

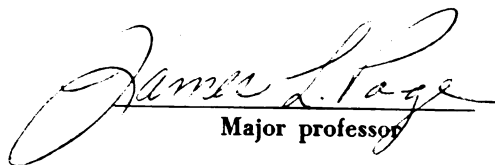
THE EDUCATIONAL MEDIA BUILDING COORDINATOR:
HIS ROLE AS PERCEIVED BY SCHOOL
ADMINISTRATORS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
EDWARD LAWRENCE ANDERSON
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This is to certify that the
thesis entitled
THE EDUCATIONAL MEDIA BUILDING COORDINATOR:
HIS ROLE AS PERCEIVED BY SCHOOL
ADMINISTRATORS
presented by
EDWARD LAWRENCE ANDERSON

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ABSTRACT

THE EDUCATIONAL MEDIA BUILDING COORDINATOR: HIS ROLE AS PERCEIVED BY SCHOOL ADMINISTRATORS

By

Edward Lawrence Anderson

This study investigated the correlation of perceptions of public school administrators concerning the role of the secondary school Educational Media Building Coordinator. Two dimensions were selected for investigation: (1) perception of the existing role, and (2) perception of the ideal role.

Superintendents, district media supervisors, secondary principals, and Educational Media Building Coordinators (EMBCs) from forty-one public school districts in Wisconsin indicated, on a sixty-item, Likert type questionnaire, their perception of the existing and ideal role of the EMBC.

Five groups of statistical hypotheses, encompassing eighteen individual hypotheses, were generated and tested. Additionally, pertinent demographic data obtained from the respondents was presented.

The five groups of hypotheses tested were:

- Group I--Determined the correlation which existed between the perception of the existing and ideal role of the EMBC when examined by category of position.
- Group II--Determined the correlation which existed between categories of respondents in their perception of their perception of the existing role of the EMBC.
- Group III--Determined the correlation which existed between categories of respondents in their perception of the ideal role of the EMBC.
- Group IV--Determined the correlation which existed between all administrators and the EMBCs perception of the existing and ideal role of the EMBC.
- Group V--Determined if differences existed among the four categories of respondents in perception of both the existing and ideal roles of the EMBC.

The Pearson product moment correlation coefficient was computed to test hypotheses in Groups I-IV, while a one way analysis of variance was computed to test Group V hypotheses. In the testing of the respective hypotheses, only two significant values were found, thus enabling the rejection of the respective null hypotheses. Rejected

was; the null hypothesis concerned with the Superintendents' perception of the existing and ideal role of the EMBC; also rejected was the null hypothesis concerned with the Secondary Principals perception of the existing and ideal role of the EMBC. The remaining hypotheses could not be rejected as in each case the computed r value was less than the table value of r with the appropriate degrees of freedom when testing for significance.

Computed correlations were generally higher when testing hypotheses related to the perception of the ideal role of the EMBC than when testing hypotheses related to the perception of the existing role. Thus, there appeared to be greater agreement on what the role of the EMBC should be than on what his role is, although it was not statistically significant.

Conclusions made from analyzing the findings are:

1. Administrators may serve as a barrier to change in the continued development of educational media programs because they appear to perceive a high correlation between the existing role and ideal role of the EMBC.
2. Administrators had relatively little formal preparation in educational media and may not have the necessary expertise on which to base decisions which would enhance the quality of the existing educational media program.

3. Incumbents of different positions within the school structure perceive the role of the EMBC differently due to the differences in educational background, experience, and interests of their reference groups.
4. Incumbents of different reference groups may have a greater similarity in their perceptions of the ideal role of a role incumbent than in their perceptions of the existing role of a role incumbent.
5. Conflict may arise between the expectations of the Administrators and the performance level of the incumbent EMBC due to differences in their perception of the EMBCs role.
6. Not all individuals identified by Superintendents as role incumbents appeared to have the preparation necessary to have certification for that position.
7. A high mobility rate for individuals in leadership positions within the educational institutions of the state was suggested because most had occupied their present position for a relatively short period of time although they had indicated having considerable educational experience.

Although the findings appear to indicate that it is only those who hold administrative positions who are barriers to change, it must be emphasized that all individuals within the school structure, including the EMBC, may delay or inhibit change. In the development

Edward Lawrence Anderson

of quality educational programs which are designed for, and relevant to the needs of the youth in our changing society, it is necessary for professional educators from all levels of education and from all reference groups to cooperatively plan and implement new educational programs. It is not the responsibility of only one reference group.

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CHAPTER I

BACKGROUND AND NEED FOR STUDY

Introduction

In recent years the complexity of modern society has brought about increased change in the process of education. This change is leading toward a greater degree of specialization on the part of professional educators. One such area of specialization is that of educational media. Although media positions have existed for a number of years, questions are still being asked concerning the role of an individual in this position.

The acceptance and development of this role has not come about as rapidly as many professional media educators would have desired. People assigned these media responsibilities generally had little formal preparation and little, if any, released time to perform their duties. A study in 1963 substantiated this premise. McMahan (1963) stated that of 381 educational media building coordinators responding to a survey conducted in the state of Michigan, 87% had no released time. This differed little from an earlier study by Denno (1951) in which he stated

that time-off in the secondary school ranged from one hour or period per week to two and one-half days per week. Reporting in the same publication, Kinder, Wittich, Finn, and Ormsby (1951) all discuss the lack of time allotted for the building coordinator to perform his functions.

A position paper developed by an audiovisual task force of the NEA Division of Audiovisual Instructional Service urged that a media coordinator be employed and assigned full-time at the local school building level. (Morris, 1962)

There have been a number of studies which have examined the actual responsibilities of the building coordinator. As early as 1947 Noel and Leonard (1947) stated that a position of audiovisual coordinator should be created and that this person, sometimes called the building director, should be responsible for the total audiovisual program within the school. This study listed the following as duties of an individual in this role:

1. Informing teachers in his school about available materials.
2. Assisting teachers in the selection of materials.
3. Working with teachers in improving utilization.
4. Extending the use of audiovisual aids within the school.

5. Securing evaluation on material used.
6. Ordering audiovisual materials from the central department.
7. Scheduling aids and equipment within the building.
8. Training teachers and students in the operation of equipment.
9. Maintaining liaison between the school and the central department.
10. Supervising the collection of filmstrips, recordings, slides, flat pictures, and museum objects for the building; and directing school journeys.

Ten years later a study by Brooker (1957) reiterated these functions. In addition to those listed earlier by Noel and Leonard he included the following as a further responsibility of the building coordinator:

To practice and learn by observation the best ways of using and applying these newer communication media to educational problems.

