons over all five groups.

1. Personnel and/or staff of Center

2. Cooperation

3. Seed money provided

4. Continual leadership training

5. Coordination by Center

6. Regular work shops sponsored by Center

7. Center as resource to districts

Question 71--In your opinion what single factor detracts most from the effectiveness of the Center?

Twenty-six per cent of the respondents cited the Center Director as the one single factor which most detracted from the effectiveness of the center but the contributing elements now were the director's inability, unavailability, lack of dedication, unwillingess to help, lack of effectiveness and his general lack of accessibility.

Superintendents and community school directors also cited the distance of the Center from area being served and also the fact that most Centers outside of Michigan service quite large geographic areas (Appendix C, p. 137). The following is a partial list of factors occasionally cited.

1. Money shortage

2. Lack of support from college

3. Communication difficulties

4. Lack of time

5. Lack of accountability

6. Bureacracy and red tape

Summary

One major null hypothesis was formulated and tested by a one-way analysis of variance technique. The null hypothesis was tested at the .05 level of significance in order to determine differences among groups and was subsequently rejected. Upon rejection of the null hypothesis, it was decided that the Scheffé post-hoc comparisons technique would be used in order to determine between which groups the differences existed.

Ten null hypotheses for the Scheffé post-hoc comparisons were formulated and tested at the .05 level of significance. Each hypothesis involved the comparison of two groups and was tested for each of the sixteen items that were found to be significant in the prior rejection of the null hypothesis. An arbitrary criterion of 50 per cent or eight significant confidence intervals for the sixteen items was set. On this basis none of the ten null hypotheses was rejected.

Two open-ended questions were analyzed. Most of the respondents including the center directors suggested that the Director of the university center was both the single most contributing and the single most detracting factor to the effectiveness of the Center; based on his personality, leadership, quality, or lack of same.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Centers for Community Education Development
were established in various colleges and universities to
help school districts interested in implementing community
education. Each of the eleven Centers now in operation
has a full-time Director who devotes his time to the
Center's development and administration and has faculty
status in the participating institution. The Centers
offer free services to school districts and communities to
(1) help them understand and initiate community education;
(2) train personnel for the community school; (3) assist
in funding; (4) evaluate community resources and needs;
and (5) provide research information and assistance.

This study was conceived and designed to examine
and clarify the professional roles of the Center Directors
as perceived by various groups who are in contact with the
functioning and services of the Centers. All eleven of
the Centers now in operation were studied so as to facili-
tate a macroscopic analysis that could be generalized for

all Directors. It was assumed that the leadership quality of incumbent Directors directly influence the success and dissemination of the community school concept.

A base of role analysis was selected to analyze the position of Center Director, because of its suitability to the study of social systems; the functioning of organizations and institutions; and human behavior. Role theory has been used extensively in the fields of sociology, social psychology, and cultural anthropology.

The primary concepts of role theory and role analysis used in this study were first formulated by Gross, Mason, and McEachern. These particular conceptualizations were used because of their interdisciplinary nature and because of their general utility and widespread use in role research.

The major purpose of this study was to identify and analyze the role expectations held for the position of Center Director by the (1) Center Director, (2) College Deans, (3) Department Chairmen, (4) Superintendents, and (5) Community School Directors in direct contact with each Center.

Applying the tenets of role theory it was assumed that the above mentioned reference groups (1) define the Center Director's role differently, (2) that the position incumbent (i.e., Center Director) may or may not perceive the expectations of others accurately, and (3) that different groups place different emphasis on a particular

role segment or function; thus creating situations wherein role conflict could occur.

A further assumption of role theory is that role conflict will create tensions which affect the incumbents' role effectiveness in a negative way even if the conflict is perceived and not actual. Role conflict decreases role value. Groups or individual productivity is reduced by conflicting role definitions which produces defensive behavior.

Following an inquiry into the activities of the various Centers and the role of the Center Director a questionnaire was mailed to the aforementioned reference groups. The author's thrust in using the questionnaire and its subsequent analysis was to determine whether any conflict existed among the groups, and if so, where and between which groups.

Analysis showed that a difference at the .05 level of significance did exist on sixteen of the ninety-six items or questions. The null hypothesis that no differences existed among the groups was rejected. This rejection was based on the fact that it can be expected that at least five of the ninety-six items would be statistically significant if each is tested at the .05 level, even if no differences existed among the groups.

Subsequent to the rejection of the null hypothesis the Scheffé post-hoc comparisons technique was employed to determine between which groups the differences existed.

An .05 level of significance was set for comparison across all groups per item. An arbitrary criterion of 50 per cent or eight statistically significant confidence intervals for the sixteen items was set. On this basis none of the ten null hypotheses formulated for the post-hoc comparisons was rejected.

Conclusions

Keeping in mind the scope and limitations of this investigation, the following conclusions are presented. The conclusions may be generalized to the population as represented in the design of the study. However, findings may be applicable to new and future Centers for Community Education Development.

General

1. Conflict exists among the respondent groups as to their expectations both for the Director's role performance and role attributes when analyzed together.

2. Differences between the respondent groups do exist based on post-hoc comparisons.

Although none of the hypotheses formulated for the post-hoc comparison were rejected, differences still exist. The criterion set for the rejection of each individual null hypothesis was purely arbitrary and thus subjective conclusions can be drawn (see Chapter II, p. 30).

<u>Specific</u>

1. The following conclusions were drawn relative to the sixteen specific items tested by use of the Scheffé post-hoc comparisons technique.

   a. Conflict exists between the Center Directors and the Superintendents as to their expectations for the Director's role in cooperating with researchers who may be attempting to advance knowledge in the field of community education. The Center Directors expressed a greater willingness to cooperate with researchers who were attempting to advance knowledge in their particular field than did the Superintendents. Despite these differences the groups tended to support the concept (see question 6, Table 4.4 and also Figure 5.1).

   b. Conflict exists between the Directors and the Community School Directors as to their expectations for the Director's role in developing and keeping on paper long range plans for the Center's activities. The Center Directors showed a greater concern with developing and keeping on paper long-range plans for activities of the Center than did the Community School Directors. All groups, however, tended to be favorable to the use of long-range

	SA 1.0	1.5	A 2.0	2.5	U 3.0	3.5	D 4.0	4.5	SD 5.0

1. Make recommendations for the appointment, promotion, or dismissal of subordinates.

5. Keep a watchful eye on the personal life of his subordinates.

6. Cooperate willingly with researchers who are attempting to advance knowledge in his field.

8. Speak to all major civic groups at least once a year.

9. Develop and have on paper long range plans.

22. Take a definite stand against any unreasonable demands which may come from local citizens.

31. Assume the responsibility to plan and promote opportunities for local district administrators to discuss and study Community Education issues.

39. Teach courses in Community Education at the undergraduate level only.

45. Submit regular written reports to department chairmen, and Mott Foundation staff.

48. Make absolutely sure there is commitment to Community Education on the part of school districts before providing extensive time or monies.

49. Be available to fellow professors as a resource person upon request.

50. Be administratively responsible mainly to the department chairman and/or dean.

51. Be administratively responsible mainly to the Director of the Mott Foundation Projects Division of Training and Dissemination.

52. Be ready to provide "seed money" to local districts willing to implement Community Education.

55. Provide funds to school districts interested in visiting Flint.

57. Have doctor's degree.

Center Director ————————   College Deans —————————   Department Chairmen ··············

Superintendents —·—·—·—·—·—·   Community School Directors —\—\—\—\—\—\—\

FIGURE 5.1.--Graphic Representation of Mean Group Responses

planning (see question 9, Table 4.5 and also Figure 5.1).

c. Conflict exists between the College Deans and the Community School Directors in their expectations for the Director's role as to whether the Director should submit regular written reports to the Chairman of the department and to the Mott Foundation staff. The Center Directors themselves did not differ from any of the other groups of respondents in supporting the concept that they should submit written reports on Center activities. The College Deans, however, were in stronger agreement as to the Directors submitting regular written reports than were the Community School Directors. Nonetheless, all the groups tended to agree with the basic concept (see question 45, Table 4.8, and also Figure 5.1).

d. Conflict exists between the Center Directors and the Community School Directors and also between the College Deans and the Community School Directors in their expectations for the Director's role as to whether the Director should be administratively responsible solely to college administrators, or primarily to the Director of the Mott Foundation's Projects

Division of Training and Dissemination. The
Center Directors and the College Deans were in
strong agreement that the Center Directors
should be administratively responsible to the
College Deans and/or to the Department Chairman.
They differed significantly only from the
Community School Directors who were less
willing to place administrative responsibility
for the Center Directors in the colleges.
Conversely the Community School Directors
agreed that the Center Directors should be
administratively responsible to the Director of
the Mott Foundation's Projects Division of
Training and Dissemination (see questions 50
and 51, Tables 4.5 and 4.8, and also
Figure 5.1).

e. Conflict exists between the Center Directors
and the College Deans; between the Center
Directors and the Superintendents; and between
the Center Directors and the Community School
Directors as to their expectations for the
Director's role in providing "seed money" to
those local districts who are willing to
implement community education. The College
Deans, Superintendents, and Community School
Directors were more favorable to the providing
of seed money to local school districts by

the different Centers than were the Center

Directors themselves. The modal responses,

however, still tended to be toward acceptance

of the concept (see question 52, Tables 4.2,

4.4, and 4.5; also Figure 5.1).

f. Conflict exists between the Directors and the

Superintendents and between the Directors and

the Community School Directors in their expec-

tations for the Director's role in providing

money to those school districts interested in

visiting the community schools in Flint,

Michigan. Center Directors disagreed with

both the Superintendents and the Community

School Directors in supporting the idea that

the Center should provide funds for those

school district personnel interested in

visiting the Community School Program in Flint.

The Center Directors expressed relatively

strong opposition to this use of funds while

the other groups were either undecided or

somewhat in agreement with the concept (see

question 55, Tables 4.4 and 4.5, and also

Figure 5.1).

g. Conflict exists between the Directors and the

Superintendents; the Directors and the Com-

munity School Directors; and the College Deans

and the Superintendents; the College Deans and

the Community School Directors; the Department

Chairmen and the Superintendents; the Depart-

ment Chairmen and the Community School

Directors; and between the Superintendents and

the Community School Directors in their expec-

tations as to whether the Director should

possess a doctorate degree (i.e., Ed.D.,

Ph.D.). The public school and college person-

nel differed on the importance they attributed

to the Center Directors having a doctor's

degree. Specifically, the Superintendents and

Community School Directors disagreed that the

Directors should possess a doctorate while the

Center Directors, the Department Chairmen and

particularly the College Deans agreed that the

Directors should have such a degree. The

conflict is especially interesting inasmuch as

a full 31 per cent of the respondents already

held doctorate degrees (see question 7,

Tables 4.4, 4.5, 4.7, 4.8, 4.9, and 4.11, and

also Figure 5.1).

2. Discussion of items showing no statistically

significant differences among the groups but

showing a modal tendency toward general concensus

on particular items as to their expectations for

the Director's Role Performance (see Figure 5.2).

FIGURE 5.2.--Summary of Modal Group Responses for Directors' Role Performance on All Non-Significant Items.

a. General consensus among the group on the
following questions was toward Strong
Agreement (SA) and/or Agreement (A) as to
whether the Director should:

2. Accept full responsibility for the
   decisions of his subordinates.

3. Keep his office open to all community
   members.

4. Write articles for professional journals
   which will be of benefit to others in the
   profession.

7. Consult with staff members about filling
   vacant staff positions.

10. Seek able people for open positions rather
    than considering only those who apply.

11. Give consideration to local values or
    feelings regarding race, religion, national
    origin, in filling vacant positions.

12. Seek counsel and advice from influential
    local citizens.

13. Defend his staff from attack when they try
    to present the pros and cons of various
    controversial social and political issues.

14. Secure outside help when changes are
    being considered.

15. Establish regular channels of communi-
    cation with local newspapers.

16. Help his staff to get higher salaries.

17. Fight continuously against any local
    attacks on educational principles or
    methods which he knows are sound.

18. Encourage the formation of local com-
    mittees to cooperate with the school
    board in studying school problems.

19. Compile a list of general characteristics
    desired in the staff.

21. Make no major curriculum changes without
    first seeking approval.

29. Work on committee sponsored by the state
    department of education and professional
    organizations.

30. Encourage and assist in the establishment
    of an adult education program if none
    exists at the local level.

32. Make regular visits to local school
    superintendents and their schools.

34. Maintain continuous contact with key
    legislative groups.

35. Actively seek support of service clubs
    and citizen groups for Community Edu-
    cation.

36. Provide ways in which school districts receiving services may evaluate the Center's program.

37. Be familiar with the educational program carried on by the local school districts.

41. Spend most of time in surrounding community helping school districts interested in Community Education.

42. Employ services of fellow department or college professors as resource persons for the Center.

43. Attend all department meetings when scheduled.

46. Be on call to community school Directors in case of sudden need.

53. Sponsor regular workshops on Community Education.

54. Distribute on a regular basis a newsletter discussing current trends and research in Community Education.

56. Provide support and guidance to students writing masters or doctoral thesis on Community Education.

58. Visit at least an other Center once a year.

59. Address local school boards regularly as
    to progress of Community Education
    Program in their schools.

60. Know, understand, and work for solutions
    to problems of various ethnic or racial
    groups.

61. Plan activities that bring together
    various Community School Directors to
    share experiences.

62. Be responsible for surveying community
    needs and planning programs, together
    with local leaders, to meet them.

63. Consult often with the chairman of the
    department (or administrative equivalent)
    in matters of planning, scheduling, and
    operating the activities of the Center.

65. Have broad knowledge of educational
    problems outside the realm of Community
    Education.

66. Help select and train all persons who
    work in Community Education.

67. Address orientation program for new
    teachers in regard to Community Education's
    aims and philosophy.

68. Ask help of local businessmen in providing
    materials, supplies, and support for

districts starting Community Education
programs.

69. Serve as resource person to local superin-
tendents.

b. General consensus among the groups on the
following questions was toward Undecided (U)
as to whether the Director should:

20. Occasionally compromise with local
pressure groups.

38. Teach courses relevant to Community Edu-
cation only.

44. Attend all social gatherings of his
colleagues from the college and/or
department.

47. Where Community School Director has a
conflict with principal, step in a
mediator.

57. Attend all conferences and workshops
relevant to Community Education.

64. Take part as a regular staff member in
all parts of the college or department
program.

c. General consensus among the groups on the
following questions was toward Strong

Disagreement (SD) and/or Disagreement (D) as
to whether the Director should:

23. Make changes in Center program without
consulting staff.

24. Take a neutral stand on any issue in
which the community is evenly split.

25. Avoid involvement with factional groups
in the community.

27. Help the Dean and Chairmen resist demands
by staff for higher salaries.

28. In drawing up budget, cost factors are
given greater consideration than edu-
cational needs.

33. Remain aloaf from community issues not
affecting his office.

40. Spend most of time on the premises of the
Center and/or college or university.

3. Discussion of items showing no statistically
significant differences among the group but showing
a modal tendency toward general consensus on
particular items as to their expectations for the
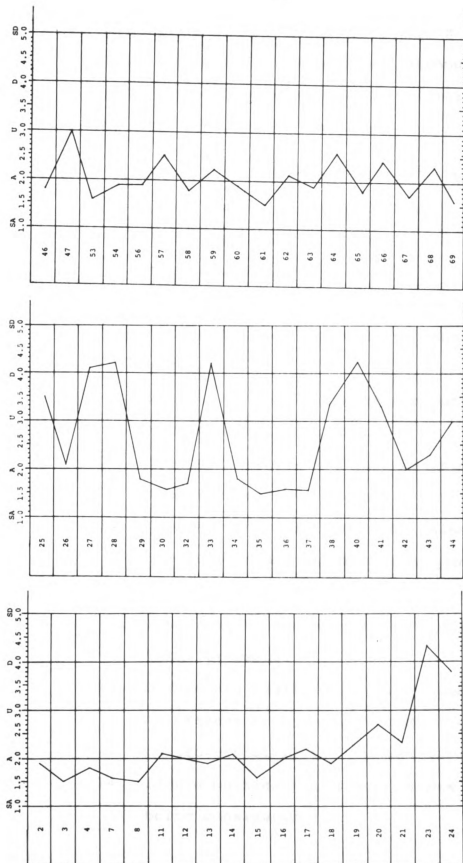Director's Role Attributes (see Figure 5.3.).