More recently Hartsell (1965) listed nine basic functions of the building coordinator. This listing not only included functions from earlier studies, but added the following:

1. Encourage effective teacher use of educational media materials and help teachers with special instructional problems, and

2. Work with teachers to determine the needs of your building and the system wide educational media programs.

Godfrey (1967) listed eight services performed by building media coordinators. The services performed were more of a clerical and technical nature than those in other studies.

The responsibilities of the building coordinator were further summarized by Grady (1969) in Audiovisual Instruction. His nine general categories not only included those functions found in earlier studies but emphasized services provided to and for classroom teachers. This listing was somewhat more inclusive than any other single listing.

Need For The Study

Previous studies have investigated the functions actually performed by media personnel at the school building level. Little attention has been given to how the role of the Educational Media Building Coordinator (hereafter referred to as EMBC) is perceived by other professional educators within the school district. The administrative model developed by Getzel and Guba, in which the functioning of individuals is dependent upon the overlap of the perceptions of the superior and the subordinate, will be applied in this study by looking at the perception of the role of the EMBC on the part

of school administrators (Superintendents, District Media Supervisors, Principals) and the media coordinator himself.

The points within the hierarchical structure of the school system which deter the development of media programs and the role of the individual responsible for these programs may be identified by determining the relationships of administrators' perceptions of the existing role and ideal role of the EMBC and the relationships which exist, if any, between perceptions of various levels of administrators. Similar studies have been conducted relative to how the role of the Superintendent is perceived by others. The most notable of these studies was reported in Explorations in Role Analysis: Studies of the School Superintendency Role. (Gross, 1966)

In order to better define the role of the EMBC there is a need to examine how his superiors perceive his role. The perceptions of incumbents of this position also need to be examined to determine the types of relationships which exist between incumbent and superior. This will then add another dimension to those studies which have studied the actual role of the EMBC.

Purpose Of The Study

This study will attempt to determine the correlations which exist between the perceptions of secondary school district administrators concerning the role of the Educational Media Building Coordinator. Two dimensions were selected for investigation: (1) perception of the existing role of the EMBC, and (2) perception of the ideal role of the EMBC.

Secondly, the correlations which exist between the perceptions of the existing role and ideal role of the EMBC will be determined by examining perceptions of each level of administrator and the self-role perception of the coordinator.

Also, the correlations which exist between the perceptions of the existing and ideal roles of the EMBC will be determined by examining perception between different levels of administrators and the self-role perception of the coordinator.

Finally, the differences of perception, if any, of both existing and ideal roles among all levels of positions will be determined.

The obtained results should be indicative of the relationships which exist between perceptions of administrators and coordinators of the role of the coordinator. Incongruences in these relationships will indicate those positions in the structure which are occupied by

individuals whose perception need be changed in order to bring about a change in the role of media programs and media coordinators in the school districts included in the study.

Hypotheses

The preceeding discussion generates the following hypotheses for testing. Identical hypotheses, stated in statistically testable form, will be found in Chapter III.

- H_{1a}: A significant correlation will exist between the Superintendents' perception of the existing and ideal role of the EMBC.
- H_{1b}: A significant correlation will exist between the District Media Supervisors' perception of the existing and ideal role of the EMBC.
- H_{1c}: A significant correlation will exist between the Principals' perception of the existing and ideal role of the EMBC.
- H_{1d}: A significant correlation will exist between the EMBCs' perception of his existing and ideal role.
- H_{2a}: A significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the District Media Supervisors' perception of the existing role of the EMBC.
- H_{2b}: A significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the Principals' perception of the existing rôle of the EMBC.
- H_{2c}: A significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- H_{2d}: A significant correlation will exist between the District Media Supervisors' perception

of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.

- H_{2e}: A significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- H_{2f}: A significant correlation will exist between the Principals' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- H_{3a}: A significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the District Media Supervisors' perception of the ideal role of the EMBC.
- H_{3b}: A significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.
- H_{3c}: A significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.
- H_{3d}: A significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.
- H_{3e}: A significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.
- H_{3f}: A significant correlation will exist between the Principals' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.
- H_{4a}: A significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

- H_{4b}: A significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.
- H_{5a}: A significant difference will exist among the four positions (Superintendents, District Media Supervisors, Principals, and EMBCs) in the perception of the existing role of the EMBC.
- H_{5b}: A significant difference will exist among the four positions (Superintendents, District Media Supervisors, Principals, and EMBCs) in the perception of the ideal role of the EMBC.

Definition of Terms

Superintendent of Schools

The administrative head of a school system responsible to the board of education.

Supervisor

The school administrator charged with the responsibility for guiding and directing the educational media program within the schools of the district.

Secondary Principal

The administrative head of an individual secondary school building or buildings.

Educational Media Building Corrdinator (EMBC)

The individual responsible for the educational media program within a single school building in a school district. For the purpose of this study this individual

will have this responsibility within a secondary school building within the school district.

Assumptions of the Study

Three assumptions are basic to this study:

1. That the behavior of administrators has a significant influence on the role of the person responsible for educational media within the schools of the district.
2. That the behavior of administrators toward the role of educational media within the district is determined to a significant degree by their perceptions of the role of the EMBC.
3. That the EMBCs perception of their role will help determine their behavior.

The first assumption is necessary in order to justify this study. If the administrators' behavior does not influence the role of the person responsible for educational media then a study such as this, focusing on the administrators' perceptions, would serve no useful purpose.

However, the administrator is at the focal point in the decision process. Whether he convinces his staff, or is convinced by them, he is in a position to make the final decision. This is determined by Richard Carlson in his work Adoption of Educational Innovation (1967). Further support is added by Brickell (1964) when he

states that the administrator is powerful because he has the authority to precipitate a decision. Authority, he continues, is a critical element in innovation, and decision making. Therefore, if the administrator desires, and preselects the area of educational media for further development, this is usually the area which will receive attention. However, the opposite is just as likely to occur.

This influence may be direct or indirect. Administrators may not even realize the potentiality of their influence on educational media as a part of the total educational program. However, even if their influence is not specifically directed toward educational media, decisions relative to budget, building, staffing and curriculum will affect the media program.

The second assumption, that the administrators' behavior is determined by his perceptions of the role of educational media, is supported by the concepts of perceptual psychology. Bills (1959) states:

The primary assumption of the perceptionist is that behavior is a function of perception. A person behaves in ways which are consistent with his views of the world. That is, as he "sees" so does he behave. How he behaves is consistent with how he sees things and what he believes is truth for him.

Thus, behavior is a function of perception. People must be able to act according to their perceptions. Behavior is not only the result or reaction to a variety

of stimuli. Therefore, if we wish to change behavior then we must change perception.

Methodology of the Study

A brief description of the research procedures of the study will be presented. A more detailed treatment of the methodology will be presented in a subsequent chapter of the thesis.