a. General consensus among the groups on the
following questions was toward Strong Agreement
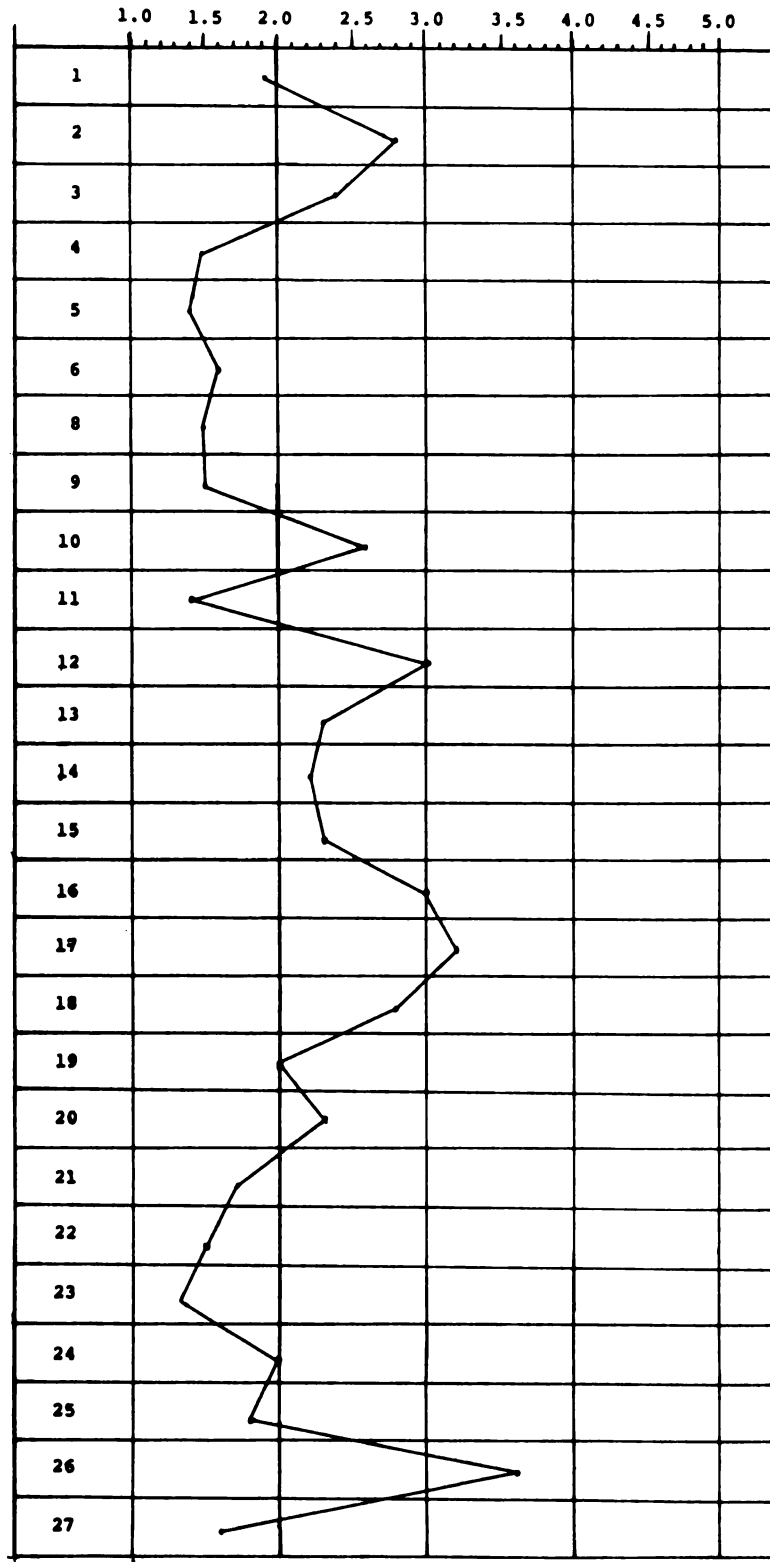
FIGURE 5.3.--Summary of Modal Group Responses for Directors'
Role Attributes on All Non-Significant Items.

(SA) and/or Agreement (A) as whether the
Director should be or have:

1. Married

3. Church member

4. A good public speaker

5. Well informed on modern educational
practices

6. Practical

8. Skilled in public relations

9. Tactful

11. Able to express ideas clearly

13. Previous success as an educational
administrator

14. Experienced teacher

15. Have master's degree

18. Persistent

19. Sense of values

20. Scholarly

21. Dynamic leader

22. Virgorous

23. Work well with other people

24. Attractive personal appearance

25. Businesslike in financial matters

27. Of no particular age group to be
recommended for the position of Director

b. General consensus among the groups on the
    following questions was toward being Undecided
    (U) as to whether the Director should be:

     2. Outspoken

    10. Male

    12. Easy going

    16. Conservative in dress

    17. A man of intellectual brilliance

c. General consensus among the group on the
    following question was toward Strong Disa-
    greement (SD) or Disagreement (D) as to
    whether the Director should be:

    26. Promoted from within the university.

4. Enough evidence was produced by this study to
    indicate that conflict exists both among and
    between the respondent groups but the differ-
    ences tended to be more in terms of degree of
    consensus than in dissensus or actual conflict.
    The modal responses in the sixteen items that were
    statiscally significant were toward consensus.
    Only on items 5, 8, 48, 50, 51, 55, and 7 did
    the differences really seem to be great and to pose
    a problem to the Director's role function.

Recommendations

The statistical analysis of the data for this study indicates that conflict exists both among and between the respondent groups as to their expectations for the Director's role performance and attributes. Modal group responses indicated that the conflict may be more in degree of consensus than actual conflict. Based upon the results of the study and the conclusions drawn there from, the following recommendations are made:

1. Each of the Center Directors should conduct a similar study in each of their particular service areas because of the following reasons:

    a. This study produced data that can be analyzed only on a macroscopic level. This was done in order to determine role expectations for the position of Center Director on a universal scale and not for any one specific location or position.

    b. What applies on the average for all of the groups may not apply to any one of the individual groups. The resultant conflicts may have been caused by the reactions to even just one Center Director.

c. The choice of respondent groups was somewhat arbitrary and each director may choose to re-identify "significant others" according to other criteria.

d. The setting of the 50 per cent criterion to determine the rejection of the null hypotheses in the post-hoc comparisons was purely arbitrary and could be set lower or higher.

2. In relation to conclusion number (1e) in the conclusion section above the Center Directors should reassess their positions on the providing of seed monies to local school districts. The two groups (i.e., Superintendents and Community School Directors) most directly affected and serviced by the Centers are the two groups who are asking for the seed monies. The only groups with which the Directors did not seem to have a conflict on this issue were the Department Chairmen.

3. Similarly in relation to the Centers providing funds to school district personnel interested in visiting Flint (1f above), the Center Directors again should reassess their positions. Here again the greatest conflict exists between the Center Directors as a group and the Superintendents and Community School Directors as a group. If the

two groups that either decide whether to accept Community Education in their school districts or have to implement it once it is accepted are asking for funds, then a reassessment is vital.