Population

Initially superintendents in all K-12 school districts in the state of Wisconsin having a student population of over 2,500 were contacted. This represents approximately 20% of the total school districts in the state, and 60% of the total student population. (Milwaukee will not be included in the study for it is atypical when compared with the other school districts in the state.)

In the initial contact, superintendents were asked if they would agree to have their district participate in the study. This initial contact indicated willingness on the part of a significantly large number of superintendents to ensure adequate participation in the study.

The population of the study is those districts from which an affirmative answer was received.

Data Collection

A 60 item questionnaire was developed in which respondents were requested to indicate, on a five point

scale, their perceptions of the existing and ideal role of the EMBCs. Thirty of the items indicate traditional functions of the coordinator, while thirty items indicate a more progressive role.

The questionnaire was developed with assistance from knowledgeable individuals within the media field. Consensus on each item was gained prior to its inclusion in the questionnaire. This questionnaire, along with a questionnaire eliciting demographic data, was sent to superintendents, district media supervisors, secondary principals, and secondary media coordinators in those districts responding affirmatively to the initial questionnaire.

Data Analysis

The responses of the administrators will be subjected to appropriate statistical analysis. Since relationships will be examined, the Pearson Product Moment Correlation Coefficient will be determined.

Significance of Study

Information relative to these questions will be useful to those persons interested in the development and improvement of educational media programs. Answers to questions posed will expand current knowledge concerning the role of the EMBCs. Further, knowledge of how other administrators perceive this role may serve as a stimulus

for administrators to examine and evaluate their own perceptions in this area. University educators in educational media may find the perceptions suggestive of the kinds of experience which should be provided for candidates in this area.

For those individuals responsible for the development of instructional programs in educational media, the results of this study will serve as one more information input which can be examined in this program development.

Summary

The foregoing sections have attempted to establish the framework for the conducting of this study. Questions have been posed which the researcher will attempt to answer through the collection and analyzation of data from the population as defined in this chapter. The necessary definitions and assumptions, along with the rationale for the assumptions have been presented.

A more detailed description of the methodology of the study will be found in a later section of this study.

A statement relative to the significance of the study concludes this section.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The first portion of this chapter will review the literature directly related to this study. The latter portion will examine the literature related to role theory and role perception.

Technological Change in Education

Prior to World War II, during the early years of the visual instruction movement, the major emphasis was on the organization of bureaus or departments of visual instruction which concentrated on the collection and distribution of a wide array of instructional media. (Saettler, 1968)

Due to a lack of equipment, materials, and specialists, the development of instructional technology in the schools slowed down during the war years. However, a period of expansion in development and utilization of technology by the military and industry occurred at this time. This expansion was, according to Saettler, due to four important developments:

1. The establishment of training programs in industry and the military which produced unprecedented demands for an effective technology of instruction;
2. The application of a technology of instruction based on prewar scientific research;
3. The emergence of an official military policy which encouraged the production of a wide variety of instructional materials and a broad use of instructional media; and
4. The allocation of almost unlimited financial resources (at least \$100 million) for the implementation of this technology of instruction. (Saettler, p. 158, 1968)

Thus, using industry and the military as a proving ground, old concepts of learning were tested and new concepts emerged which held significant implications for the development of instructional technology in American education.

It was not until after World War II that the schools and colleges began to make systematic and wide-scale use of motion pictures, radio, magnetic recordings, film-strips, and other audio visual media. During the decade 1945-55 the growth curve of the instructional technology movement continued upward at a steady pace; a rather slight growth between 1945-50, with a more rapid growth during the period 1951-55.

The challenge to American education presented by Sputnik in 1957 and the continuing growth of new schools and new classrooms contributed to the acceleration of the growth of instructional technology. This, along with the enactment of such federal legislation as the National Defense Education Act of 1958 and the Elementary

and Secondary Education Act of 1965, which provided a new source of funds to be used by schools and school districts for the purchase of equipment and materials, ensured a continuing growth in the development and utilization of instructional technology.

With the continuing growth of instructional technology it is essential that personnel who are properly prepared in this area be available and be employed in the public schools. This point, along with the challenge presented for the future utilization of instructional technology, was aptly stated by a 1963 DAVI task force. The report of this task force set the current technological revolution in education in this frame:

A new technology for instruction has been developed and proved through basic research and practice. This development has now reached a level that will permit rapid expansion of application of technology and of further innovation.

The new educational technology is capable of meeting and solving certain of the schools' major problems in instruction, organization, and administration.

Application of the new technology will result in major changes affecting the administration, organization and physical facilities of the public schools.

Methods of instruction will be modified to a major degree, particularly in the presentation of information.

Teachers and learners will have new roles and changed activities as a result of this technological change.

A new kind of professional will be required to provide leadership in design, implementation, and

evaluation of programs of education which make the fullest use of new media (emphasis mine). The functions performed by this leader and the resources he brings will be among the essential determinants of success or failure in tomorrow's schools. (Morris, 1963, p. 11)

This raises the question of what role the media person will assume within the framework of this technological revolution.

The Role of The Building Coordinator

The role of media personnel has been discussed by a number of noted scholars in the field of instructional media. Unfortunately, most studies indicate what he does, not what he ought to do. As previously noted, Noel and Leonard, as early as 1947, enumerated the duties of the media specialist within a single school. Brooker (1957), Hartsell (1965), Godfrey (1967), and Grady (1969) were others who studied and reported the function of the media person.

If the media program is to meet the changing needs of a changing school within a changing society, then it is important that we recognize that the role of the EMBC must also change. Schuller noted that "one of the most important elements in a successfully operating audiovisual program is found in the person of the school audiovisual representative, audiovisual coordinator, or building director. No matter what his title, he is one about

whom the audiovisual activities of the school revolve, and upon whose interest and enthusiasm the success of the program rests." (Schuller, 1954, p. 52-3)

In the past, according to Godfrey, "the media coordinator functioned chiefly as a logistics specialist, ordering and scheduling equipment and materials". (Godfrey, 1967, p. 50) However, she later states that due to increased support for equipment and materials by the federal government, the role of the media coordinator took on a new meaning and importance. (Godfrey, 1967, p. 77) It is this new meaning and importance that must be emphasized.

Miller proposed that "building coordinators with training and ability are important to a strong program of instruction. If their function is to work as clerk technicians, however, then their time and talents are badly wasted". (Miller, 1964, p. 606) He maintained that the building coordinator's clerical and mechanical activities should be given to a para-professional who could fill the clerical-technical role, relieving the professional coordinator for more important activities. Other leaders in the media field have also suggested that the EMBC become a more "active member of the curriculum team, dedicated to improving learning" (McMahan, 1963, p. 662) rather than being so pre-occupied with the non-professional activities with

which he is confronted. Eboch maintained that the media specialist should be involved in "the design and implementation of information transmission and display systems which are appropriate to specific instructional objectives in well-defined educational situations".

(Eboch, 1963, p. 15) He went on to state:

There is an optimum combination of elements and circumstances for the effective solution of every instructional problem. It is the audiovisual designer's job to analyze, predict, and deliver that optimum solution. (Eboch, 1963, p. 16)

Norberg, speaking for the Department of Audiovisual Instruction, emphasizes the trend:

The role of the media professional in education is changing from that of a keeper and dispenser of teaching aids to that of an analyst and designer of instructional systems who must be centrally involved in the planning of learning environments and in providing for related support functions and evaluative procedures. (Norberg, 1967, p. 1027)

The role of the media specialist was questioned by Gordon when he asked, "Can he (the media specialist) really become a specialist, or must he be forced to remain a generalist about the complexities of instruction, and be considered only a first-rate tinkerer and mechanic?" (Gordon, 1967, p. 89) Following his question, Gordon then describes the kinds of experiences needed to enable the media specialist to be able to function within a different framework with an accompanying change in role. "A change in role, i.e. from a doer, maker, and repairman, to a consultant who works with people and their ideas and then

instructs another who does, makes, and repairs, marks the great needed transition for media specialists both in preparation emphasis and professional practice.

(Gordon, 1967, p. 90)

Edling discusses the gap which exists between the behavioral scientist and the educator. He suggests that the instructional technologist (media specialist) should work to help fill this void. Thus, a changed role from that of the traditional doer, maker, or repairman. (Edling, 1968, p. IV-4)

This changing role is also discussed by Erickson. The coordinator, a professional leader, should be appointed and be available to consult with teachers, organize in-service education programs, and coordinate the flow of service from both the school building and the school-system headquarters. He should also possess the professional prestige which will enable him to carry out this role. (Erickson, 1968, p. 241)

There can be little doubt that the traditional duties of the building coordinator, along with the added knowledge necessitated by the increased use of television, dial-access, computers, and other self-instructional systems, demand leadership at the school building level as well as a supporting staff for the services to teachers and students which will result in a more functional instructional program.

In discussing the media leadership problem, Erickson suggests alternative means of arriving at a plausible solution to the problem. The most desirable solution is as follows:

Appoint a full-time coordinator for the comprehensive instructional media-service organization, including all library facilities and operations, expanding the existing position of librarian to include full media program leadership, or make the existing librarian position a subsidiary one in case audiovisual insight and skills are lacking. Establish the rank of the position of the level of vice-principal. Title the position Vice Principal in Charge of Instructional Media, Coordinator of Learning Resources, or Coordinator of Instructional Media. This person would be directly responsible to the high school principal, but would work through him with indirect lines to other key media and curriculum experts at the school system level. (Erickson, 1968, p. 257-8)

Additionally, the necessary technical and clerical assistants proportionate to the technical complexity of installations within the school, the volume of service given to both teachers and students, the degree to which teachers need to prepare their own materials, and the need for television, electronic-carrel, and self-instructional programs must be provided. The media coordinator must be relieved of those functions which may be done by properly trained para-professionals allowing him to devote his major energy toward activities which not only require but demand the attention of a professional.

To emphasize the need for a differentiated media staff within a school building, Erickson presents a listing of duties performed by audiovisual media coordinators. This listing of twenty-three activities,

divided into two groups, is intended to be illustrative of the wide range of activities with which the coordinator may be confronted, rather than an exhaustive listing of observed activities.

When analyzed, one group of activities is characterized by "(a) design and planning, (b) responsibility for sound decisions, (c) need to evaluate objectives and the means to achieve them, (d) teaching teachers how to apply operational techniques, (e) judging the contribution of teacher efforts in relation to the school's instructional program, (f) perceiving application of technology to instructional systems, (g) leadership activity, and (h) laying out work patterns and activity to be done by others". (Erickson, 1968, p. 261)

These activities certainly indicate the necessity for employing a professional in this role. These kinds of performances cannot and should not be permitted to be undertaken by anyone but a professional.

The activities described by Erickson in group II are those which may be performed by non-professional or para-professional technicians and clerks. If within the media program, the building coordinator finds himself devoting much of his time to activities discussed in this group, his professional image will be tarnished and once more he will be looked upon as the doer, the maker, or the fixer.

Further support for the need for a differentiated media staff within a school building is presented in Standards for School Media Programs. (ALA, NEA, 1969) In addition to discussing the qualifications of the head of the school media program, a list of responsibilities is presented. The listing is comparable to that previously presented by Erickson and discussed earlier. They too are activities which necessitate the attention of a professional. Supportive staff are subdivided into two categories (1) technical, and (2) aides. Technical assistance should be provided in the following areas:

- Graphics production and display.
- Information and materials processing.
- Photographic production.
- Equipment operation and simple maintenance.

(NEA, ALA 1969, p. 15-16)

Aides do clerical and secretarial work such as typing, keeping records, sending notices, etc.

As the complexity of the media program increases, it is essential that additional supportive staff with differentiated expertise be employed. Neither the media director, nor the media staff, may remain static if the media program within the school is to develop and flourish.

Educational media programs have existed in the public schools since the early 1900's. It cannot be questioned that the role of the coordinator has radically changed since these beginnings. Supervision of school

museums, slide libraries, and early film libraries by the early media personnel contributed to the preception of this role as that of custodian and dispenser of materials. This is evident in the early studies which investigated the functions of media personnel. Most studies of this nature which were done prior to the end of World War II suggested that those major functions were:

1. Providing bibliographies of such materials as slides, films, and models,
2. Administering the ordering and scheduling of equipment and materials for use within the school, and
3. Providing in-service training for teachers and students in the operation, preparation, and utilization of equipment and materials.

However, more modern media spokesmen believe the media specialist should function in a much different fashion. His role now should be that of an analyst and designer on the curriculum team.

Recent research indicates that the following activities have been added to the functions performed by the building coordinator:

1. Consulting with teachers regarding the selection and utilization of appropriate materials,
2. Organizing and presenting demonstration lessons, and
3. Providing information about new materials and techniques.

These added functions indicate that this position is not and cannot remain static. Unfortunately, the added functions, in many cases, are imposed upon the

existing coordinator without any additional assistance. Until school administrators and building coordinators perceive this role as the more progressive media professionals perceive it, as a consultant, analyst, and designer, building coordinators will be perceived as they have been for so long in the past,--doers, makers, and fixers.

Related Research

Although the role of the building coordinator is not new, little research has been conducted pertinent to how others perceive his role. There are, as previously indicated, numerous compilations of what he does and what others expect him to do. A 1965 study (Prigge) was one of the first specifically directed at the building coordinator. This study pertained to the professional preparation of building coordinators and resulted in the development of a "score-card" to evaluate preparation programs for audiovisual coordinators.