4. In relation to the degree level (i.e., B.A., M.A., Ph.D.) that a Director should possess (see 1g) it is recommended that a more thorough study be made so as to better determine the necessity for a specific degree level. The three college-based groups (i.e., Deans, Department Chairmen, and Center Directors) are in full agreement that a Ph.D. is necessary or desirable. The two public school groups (i.e., Superintendents and Community School Directors) do not agree. The degree level expected by the college personnel may be based solely on university requirements and not on a thorough study of the role of the Center Director. Questions that could be asked in relation to this study could be:

   a. What relationship exists between a successful Center Director and his experiential background including programs of study and degrees attained?

   b. What is the function of a given degree level in relation to how he works with groups serviced by the Center?

5. Consideration should be given to those items which
   upon analysis did not show a significant level of
   conflict (see 2a, b, c, and 3a, b, c). The .05
   Alpha level was purely arbitrary and could very
   well be set higher or lower. This writer has
   grouped these items into three basic categories
   in the conclusions section. These being (1) those
   items where the modal tendency was toward strong
   agreement and/or agreement, (2) those items where
   the modal tendency was toward undecided, and (3)
   those items where the modal tendency was toward
   strong disagreement and/or disagreement.

6. Inasmuch as conflict is endemic to social inter-
   action the directors should not lose sight of the
   fact that conflict has a potential for reaffirming
   norms that may be dormant, and as a consequence may
   intensify more participation by others in the
   Centers' activities. Conflict is quite often
   necessary in order to maintain a relationship and
   should not always be viewed as a pathological
   condition which may upset the normal state of a
   community. Directors should also keep in mind
   that conflict may be used to remove elements that
   tend to disassociate a relationship, and may be
   used to re-establish unity.

Implications and Reflections

The future of public education in America may well depend on the promotion and dissemination of the tenets and basic concepts of community education. Many of the most pressing problems in public education such as (1) shortage of money, (2) the call for more community control, (3) the need for educating more people for a longer time, and (4) the need to educate the whole family and not just the children, can be dealt with effectively through community education.

Money shortages can be overcome by the more thorough use of buildings on a twenty-four hour basis and a twelve month school year. The initial building costs and subsequent operating costs diminish in proportion to the amount and length of time the building is used. The basic assumption of community education is, "that the people own the schools." Community control then can be exercised in an orderly and constructive manner. As the work week becomes shorter, and industry demands less workers the schools must assume the responsibility for more people for a longer time. The wise use of leisure time through courses such as photography, sewing, crafts, and others is the essence of community education. Community education, because it goes beyond the normal school day, can also be used to educate the family as a whole. Math, science, and English classes, where whole families

can attend at a convenient time, are possible because three o'clock no longer is the magic hour when all school doors are closed.

The more rapid and controlled growth of the basic concepts of community education has been placed in the hands of eleven regional Directors of Community Education Development Centers. As the number of centers grows it will be essential that periodic evaluations of their activities be made. The activities of each Center should be examined so as to insure that the activity is geared toward the goals of each Center's program. Too often the activity becomes the end in itself if not examined periodically. Analysis of role expectations and consequent conflict or concensus lends itself well for use in periodic evaluations. Each center director must know and understand the peoples in the area he services and what their expectations are for his position. He can then compare his own expectations for his position with those of the larger community. The center directors must also be aware of the expectations that his immediate superiors, colleagues, and subordinates hold for him.

The future of Community Education is bright and promising especially since the inauguration of the University Center idea. The only drawbacks seem to be (1) that there are not yet enough centers to service interested districts sufficiently, and (2) the fact that services are

free may be cause for abuse on the part of school districts thus overtaxing an already overworked director. The answers may lie in the establishment of satellite centers in nearby institutions (which is already being tried by some centers) and in charging a set amount to school districts which would be reimbursed when and if community education actually became a reality.

Public education in America today needs help if it is to survive; community education may hold the key to this dilemma. The Centers for Community Education Development are crucial in the dissemination of the concepts of Community Education and the wise selection and subsequent training of each centers' director is essential. Hopefully this study has shed some light into what important reference groups expect of a director and this then will lead to better selection and training.

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APPENDICES

APPENDIX A

SUMMARY OF ANALYSIS OF RESPONSES

TO QUESTIONNAIRE

APPENDIX A

TABLE A.1.--Summary of Analysis of Responses to Questionnaire.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superin- tendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
1	N	11	11	9	42	44	4/112	5.240	0.001
	Mean	1.273	1.182	1.111	1.500	2.023			
	S.D.	0.467	0.405	0.333	0.634	1.089			
2	N	11	11	9	43	44	4/113	2.309	0.062
	Mean	1.819	1.454	1.555	1.884	2.250			
	S.D.	0.874	0.522	0.527	1.005	1.059			
3	N	9	11	9	43	45	4/112	0.840	0.503
	Mean	1.333	1.909	1.444	1.535	1.489			
	S.D.	0.500	0.944	0.726	0.735	0.847			
4	N	11	11	9	43	47	4/116	1.384	0.244
	Mean	1.454	1.727	1.778	1.977	1.766			
	S.D.	0.522	0.467	0.441	0.771	0.758			
5	N	10	10	9	41	41	4/106	2.942	0.024
	Mean	3.800	4.300	3.222	3.561	4.073			
	S.D.	0.919	0.949	0.833	0.976	0.985			
6	N	11	11	9	43	47	4/116	4.262	0.003
	Mean	1.182	1.273	1.444	1.767	1.489			
	S.D.	0.404	0.467	0.527	0.480	0.585			
7	N	11	11	9	43	45	4/114	1.792	0.135
	Mean	1.364	1.364	1.444	1.744	1.667			
	S.D.	0.504	0.504	0.527	0.693	0.522			
8	N	9	11	8	42	46	4/111	4.275	0.003
	Mean	3.222	3.364	3.375	2.428	2.369			
	S.D.	1.093	1.120	1.408	0.914	1.040			

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
9	N	11	11	9	43	46	4/116	3.837	0.006
	Mean	1.273	1.454	1.666	1.628	2.043			
	S.D.	0.467	0.522	0.500	0.724	0.842			
10	N	11	11	9	43	47	4/116	1.930	0.110
	Mean	1.454	1.090	1.333	1.419	1.617			
	S.D.	0.687	0.301	0.500	0.499	0.739			
11	N	11	11	9	43	47	4/116	1.054	0.383
	Mean	1.727	1.909	1.778	2.256	2.234			
	S.D.	0.904	1.221	0.666	0.978	1.146			
12	N	11	11	8	43	47	4/115	1.033	0.394
	Mean	1.818	1.818	1.875	2.186	2.106			
	S.D.	0.603	0.603	0.353	0.323	0.786			
13	N	11	11	8	43	45	4/113	1.991	0.101
	Mean	1.909	1.454	1.625	1.791	2.155			
	S.D.	1.044	0.687	0.517	0.709	1.065			
14	N	11	11	9	43	45	4/114	0.732	0.572
	Mean	1.818	2.182	2.111	2.163	2.178			
	S.D.	0.404	0.603	0.333	0.721	0.683			
15	N	11	11	9	43	46	4/115	0.402	0.807
	Mean	1.364	1.727	1.444	1.605	1.609			
	S.D.	0.504	0.647	0.527	0.622	0.999			
16	N	10	8	7	29	31	4/80	1.408	0.239
	Mean	1.600	1.750	1.714	2.069	2.064			
	S.D.	0.516	0.463	0.488	0.704	0.814			
17	N	11	11	8	43	46	4/114	0.913	0.459
	Mean	2.273	2.273	2.000	1.930	2.326			
	S.D.	1.272	1.348	0.534	0.883	1.116			
18	N	11	11	8	42	47	4/114	1.440	0.225
	Mean	1.636	1.636	1.500	2.071	1.872			
	S.D.	0.504	0.504	0.534	1.090	0.711			

TABLE A.1.--Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
19	N	11	11	9	43	45	4/114	0.842	0.502
	Mean	2.364	2.364	2.222	2.070	2.377			
	S.D.	0.809	0.924	0.833	0.737	0.936			
20	N	11	10	9	43	47	4/115	0.234	0.919
	Mean	2.727	2.700	2.778	2.814	2.638			
	S.D.	1.010	0.675	0.972	0.906	0.845			
21	N	10	10	8	41	46	4/110	1.847	0.125
	Mean	2.200	1.800	2.000	2.244	2.630			
22	N	11	11	8	42	47	4/114	2.708	0.034
	Mean	2.454	2.273	2.125	1.786	2.425			
	S.D.	0.934	1.272	0.640	0.645	1.774			
23	N	11	11	9	42	45	4/113	1.341	0.259
	Mean	4.273	2.636	2.333	4.143	4.244			
	S.D.	0.904	0.504	0.707	0.521	0.679			
24	N	11	11	8	43	47	4/115	2.099	0.085
	Mean	4.000	4.272	3.750	3.930	3.596			
	S.D.	1.183	0.786	0.463	0.669	0.876			
25	N	11	11	9	43	47	4/116	1.995	0.100
	Mean	3.909	4.000	3.333	3.209	3.510			
	S.D.	1.136	0.894	1.000	1.036	1.019			
26	N	11	10	9	41	46	4/112	0.347	0.845
	Mean	2.182	2.300	2.000	2.073	2.022			
	S.D.	0.874	0.949	0.866	0.608	0.802			
27	N	11	11	8	39	44	4/108	2.035	0.095
	Mean	4.364	4.273	3.625	3.974	4.136			
	S.D.	0.674	0.647	0.916	0.707	0.554			
28	N	11	11	9	42	45	4/113	1.931	0.110
	Mean	4.545	4.636	3.889	4.143	4.111			
	S.D.	0.522	0.504	0.333	0.718	0.982			

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
29	N Mean S.D.	11 1.545 0.522	11 1.727 0.467	9 1.889 0.333	43 1.884 0.448	47 1.872 0.575	4/116	1.224	0.304
30	N Mean S.D.	11 1.454 0.522	10 1.500 0.527	8 1.750 0.463	43 1.535 0.550	46 1.565 0.750	4/113	0.294	0.881
31	N Mean S.D.	11 1.182 0.404	10 1.100 0.316	9 1.555 0.527	43 1.558 0.590	44 1.795 0.878	4/112	3.257	0.014
32	N Mean S.D.	11 1.454 0.522	10 1.400 0.516	9 1.444 0.527	43 1.767 0.718	46 1.913 0.725	4/114	2.298	0.063
33	N Mean S.D.	11 4.545 0.522	10 4.600 0.516	8 4.000 1.069	42 4.071 0.640	46 4.152 0.942	4/112	1.610	0.177
34	N Mean S.D.	11 2.091 1.136	10 2.200 1.033	9 1.889 0.782	43 1.674 0.606	46 1.826 0.769	4/114	1.309	0.271
35	N Mean S.D.	11 1.545 0.934	10 1.400 0.516	9 1.667 0.500	43 1.419 0.545	46 1.500 0.658	4/114	0.382	0.821
36	N Mean S.D.	11 1.545 0.687	10 1.500 0.527	9 1.667 0.500	43 1.512 0.506	45 1.822 0.747	4/113	1.586	0.183
37	N Mean S.D.	11 1.454 0.522	10 1.400 0.516	9 1.667 0.500	42 1.595 0.544	46 1.783 0.664	4/113	1.430	0.228
38	N Mean S.D.	11 3.000 1.265	10 3.300 1.418	9 2.667 1.000	42 3.357 1.078	44 3.523 1.000	4/111	1.428	0.229

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superin- tendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
39	N	11	10	9	42	44	4/111	2.540	0.044
	Mean	4.000	4.500	3.778	3.762	4.091			
	S.D.	1.183	0.527	0.667	0.759	0.640			
40	N	11	10	9	42	45	4/112	2.199	0.074
	Mean	4.636	4.400	3.778	4.143	4.178			
	S.D.	0.504	0.516	0.667	0.718	0.747			
41	N	11	10	9	42	44	4/111	0.414	0.798
	Mean	2.364	1.900	2.444	2.381	2.295			
	S.D.	1.120	0.875	0.726	1.078	1.069			
42	N	11	10	8	39	46	4/109	0.992	0.415
	Mean	1.818	1.700	1.625	2.051	1.956			
	S.D.	1.168	0.483	0.517	0.724	0.631			
43	N	11	10	8	39	46	4/109	1.996	0.100
	Mean	2.545	1.800	1.750	2.385	2.304			
	S.D.	1.293	0.422	0.463	0.815	0.866			
44	N	11	9	8	39	43	4/105	1.581	0.185
	Mean	2.909	3.555	2.375	3.000	3.046			
	S.D.	1.221	1.014	1.061	0.888	0.975			
45	N	11	10	8	40	47	4/111	4.552	0.002
	Mean	1.545	1.400	1.750	2.125	2.149			
	S.D.	0.522	0.516	0.463	0.607	0.779			
46	N	11	10	8	41	47	4/112	0.806	0.524
	Mean	1.454	1.700	1.750	1.805	1.830			
	S.D.	0.522	0.483	0.463	0.601	0.761			
47	N	11	10	8	41	42	4/110	1.062	0.379
	Mean	3.091	3.300	2.625	3.244	2.911			
	S.D.	1.136	0.823	0.517	0.969	1.144			

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superin-tendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
48	N	11	10	8	39	44	4/107	2.644	0.037
	Mean	1.818	2.400	2.875	2.205	1.818			
	S.D.	1.168	1.075	1.126	1.080	0.815			
49	N	11	10	8	40	46	4/110	2.594	0.040
	Mean	1.454	1.600	1.875	1.925	1.956			
	S.D.	0.522	0.516	0.353	0.350	0.698			
50	N	11	9	7	37	43	4/102	5.089	0.001
	Mean	1.727	1.555	2.286	2.540	2.698			
	S.D.	1.009	0.726	0.951	0.836	0.914			
51	N	11	9	7	37	43	4/102	3.974	0.005
	Mean	3.182	4.111	3.857	3.081	2.884			
	S.D.	1.601	1.269	0.690	0.795	0.878			
52	N	11	10	8	38	43	4/105	4.095	0.004
	Mean	2.636	1.700	1.875	1.763	1.837			
	S.D.	1.206	0.483	0.353	0.489	0.688			
53	N	11	10	8	40	46	4/110	1.696	0.156
	Mean	1.182	1.500	1.750	1.700	1.630			
	S.D.	0.404	0.527	0.463	0.564	0.741			
54	N	11	11	9	42	46	4/114	0.873	0.482
	Mean	1.909	2.091	2.222	1.786	1.848			
	S.D.	0.539	0.701	0.833	0.682	0.843			
55	N	11	11	9	40	44	4/110	7.356	<0.0005
	Mean	4.000	3.091	2.667	2.250	2.659			
	S.D.	0.894	0.944	0.866	0.927	1.077			
56	N	11	11	9	42	43	4/111	1.735	0.147
	Mean	1.818	2.091	2.111	2.071	1.721			
	S.D.	0.874	1.136	0.333	0.640	0.630			
57	N	11	10	9	43	47	4/115	0.673	0.612
	Mean	2.545	2.800	2.444	2.674	2.383			
	S.D.	1.213	1.316	1.014	0.919	0.945			

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superin-tendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
58	N Mean S.D.	11 1.636 0.504	11 1.818 0.603	9 1.778 0.441	42 1.833 0.537	46 1.804 0.719	4/114	0.233	0.919
59	N Mean S.D.	11 2.273 1.009	10 2.100 0.875	9 2.444 0.882	43 2.279 0.959	43 2.186 0.982	4/111	0.210	0.933
60	N Mean S.D.	11 1.818 0.874	11 1.545 0.522	9 2.000 0.866	42 1.786 0.645	46 1.978 0.745	4/114	1.053	0.383
61	N Mean S.D.	11 1.182 0.404	11 1.545 0.522	9 1.667 0.500	42 1.643 0.692	47 1.425 0.541	4/115	1.817	0.130
62	N Mean S.D.	11 2.091 1.300	11 1.454 0.522	9 2.111 0.601	42 2.095 1.055	45 2.311 1.144	4/113	1.471	0.216
63	N Mean S.D.	11 1.545 0.522	11 1.727 0.647	9 1.667 0.500	43 2.023 0.672	44 1.977 0.792	4/113	1.602	0.179
64	N Mean S.D.	11 2.364 1.433	11 2.182 1.079	9 2.667 1.118	38 2.658 0.909	42 2.738 1.060	4/106	0.778	0.542
65	N Mean S.D.	11 1.636 0.504	11 1.818 0.603	9 1.889 0.333	42 1.762 0.484	45 1.733 0.495	4/113	0.394	0.813
66	N Mean S.D.	11 2.091 1.044	10 1.700 0.483	9 2.444 1.014	39 2.667 1.084	44 2.364 1.080	4/108	2.044	0.093