Blair, (1968) examined the role of the elementary school media specialist, representing 100 elementary schools and 18 school districts in Utah, as perceived by media specialists, principals, and teachers. His findings indicated

1. The three groups were in general agreement regarding the duties and responsibilities performed by the media specialist,

2. The three groups had high consensus concerning their perceptions of the media specialist,
3. The three groups were generally in agreement in the ranking of important services, and
4. The newness of this position was evidenced by the fact that 53 per cent of the media specialists had served less than three years. (No indication as to the time allotted to do the job was given.)

A study limited to secondary schools of 39 school districts in metropolitan St. Paul and Minneapolis conducted by Butler (1968) investigated the role dimensions of the instructional materials generalist. Administrators, instructional materials generalists, and teachers were surveyed to determine to what extent the conceptions of the role of instructional materials generalist differ. Of 50 role items, only 13 received significantly high ratings to be included in a proposed job description of The Instruction Materials Generalist. Most of the 13 role items were indicative of the traditional doer, maker, fixer role of the building coordinator.

Jasen (1968), at Oregon State University, conducted a study "Role of the Audiovisual Building Coordinator: Opinion vs. Practice". The purpose of the study was to determine the current status of provisions being made to provide for appropriate utilization of the audio-visual equipment and materials available in the public schools of Oregon. Useable returns to a 117 item questionnaire were received from coordinators servicing

92.5 per cent of the teachers in Oregon. A panel of twenty-four Oregon experts, with media backgrounds, developed the criteria for establishing desirable audiovisual building coordinator practices in schools of various sizes. The responses were then matched against the established criteria. Of 15 areas, 12 were identified as having discrepancies between the existing program and established criteria. These areas were:

1. Coordinator professional audiovisual preparation
2. Coordinator-teacher inservice functions
3. Time allotments
4. Production practices
5. Evaluative processes
6. Supervisory functions
7. Professional consultation
8. Organizing functions
9. Scheduling procedures
10. Professional interests
11. Maintenance procedures
12. Public relations functions.

This, if at all illustrative of other states, suggests that there is a considerable gap between what the "experts" believe ought to be happening and what is actually happening. However, what does happen may not be the sole responsibility of the media person.

How others perceive his role is also important. Therefore, it is imperative that we examine and pursue the notion of how role perception may affect the behavior of the role incumbent.

Role Theory

Organizations are social systems made up of people who occupy various positions in vertical (hierarchical) and horizontal relationship to each other. Any given position is the location of one individual within the system. How individuals behave in these positions is dependent in part on how they think they are expected to behave and how others actually expect them to behave. Other characteristics of the individual such as personality, education, and culture are also influences upon his behavior.

Further clarification of terminology related to role theory is essential. "Role expectation" refers to an anticipation of a behavior or set of behaviors of another person in a role--a set of evaluative standards. Or, as defined by Gross (1961, p. 60) role is "a set of expectations", or in terms of his definition of expectations, as "a set of evaluative standards applied to an incumbent of a particular position". Role expectation may also be directional; that is, it may be either prescriptive or proscriptive.

It may also have intensity, with the continuum ranging from the permissive through the preferential to the mandatory.

"Role perception" is an estimate of another person's expectations for one's own role--how do others see my role. If the other person is seen as having a right to hold this expectation, it is regarded as legitimate; if he is seen as not having a right, then it is illegitimate.

A role may also have dimension which is useful in explaining role behavior. Thus, a role may be "manifest" or "latent". A manifest role is one's apparent role, i.e. superintendent, principal, coordinator. A latent role usually refers to a social role which might emerge as a result of some social characteristic or to a secondary role subordinated to a primary role. For example, experience, club membership, and civic organization activity of a superintendent may have influence upon his behavior as a superintendent. According to Lonsdale (1964, p. 152) one pair of latent roles significant in administration, and perhaps in all of education, is the "local" and the "cosmopolitan". The "local" would be one born, reared, and educated in the same community in which he is employed, while a "cosmopolitan" would have been brought in from outside the community. Within a school district most

employees would represent various points along this continuum. Locals generally tend to have a stronger allegiance to the vertical institutional subculture; cosmopolitans, to the horizontal, professional subculture embracing various separate associations.

Roles having clearly defined boundaries are referred to as "specific"; while "diffuse" roles, in contrast, are defined with great leeway for variation in role behavior by individual incumbents.

Conflict which occurs within organizations may be clarified through the utilization of concepts relative to role theory. The most common occurrences of role conflict are conflicts within roles and between roles. (Lonsdale, 1964, p. 153) One type of conflict occurs when the manner in which a person thinks he is expected to behave (role perception) is different from the way others really expect him to behave (role expectations). A coordinator may view his role as one who, among other responsibilities, should work with teachers in developing or locating learning resources, while the principal expects him to devote his major activity toward furthering equipment utilization and maintenance.

A second kind of conflict may take place when two reference groups have conflicting expectations of a role incumbent, (Getzels, 1968, p. 319) as when the

teachers expect the coordinator to perform certain activities while the principal sees him as performing a different set of activities. There may be conflict among individuals holding similar positions within the organization. (Getzels, 1968, p. 319) A coordinator in one school building may perceive his role differently than a coordinator in a similar building within the same school district. Conflict may also occur when groups of individuals within similar reference groups have different expectations of the role incumbent. Social studies teachers, as a group, may hold different expectations for the coordinators than industrial arts teachers, as a group. An additional type of role conflict may be present when an individual is asked to assume more than one role, or as is commonly said, to wear more than one hat. (Getzels, 1968, p. 319) In many cases, due to existing conditions, this may be true of the building coordinator; he not only is expected to function as a coordinator, but he is expected to fulfill his role as classroom teacher as well. This may be particularly true in cases where the coordinator has a full class load and is expected to perform his function as building coordinator during his free period (if he has one) or before and after school.

Conflict thus may arise not only due to real differences in expectations, but of perceived differences in expectations. The role incumbent may believe that he and his reference groups have significantly different views when they are actually the same, or conversely that they are the same when in fact they are different. (Getzels, 1968, p. 297)

Differences in the perception of mutual expectations exist. One major question may be raised: Is agreement or disagreement in the perception of complimentary role expectations related to the effectiveness of the interaction between the role incumbents? Getzels (1968) suggests that perhaps the most revealing observations in this domain come from studies of the interaction of consultants and school administrators. Cited is a 1954 study by Elmer Ferneau entitled "Role-Expectations in Consultations". Ferneau hypothesized that consultation services will be ineffective if the administrator and consultant do not perceive the complementary role expectations along the same line. The instrument was given to 132 school administrators in Kansas, Michigan, Nebraska, and Wisconsin who had received consultative services, and to 43 consultants who had provided the services. The results confirmed the basic hypothesis. (Getzels, 1968, p. 305)

A 1958 study by Merton Campbell, "Self-Role Conflict Among Teachers and Its Relationship to Satisfaction, Effectiveness, and Confidence in Leadership" was also reported by Getzels. (1968, p. 307-10) Merton formulated and tested hypotheses regarding the relation between the self-role perceptions of teachers and a number of self-ratings and ratings by principals. Measures of the degree of conflict between self-and perceived role were obtained from a comparison of the teachers' expressed needs in the teaching situation and their perceptions of their principal's expectations for their teaching role. Two hundred eighty-four teachers in 15 elementary schools in Illinois and Wisconsin responded to a 60 item instrument. The responses were categorized first, according to what they thought the principal expected them to do, and second, according to what they wanted to do.

Merton's first hypothesis, low-conflict teachers would express more confidence in the principal's leadership than would high-conflict teachers, was substantiated. His second hypothesis, low-conflict teachers would rate themselves higher in teaching satisfaction than would high conflict teachers, was also substantiated. Hypothesis number three, teachers low in conflict will rate themselves higher in teaching effectiveness than would high-conflict teachers, was not substantiated.

The last hypothesis, teachers low in conflict will be rated by the principal as more effective teachers than will those teachers with a high degree of conflict, was not substantiated. This serves to illustrate that in the interaction among members of a role-set, the crucial issue may not be the actual expectations, but the perceived expectations.

Also, the same expectations of a role may be perceived idiosyncratically by the different members of a role-set which in part may be due to effects of personal pre-disposed attitudes toward those expectations or toward the role itself.

Unquestionably, role perception is an important determiner of an individual's behavior. The concept of role may be used to explain the differences in an individual's behavior in different situations. An individual typically does not behave in the same way at work, at a funeral, or at a party. His behavior varies according to how he defines each social situation in which he finds himself and according to how he perceives others expecting him to behave. Similarly, the concept of role may also be used in accounting for differences in a set of people; individuals who occupy the same position may hold varying expectations as to what constitutes appropriate behavior in it. Superintendents, principals, and coordinators, may hold diverse conceptions

not only of their own job, but of others within the social system as well.

According to Gross (1966, p. 61) the concept of role is not restricted to situations or relationships which are of interest to a particular set of investigators, but it can be used in the analysis of problems at different levels. No restrictions are placed upon the definers of role expectations, therefore, the concept may be used in analyses in which the incumbents of the position as well as non-incumbents are the definers of the role.

Thus, there are studies which lend support to the basic notion that malfunctioning in a social system may have its source not only in structural strains deriving from actual inconsistencies among expectations of those in the component roles, but also in perceptual conflicts deriving from inconsistencies in the views of the same component roles by the various members of a role set, even when the actual expectations are not inconsistent. As stated by Gross (1966, p. 5) "The degree of consensus among significant role definers as perceived by an actor (or role incumbent) may be an important variable affecting his behavior." Therefore, the coordinator's behavior may be affected by his perceptions of how the superintendent, district supervisor, and principal view his role.

Summary

It is evident that the role of the building coordinator is changing. The increasing emphasis on the utilization of technology in public schools demands that a new perception of this role be formulated by individuals in positions relative to the coordinator, as well as by the coordinator himself. Role theory suggests that behavior may be changed by changing perception. Therefore, in order to change the behavior of coordinators and administrators and to eliminate or minimize conflict, it is necessary to determine what perception each holds of the role of the coordinator.

CHAPTER III

DESIGN OF THE STUDY

Introduction

Chapter III presents a detailed discussion of the design of the study. The conduct of any study requires that certain decisions be made relative to the population which will be included in that study. Additional decisions must be made relative to the means which will be utilized to gather the necessary data as well as to what statistical tests will be applied to those data. Therefore, it is the purpose of this chapter to discuss the procedures used and the rationale upon which certain decisions were made.

Population

A computer printout listing all public school districts in the state of Wisconsin, provided by Mr. Robert Wheeler, Audiovisual Supervisor, Department of Public Instruction, Madison, Wisconsin, was used to determine those districts which would be considered in the original population. There are four-hundred sixty-four (464) school districts in the state of Wisconsin (1968-69 school year), with a total student population of 954, 243.

At this point it was decided to eliminate from the study the following:

1. All Union High School Districts (Autonomous, grade 9-12 districts)
2. All K-8 or 1-8 School Districts
3. City of Milwaukee School District

This reduced the four-hundred sixty-four (464) school districts to three hundred seventy (370) having a total student population grades K-12 of 782,284. Those districts not considered for inclusion in the study were considered atypical when compared with the majority of school districts within Wisconsin.

Due to the nature of the position which was to be considered in the study, it was then decided that districts having an enrollment of 2,500 or more students, K-12, would be included for study. This decision was based on the assumption that districts having less than 2,500 students population would not likely have an individual in the position being studied.

This then provided an initial population of seventy-two (72) districts which represented 19.5+% of the total number of districts within the state, while representing 60% of the student population within the state. Also, only public school districts were considered in the conducting of the study. These districts are identified in Appendix A.

Procedure

A letter (Appendix B) was sent to the Superintendent of each of these seventy-two school districts describing the study and requesting their cooperation in the conduct of the study. Included with this letter was a form requesting the names of secondary school principals, district media supervisor, and EMBCs (Appendix C). Pertinent mailing information (superintendent names, addresses, etc.) was found in The 1968-69 Wisconsin School Directory, (Kahl, 1968) available from The Wisconsin Department of Public Instruction.

Approximately 70%, or 50 responses were received from the initial mailing, prior to the requested deadline of May 10, 1969. A follow-up letter (Appendix D), mailed to the non-respondents, resulted in an additional 20+% return of the original questionnaire. As may be expected, not all of the sixty-seven returns indicated a willingness to participate. However, positive responses from 41 superintendents indicating a willingness to participate gave the writer a sufficient population which would be utilized in conducting the study. Table 1 presents the results of the original letter to superintendents.

A cover letter (Appendix E), the questionnaire (Appendix F), and the appropriate personal data sheet (Appendices G, H, I, J) were then mailed to each superintendent and each district media supervisor,

TABLE 1.--Superintendent response to initial letter.

	Number	%
Will Participate	41	57
Will Not Participate	26	36
Not Responding	5	7
Total	72	100

secondary school principal, and EMBC designated by the superintendent.

A total of 139 responses were received from the mailing of the cover letter and questionnaire. This provided 98 usable responses which were complete in every detail. Table 2 indicates the number of respondents in each category, the number of usable returns, and the total number in each category.

Design of the Questionnaire

The 60 item Likert-type questionnaire was developed with the cooperation of individuals knowledgeable and experienced in the field of educational media. These individuals represented a variety of higher education institutions throughout the country. Consensus on each item was gained prior to its inclusion in the questionnaire. Thirty items were included which are indicative

TABLE 2.--Responses received by category from mailing of questionnaire.