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
67	N	11	11	8	42	46	4/113	0.862	0.489
	Mean	1.636	1.727	2.125	1.809	1.804			
	S.D.	0.504	0.467	0.641	0.552	0.654			
68	N	11	11	8	42	45	4/112	0.958	0.433
	Mean	2.636	2.182	2.750	2.357	2.133			
	S.D.	1.433	0.874	0.886	1.032	1.079			
69	N	11	11	9	41	44	4/111	1.228	0.303
	Mean	1.364	1.454	1.778	1.634	1.614			
	S.D.	0.504	0.522	0.441	0.488	0.492			

TABLE A.1.--Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
1	N Mean S.D.	6 2.000 1.095	6 1.500 0.548	6 1.833 0.753	28 1.786 0.787	33 2.212 0.960	4/74	1.414	0.238
2	N. Mean S.D.	9 2.667 1.118	8 3.125 1.246	8 2.625 0.916	37 2.784 1.031	44 2.704 1.069	4/101	0.319	0.865
3	N Mean S.D.	6 3.167 0.983	4 2.000 0.816	5 2.000 0.707	28 2.357 0.826	34 2.382 0.853	4/72	1.762	0.146
4	N Mean S.D.	11 1.364 0.504	11 1.545 0.522	9 1.555 0.527	40 1.405 0.497	46 1.489 0.547	4/112	0.304	0.875
5	N Mean S.D.	10 1.400 0.516	11 1.273 0.467	9 1.333 0.707	42 1.405 0.497	47 1.532 0.546	4/114	0.480	0.751
6	N Mean S.D.	10 1.300 0.875	11 1.636 0.504	8 1.375 0.517	42 1.571 0.547	39 3.462 1.072	4/113	1.140	0.342
7	N Mean S.D.	11 2.273 1.009	8 1.875 0.353	9 2.375 0.916	39 3.564 0.754	47 1.511 0.505	4/100	11.170	<0.005
8	N Mean S.D.	11 1.273 0.467	11 1.364 0.504	9 1.333 0.500	42 1.548 0.504	47 1.574 0.500	4/115	1.044	0.388
9	N Mean S.D.	11 1.364 0.504	11 1.273 0.467	9 1.222 0.441	42 1.595 0.627	47 1.574 0.500	4/115	1.782	0.137

TABLE A.1.—Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superin- tendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
10	N	8	5	7	36	36	4/87	0.863	0.489
	Mean	2.625	3.400	2.428	2.639	2.472			
	S.D.	1.302	1.140	0.787	0.961	1.183			
11	N	11	11	9	42	47	4/115	0.394	0.813
	Mean	1.364	1.273	1.333	1.452	1.362			
	S.D.	0.504	0.467	0.500	0.504	0.486			
12	N	9	8	7	41	44	4/104	1.089	0.366
	Mean	2.555	3.375	3.428	2.951	3.023			
	S.D.	0.882	1.303	1.134	0.974	0.952			
13	N	10	11	8	39	40	4/103	1.087	0.367
	Mean	2.500	2.091	2.000	2.179	2.500			
	S.D.	1.178	0.831	0.534	0.683	1.132			
14	N	10	10	8	40	42	4/105	1.101	0.360
	Mean	2.000	1.900	1.750	2.300	2.215			
	S.D.	0.943	0.568	0.463	0.883	0.898			
15	N	10	8	8	39	40	4/100	0.749	0.561
	Mean	2.300	1.750	2.000	2.359	2.275			
	S.D.	0.823	1.035	1.309	0.931	1.037			
16	N	9	7	7	34	34	4/86	1.349	0.258
	Mean	3.555	3.286	2.714	2.853	3.118			
	S.D.	0.882	1.113	0.756	0.857	1.066			
17	N	10	11	9	42	41	4/108	1.108	0.356
	Mean	3.400	2.727	2.889	3.286	3.293			
	S.D.	1.075	1.104	0.782	0.863	1.101			
18	N	10	11	9	42	47	4/114	1.149	0.337
	Mean	1.600	1.636	1.778	1.976	1.808			
	S.D.	0.516	0.504	0.441	0.715	0.647			

TABLE A.1.--Continued.

Question Number		Center Dir.	College Dean	Dept. Chair.	Superintendent	Comm. School Dir.	D.F.	"F" Statistics	Significance Probability
19	N	11	11	7	41	47	4/112	1.351	0.255
	Mean	1.454	1.818	1.571	1.415	1.553			
	S.D.	0.522	0.404	0.787	0.499	0.502			
20	N	11	11	9	41	44	4/111	1.225	0.304
	Mean	2.000	2.091	2.000	2.341	2.454			
	S.D.	0.894	0.831	0.707	0.794	0.875			
21	N	11	10	8	42	46	4/112	1.592	0.181
	Mean	1.454	1.300	1.625	1.738	1.783			
	S.D.	0.522	0.675	0.517	0.700	0.629			
22	N	11	10	9	42	46	4/113	0.450	0.772
	Mean	1.454	1.300	1.555	1.476	1.522			
	S.D.	0.522	0.483	0.527	0.505	0.505			
23	N	11	10	9	42	46	4/113	0.682	0.606
	Mean	1.182	1.100	1.222	1.286	1.326			
	S.D.	0.404	0.316	0.441	0.457	0.474			
24	N	9	9	9	39	42	4/103	1.269	0.287
	Mean	2.444	2.111	2.111	1.872	2.024			
	S.D.	0.882	1.269	0.333	0.570	0.715			
25	N	11	9	9	42	46	4/112	1.722	0.150
	Mean	1.636	1.667	1.778	1.738	1.956			
	S.D.	0.504	0.500	0.441	0.497	0.514			
26	N	11	6	5	38	38	4/93	0.606	0.659
	Mean	3.545	3.833	3.200	3.737	3.553			
	S.D.	0.934	0.408	0.447	0.828	1.005			
27	N	11	10	9	42	46	4/113	0.025	0.999
	Mean	1.545	1.600	1.667	1.619	1.630			
	S.D.	0.820	0.966	0.866	0.961	0.927			

APPENDIX B

LETTERS AND QUESTIONNAIRE

OUG PROCUNIER

IRECTOR. TRAINING AND DISSEMINATION

March 10, 1971

Arnold Munoz, Mott Intern from Michigan State University is considering a dissertation relating to the role analysis of a Center Director. In our discussion about the topic, we concluded that a survey of persons directly involved with the Center should be undertaken.

To aid us in determining the extent of the survey, may we take a few minutes of your time and ask you to indicate the persons you think should be surveyed.

Please check the persons whom you think would provide the most valuable in-put in regards to the role of a Center Director.

University President_____

College Dean_____

Department Chairman_____ (What Department?_____)

Professors of Education_____

Center Director_____

Superintendents (with whom you are working)_____

Community School Directors_____

Principals (of Community Schools)_____

Teachers (in Community Schools)_____

Adults (in the area of a Community School)_____
Mott Interns (Doctoral)_____
Mott Interns (Master's)_____
Mott Foundation (Director of Training and Dissemination)_____
Mott Foundation (Director of Short Term Training Program)_____
Mott Foundation (University Representative Professors)_____
Others (Please list)

_____   _____

_____   _____

_____   _____

Please return the questionnaire in the enclosed envelope as soon as possible. Thank you for your cooperation.

Sincerely,

Doug Procunier

Arnold Munoz,
Mott Intern

AM:kr
Enclosure

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

MOTT INSTITUTE FOR COMMUNITY IMPROVEMENT
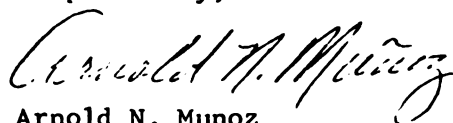
COLLEGE OF EDUCATION · 517 ERICKSON HALL

July 8, 1971

You will no doubt remember a questionnaire you received last May. The questionnaire pertained to a study being conducted by Arnold Munoz on the Role Expectancies held for the Director's of Centers for Community Education Development based at

You may have forgotten or you may have misplaced the questionnaire. If you have forgotten I would like to urge you to complete the questionnaire as it is vitally important to the study. If you have misplaced it, I will gladly send you another copy upon request.

I know your time is valuable and I appreciate any and all considerations given to this request.

Respectfully,

Arnold N. Munoz

ANM/fb

The Mott Foundation Projects

510 MOTT FOUNDATION BLDG

FLINT. MICHIGAN 48502

DOUG PROCUNIER
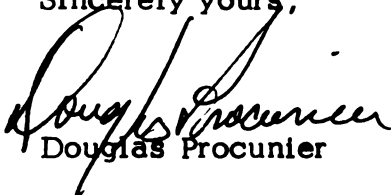**DIRECTOR. TRAINING AND DISSEMINATION**

TELEPHONE 232.9500

This letter is to ask your help and cooperation in a study being conducted on the Directors of the University Centers for Community Education Development. The study entails an analysis of Role Expectations, and Role Conflict. Mr. Arnold N. Munoz of Michigan State University is conducting the study which has approval of the Director of the Division for Training and Dissemination and the Administration of the Mott Foundation's Projects Office.

Since you and your staffs are directly affected by Center's activities, you can help us gain a better understanding of the various expectations held for the Directors.

It will take about thirty minutes to complete all the items. When results of questionnaires are reported, neither your name nor the name of your institution of school district will be used. We would appreciate it immensely if you could return the questionnaire in the enclosed, stamped envelope within the next three to five days.

Thank you for your time and cooperation.

Sincerely yours,

Douglas Procunier

Arnold N. Munoz

AM:pr

The following demographic data are requested from you. In order to maintain a record of responses the questionnaire is coded, all identification will subsequently be removed. Responses will not be presented in any form that will identify you, and data will not be presented as an evaluation of work of current or past Center Directors.

Title of present position: _____

Number of months or years at present position:

_____ years _____ months

Number of months or years you have been familiar with activities of Center:

_____ years _____ months

In what capacity were you employed before present position?

_____

What is your highest academic degree obtained?

_____ Bachelors

_____ Masters

_____ Doctorate

_____ Other

Age at last birthday _____

Major area of study _____

The following statements refer to some aspects of the Center Director's position in the eleven university settings. You are asked to circle the response which most approximates how you feel about the Center Director's role in each case. The following scale will be used.

Strongly agree	SA
Agree	A
Undecided	U
Disagree	D
Strongly disagree	SD
Not applicable	NA

Expectations for Director's Performance

As a Center Director, Dean of College, Department Chairman (or administrative equivalent), Superintendent, Community School Director, or member of Training and Dissemination staff, what obligations do you feel the Center Director has, in regard to the following activities?

1. Make recommendations for the appointment, promotion, or dismissal of subordinates. SA A U D SD

2. Accept full responsibility for the decisions of his subordinates. SA A U D SD

3. Keep his office open to all community members. SA A U D SD

4. Write articles for professional journals which will be of benefit to others in the profession. SA A U D SD

5. Keep a watchful eye on the personal life of his subordinates. SA A U D SD

6.   Cooperate willingly with   SA   A   U   D   SD
     researchers who are attempt-
     ing to advance knowledge
     in his field.

7.   Consult with staff members   SA   A   U   D   SD
     about filling vacant staff
     positions.

8.   Speak to all major civic   SA   A   U   D   SD
     groups at least once a
     year.

9.   Develop and have on paper   SA   A   U   D   SD
     long range plans.

10. Seek able people for open   SA   A   U   D   SD
     positions rather than con-
     sidering only those who apply.

11. Give consideration to local   SA   A   U   D   SD
     values or feelings regarding
     race, religion, national
     origin, in filling vacant
     positions.

12. Seek counsel and advice from   SA   A   U   D   SD
     influential local citizens.

13. Defend his staff from attack   SA   A   U   D   SD
     when they try to present the
     pros and cons of various
     controversial social and
     political issues.

14. Secure outside help when   SA   A   U   D   SD
     changes are being
     considered.

15. Establish regular channels   SA   A   U   D   SD
     of communication with
     local newspapers.

16. Help his staff to get   SA   A   U   D   SD
     higher salaries.

17. Fight continuously against   SA   A   U   D   SD
     any local attacks on educational
     principles or methods which
     he knows are sound.

18. Encourage the formation   SA   A   U   D   SD
    of local committees to
    cooperate with the school
    board in studying school
    problems.

19. Compile a list of the   SA   A   U   D   SD
    general characteristics
    desired in the staff.

20. Occasionally compromise   SA   A   U   D   SD
    with local pressure groups.

21. Make no major curriculum   SA   A   U   D   SD
    changes without first
    seeking approval.

22. Take a definite stand   SA   A   U   D   SD
    against any unreasonable
    demands which may come
    from local citizens.

23. Make changes in Center   SA   A   U   D   SD
    program without consulting
    the staff.

24. Take a neutral stand on any   SA   A   U   D   SD
    issue on which the community
    is evenly split.

25. Avoid involvement with   SA   A   U   D   SD
    factional groups in the
    community.

26. Read most of the   SA   A   U   D   SD
    professional journals.

27. Help the Dean and Chairmen   SA   A   U   D   SD
    resist demands by staff for
    higher salaries.

28. In drawing up the budget,   SA   A   U   D   SD
    cost factors are given
    greater consideration than
    educational needs.

29. Work on committees sponsored SA   A   U   D   SD
    by the state department of
    education and professional
    organizations.

30. Encourage and assist in   SA   A   U   D   SD
the establishment of an
adult education program if
none exists at the local level.

31. Assume the responsibility to   SA   A   U   D   SD
plan and promote opportunities
for local district administra-
tors to discuss and study
Community Education issues.

32. Make regular visits to local   SA   A   U   D   SD
school superintendents and
their schools.

33. Remain aloof from community   SA   A   U   D   SD
issues not effecting his office.

34. Maintain continuous contact   SA   A   U   D   SD
with key legislative groups.

35. Actively seek support of   SA   A   U   D   SD
service clubs and citizen
groups for Community Education.

36. Provide ways in which school   SA   A   U   D   SD
districts receiving services
may evaluate the Center's
program.

37. Be familiar with the educa-   SA   A   U   D   SD
tional programs carried on
by the local school districts.

38. Teach courses relevant to   SA   A   U   D   SD
Community Education only.

39. Teach courses in Community   SA   A   U   D   SD
Education at the undergraduate
level only.

40. Spend most of time on the   SA   A   U   D   SD
premises of the Center
and/or College or University.

41. Spend most of time in surround- SA   A   U   D   SD
ing community helping school
districts interested in
Community Education.

42. Employ the services of   SA   A   U   D   SD
    fellow department or college
    professors as resource
    persons for the Center.

43. Attend all department meetings SA   A   U   D   SD
    when scheduled.

44. Attend all social gatherings   SA   A   U   D   SD
    of his colleagues from the
    college and/or department.

45. Submit regular written reports SA   A   U   D   SD
    to department chairmen, and
    Mott Foundation staff.

46. Be on call to Community   SA   A   U   D   SD
    School Directors in case of
    sudden need.

47. Where Community School   SA   A   U   D   SD
    Director has a conflict with
    principal, step in as mediator.

48. Make absolutely sure there is SA   A   U   D   SD
    commitment to Community
    Education on the part of school
    districts before providing
    extensive time or monies.