	Total Possible	Total Returned	Total Usable
Superintendents	41	30	21
District Media Supervisor	28	18	14
Building Principal	74	56	31
EMBC	54	35	32
Total	197	139	98

of a traditional role of the EMBC, while the remaining thirty are roles which might be exercised in a more progressive situation. (Appendix K)

Because it was desired that all statements be phrased positively, it was necessary to reverse score those statements indicating functions of a traditional nature. (Appendix L)

Upon the completion of the development of the original questionnaire, faculty from the Instructional Media Center, Michigan State University, East Lansing, Michigan, examined the items and suggested appropriate changes. The final form of the questionnaire is shown in Appendix F.

Design for Analysis

Each respondent was requested to indicate his perception of the existing and ideal role of the EMBC in the secondary school(s) of his district. Since all questions were stated positively, those which indicated perception of a traditional role were later reversed scored. (Appendix L) Therefore, a high total score over the sixty items indicates a perception of a progressive role.

One analysis was the determination of correlation between perception of existing and ideal roles by each category of respondent. A Pearson-product moment correlation coefficient was computed and significant correlations were noted. ($\alpha = .05$)

A second analysis was the determination of correlation of perception between categories of respondents, both of the existing and ideal roles of the EMBC. A Pearson-product moment correlation coefficient was computed and significant correlations were noted. ($\alpha = .05$)

To determine correlations of perception between categories of respondents, it was necessary to select randomly from the category having the larger population. This was necessary due to the unequal number of respondents in each category. This random selection

was done by The Computer Center at Wisconsin State University-Oshkosh, Wisconsin.

A third analysis was the determination of correlation of perception between Administrators (Superintendent, District Media Supervisor, Principal) and the EMBC of the existing and ideal role of the incumbent EMBC. Once again random selection provided an equal number of respondents in each category. A Pearson-product moment correlation coefficient was computed and significant correlations were noted. (Alpha = .05)

A final analysis determined if differences existed among the four categories in perception of both the existing and ideal roles of the EMBC. A one way analysis of variance was utilized to determine significance. (Alpha = .05)

Statistical Hypotheses

To determine correlations and differences in perception of the existing and ideal role of the EMBC by respondents, five groups of statistical hypotheses were generated and tested. The hypotheses are as follows:

Group I

Null Hypothesis 1a:

No significant correlation will exist between the Superintendent's perception of the existing and ideal role of the EMBC.

Null Hypothesis 1b:

No significant correlation will exist between the District Media Supervisors' perception of the existing and ideal role of the EMBC.

Null Hypothesis 1c:

No significant correlation will exist between the Principals' perception of the existing and ideal role of the EMBC.

Null Hypothesis 1d:

No significant correlation will exist between the EMBCs' perception of his existing and ideal role.

Group II

Null Hypothesis 2a:

No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the District Media Supervisors' perception of the existing role of the EMBC.

Null Hypothesis 2b:

No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.

Null Hypothesis 2c:

No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

Null Hypothesis 2d:

No significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.

Null Hypothesis 2e:

No significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

Null Hypothesis 2f:

No significant correlation will exist between the Principals' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

Group III

Null Hypothesis 3a:

No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the District Media Supervisors' perception of the ideal role of the EMBC.

Null Hypothesis 3b:

No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.

Null Hypothesis 3c:

No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the EMBCs' perception of his role.

Null Hypothesis 3d:

No significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.

Null Hypothesis 3e:

No significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.

Null Hypothesis 3f:

No significant correlation will exist between the Principals' perception of the ideal role of the EMBC and the EMBCs' perception of his existing role.

Group IV

Null Hypothesis 4a:

No significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

Null Hypothesis 4b:

No significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.

Group V

Null Hypothesis 5a:

No significant difference will exist among the four positions (Superintendents, District Media Supervisors, Principals, EMBCs') in the perception of the existing role of the EMBC.

Null Hypothesis 5b:

No significant difference will exist among the four positions (Superintendents, District Media Supervisors, Principals, EMBCs') in the perception of the ideal role of the EMBC.

Limitations

Due to the characteristic of survey research certain limitations of the study are evident.

1. Bias may be introduced due to the self-selection of respondees. Only those who selected to participate were included in the study.

2. Since this study was concerned only with public secondary schools, there can be no generalizations made relative to non-public schools.
3. Potential bias is inherent in a self-report instrument. Respondees may respond in the manner which they believe they are wanted to respond. Some of this may be eliminated through the assurance of anonymity for the respondents.
4. The number of usable responses may have increased if a follow-up letter had been utilized. However, due to the lateness of the school year, this was not possible.
5. The study was limited geographically, therefore it may not be generalizable to other areas. Replication in other states may however, yield similar results.

Summary

A sixty item Likert-type scale questionnaire was designed to elicit responses from Superintendents, District Media Supervisors, Principals, and EMBCs indicating their perceptions of the existing and ideal roles of the EMBC within their school district.

Respondees represented 41 K-12 public school districts in Wisconsin, each having over 2,500 student population. Union High School Districts, K-8 or 1-8 School Districts, and City of Milwaukee School District

were not included as they were considered atypical when compared with the majority of Wisconsin school districts.

Returned questionnaires were reversed scored (where necessary), coded, and Pearson-product moment correlation coefficients and one-way analysis of variance statistical tests were computed. Results were applied to five groups of hypotheses which had been generated in the purpose of the study.

The section concludes with a discussion of the limitations of the study.

CHAPTER IV

FINDINGS

Findings

A compilation of the findings are reported in this chapter. Each group of hypotheses as indicated in Chapter III will be individually considered. Additionally, demographic data obtained from respondents will be presented. Although the findings will be discussed in detail, conclusions based on the findings will be reported in Chapter V.

The reader will recall that each category of respondent was requested to indicate on a five point Likert-type scale, his perception of the existing and ideal role of the EMBC. The first analysis was to determine the correlation, if any, which existed between the perception of the existing and ideal role of the EMBC when examined by category of position. The Pearson product-moment correlation coefficient was computed to determine this.

The first group of hypotheses tested in the study was:

- Ho_{1a}: No significant correlation will exist between the Superintendents' perception of the existing and ideal role of the EMBC.
- Ho_{1b}: No significant correlation will exist between the District Media Supervisors' perception of the existing and ideal role of the EMBC.
- Ho_{1c}: No significant correlation will exist between the Principals' perception of the existing and ideal role of the EMBC.
- Ho_{1d}: No significant correlation will exist between the EMBCS' perception of his existing and ideal role.

The Pearson product-moment correlation coefficients calculated to test the above hypotheses are presented in Table 3.

TABLE 3.--Correlation coefficients between perception of existing and ideal role of EMBC by category of respondent.