49. Be available to fellow profes- SA   A   U   D   SD
    sors as a resource person
    upon request.

50. Be administratively respon-   SA   A   U   D   SD
    sible mainly to the department
    chairman and/or Dean.

51. Be administratively respon-   SA   A   U   D   SD
    sible mainly to the Director
    of the Mott Foundation Projects
    Division of Training and
    Dissemination.

52. Be ready to provide "seed   SA   A   U   D   SD
    money" to local districts
    willing to implement
    Community Education.

53. Sponsor regular workshops on SA   A   U   D   SD
    Community Education.

54. Distribute on a regular basis, SA   A   U   D   SD
    a newsletter discussing
    current trends and research on
    Community Education.

55. Provide funds to school   SA   A   U   D   SD
    districts interested in visiting
    Flint.

56. Provide support and guidance SA   A   U   D   SD
    to students writing masters
    or doctoral thesis on Community
    Education.

57. Attend all conferences and   SA   A   U   D   SD
    workshops relevant to
    Community Education.

58. Visit at least one other   SA   A   U   D   SD
    Center once a year.

59. Address local school boards   SA   A   U   D   SD
    regularly as to progress of
    Community Education program
    in their schools.

60. Know, understand, and work   SA   A   U   D   SD
    for solutions to problems of
    various ethnic or racial groups.

61. Plan activities that bring   SA   A   U   D   SD
    together various Community
    School Directors to share
    experiences.

62. Be responsible for surveying   SA   A   U   D   SD
    community needs and planning
    programs, together with local
    leaders, to meet them.

63. Consult often with the Chair- SA   A   U   D   SD
    man of the Department (or
    administrative equivalent) in
    matters of planning, scheduling,
    and operating the activities of
    the Center.

64. Take part as a regular staff   SA   A   U   D   SD
    member in all parts of the
    college or department program.

65. Have broad knowledge of   SA   A   U   D   SD
    educational problems outside
    the realm of Community Educa-
    tion.

66. Help select and train all per-   SA   A   U   D   SD
    sons who work in Community
    Education programs.

67. Address orientation program   SA   A   U   D   SD
    for new teachers in regard to
    Community Education's aims
    and philosophy.

68. Ask help of local business-   SA   A   U   D   SD
    men in providing materials,
    supplies and support for
    districts starting Community
    Education programs.

69. Serve as resource person to   SA   A   U   D   SD
    local superintendents.

70. In your opinion what single factor contributes most to the
    effectiveness of the Center? _____

    _____

71. In your opinion what single factor detracts most from the
    effectiveness of the Center? _____

    _____

Expectations for Center Director's Attributes

The job of Center Director is open at x university. What kind of person would you recommend for the position? Use the same scale as before.

1. Married		SA	A	U	D	SD
2. Outspoken		SA	A	U	D	SD
3. Church member		SA	A	U	D	SD
4. A good public speaker		SA	A	U	D	SD
5. Well informed on modern educational practices		SA	A	U	D	SD
6. Practical		SA	A	U	D	SD
7. Have doctor's degree		SA	A	U	D	SD
8. Skilled in public relations		SA	A	U	D	SD
9. Tactful		SA	A	U	D	SD
10. Male		SA	A	U	D	SD
11. Able to express ideas clearly		SA	A	U	D	SD
12. Easy-going		SA	A	U	D	SD
13. Previous success as an educational administrator		SA	A	U	D	SD
14. Experienced teacher		SA	A	U	D	SD
15. Have master's degree		SA	A	U	D	SD
16. Conservative in dress		SA	A	U	D	SD
17. A man of intellectual brilliance		SA	A	U	D	SD
18. Persistent		SA	A	U	D	SD
19. Sense of values		SA	A	U	D	SD
20. Scholarly		SA	A	U	D	SD

21. Dynamic leader	SA	A	U	D	SD
22. Vigorous	SA	A	U	D	SD
23. Works well with other people	SA	A	U	D	SD
24. Attractive personal appearance	SA	A	U	D	SD
25. Businesslike in financial matters	SA	A	U	D	SD
26. Promoted from within the university	SA	A	U	D	SD

27. Indicate by circling one or more, the age that the director would have to be for you to recommend him.   25-35 35-45 45-55 55- ANF*

*ANF - age not a factor

APPENDIX C

LIST OF DIRECTORS, AND UNIVERSITIES;

MAP OF REGIONS AND LOCATIONS OF CENTERS

APPENDIX C

LIST OF DIRECTORS, AND UNIVERSITIES;

MAP OF REGIONS AND LOCATIONS OF CENTERS

Regional Community Education
Center Directors

ALMA COLLEGE
  Mr. Hugh Rohrer, Director

ARIZONA STATE UNIVERSITY
  Mr. Thomas Mayhew, Director

BALL STATE UNIVERSITY
  Dr. Curtis Van Voorhees, Director

BRIGHAM YOUNG UNIVERSITY
  Dr. Israel Heaton, Director

EASTERN CONNECTICUT STATE COLLEGE
  Dr. Ron Frank, Director

EASTERN MIGHICAN UNIVERSITY
  Dr. Jack Minzey, Director

FLORIDA ATLANTIC UNIVERSITY
  Dr. V. M. (Bill) Kerensky, Director

NORTHERN MICHIGAN UNIVERSITY
  Mr. Ben Martin, Director

SAN JOSE STATE COLLEGE
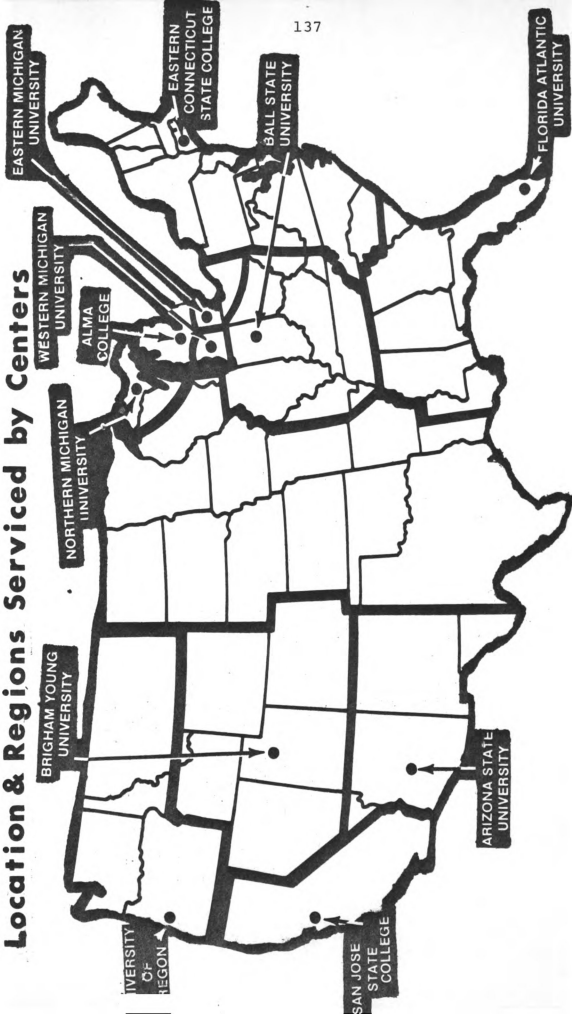 Dr. Tony Carrillo, Director

UNIVERSITY OF OREGON
  Mr. Larry L. Horyna, Director

WESTERN MICHIGAN UNIVERSITY
  Dr. Gerald Martin, Director

136

Location & Regions Serviced by Centers

EASTERN MICHIGAN UNIVERSITY

EASTERN CONNECTICUT STATE COLLEGE

BALL STATE UNIVERSITY

FLORIDA ATLANTIC UNIVERSITY

WESTERN MICHIGAN UNIVERSITY

ALMA COLLEGE

NORTHERN MICHIGAN UNIVERSITY

BRIGHAM YOUNG UNIVERSITY

ARIZONA STATE UNIVERSITY

UNIVERSITY OF OREGON

SAN JOSE STATE COLLEGE