Category	n	df	r
Superintendent	21	19	.77*
District Media Supervisor	14	12	.35
Secondary Principal	31	29	.63*
EMBC	32	30	.26

*Significant at Alpha = .05

Since the computed r value of .77 is greater than the table value of .433 (19 degrees of freedom), we must reject null hypothesis Ho_{1a}, that no significant

correlation will exist between the Superintendents' perception of existing and ideal role of the EMBC.

We fail to reject H_{01b} , that no significant correlation will exist between the District Media Supervisors' perception of the existing and ideal role of the EMBC, because the obtained r of .35 is less than the table value of .53 (12 degrees of freedom).

H_{01c} , no significant correlation will exist between the Principals' perception of the existing and ideal role of the EMBC, must be rejected. The computed r value of .63 is greater than the table value of .36 (29 degrees of freedom).

With a computed r value of .26, we fail to reject H_{01d} , no significant correlation will exist between the EMBCs' perception of his existing and ideal role. The obtained r is less than the table value of .35 (30 degrees of freedom).

The second analysis which was conducted determined the correlation of perception between categories of respondents, both of the existing and ideal roles of the EMBC. The Pearson product-moment correlation coefficient was computed to determine this.

The hypotheses in Group II, which examined relationships of existing roles, are:

H_{02a} : No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the District Media Supervisors' perception of the existing role of the EMBC.

- Ho_{2b}: No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.
- Ho_{2c}: No significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- Ho_{2d}: No significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.
- Ho_{2e}: No significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- Ho_{2f}: No significant correlation will exist between the Principals' perception of the existing role of the EMBC and the EMBCs' perception of his existing role.

The Pearson product-moment correlation coefficients calculated to test the above hypotheses are presented in Table 4.

We fail to reject Ho_{2a}, no significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the District Media Supervisors' perception of this existing role, because the obtained r of .10 is less than the table value of .53 (12 degrees of freedom).

For Ho_{2b}, no significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC, an r of .32 was obtained.

TABLE 4.--Correlation coefficients between categories of respondents of perception of existing role of the EMBC.

Category	n	df	r
Superintendent - District Media Supervisor	14	12	.10
Superintendent - Principal	21	19	.32
Superintendent - EMBC	21	19	.21
District Media Supervisor - Principal	14	12	.06
District Media Supervisor - EMBC	14	12	.06
Principal - EMBC	31	29	.05

No significant r values at Alpha = .05.

Since this is less than the table value of .43 (19 degrees of freedom) we fail to reject this hypothesis.

With a computed value of .21 we fail to reject H_{0c} , no significant correlation will exist between the Superintendents' perception of the existing role of the EMBC and the EMBCs' perception of his existing role. The obtained r is less than the table value of .43 (19 degrees of freedom).

Since the computed value of .06 is less than the table value of .53 (12 degrees of freedom) we fail to reject H_{0d} , no significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the Principals' perception of the existing role of the EMBC.

We fail to reject H_{0e} , no significant correlation will exist between the District Media Supervisors' perception of the existing role of the EMBC and the EMBCs' perception of his existing role, because the obtained r of .06 is less than the table value of .532 (12 degrees of freedom).

The computed r of .05 for H_{0f} , no significant correlation will exist between the Principals' perception of the existing role of the EMBC and the EMBCs' perception of his existing role, is less than the table value of .355 (29 degrees of freedom). Therefore, we must fail to reject this hypothesis also.

Thus, we fail to reject all hypotheses in Group II, as in each case the computed r was less than the table value needed for significance with the appropriate degrees of freedom.

The final section of the second analysis was the determination of correlation of perception between categories of respondents of the ideal role of the EMBC. Once again, the Pearson product-moment correlation was computed to determine this.

The hypotheses in Group III, which examined correlations of ideal roles, are:

- Ho_{3a}: No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the District Media Supervisors' perception of the ideal role of the EMBC.
- Ho_{3b}: No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.
- Ho_{3c}: No significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.
- Ho_{3d}: No significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.
- Ho_{3e}: No significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.

H_{03f} : No significant correlation will exist between the Principals' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.

The Pearson product-moment correlation coefficients calculated to test the above hypotheses are presented in Table 5.

We fail to reject H_{03a} , no significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the District Media Supervisors' perception of the ideal role of the EMBC, because the obtained r of .34 is less than the table value of .53 (12 degrees of freedom).

For H_{03b} , no significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC, an r of .31 was obtained. Since this is less than the table value of .43 (19 degrees of freedom), we fail to reject this hypothesis.

With a computed value of $r = .03$, we fail to reject H_{03c} , no significant correlation will exist between the Superintendents' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role. The obtained r is less than the table value of .43 (19 degrees of freedom).

Since the computed value $r = .44$ is less than the table value of .53 (12 degrees of freedom), we fail to

TABLE 5.--Correlation coefficients between categories of respondents of perception of the ideal role of the EMBC.

Category	n	df	r
Superintendent - District Media Supervisor	14	12	.34
Superintendent - Principal	21	19	.31
Superintendent - EMBC	21	19	.03
District Media Supervisor - Principal	14	12	.44
District Media Supervisor - EMBC	14	12	.51
Principal - EMBC	31	29	.15

No significant r values at Alpha = .05.

reject H_{03d} , no significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the Principals' perception of the ideal role of the EMBC.

We fail to reject H_{03e} , no significant correlation will exist between the District Media Supervisors' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role, because the obtained r of .51 is less than the table value of .53 (12 degrees of freedom).

The computed r of .15 for H_{03f} , no significant correlation will exist between the Principals' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role, is less than the table value of .35 (29 degrees of freedom), therefore we must fail to reject this hypothesis also.

Thus, we fail to reject all hypotheses in Group III, as in each case the computed value of r was less than the table value needed for rejection with the appropriate degrees of freedom.

The next analysis was the determination of correlation of perception between Administrators (Superintendents, District Media Supervisors, Principals) and the EMBCs of the existing and ideal role of the EMBC. The two hypotheses tested in Group IV are:

- Ho_{4a}: No significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the existing role of the EMBC and the EMBCs' perception of his existing role.
- Ho_{4b}: No significant correlation will exist between the Administrators' (Superintendents, District Media Supervisors, Principals) perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role.

The Pearson product-moment correlation coefficients calculated to test the above hypotheses are presented in Tables 6 and 7.

We failed to reject Ho_{4a}, no significant correlation will exist between the Administrators' perception of the existing role of the EMBC and the EMBCs' perception of his existing role, because the obtained $r = .14$ is less than the table value of .349 (30 degrees of freedom).

Likewise we fail to reject Ho_{4b}, no significant correlation will exist between the Administrators' perception of the ideal role of the EMBC and the EMBCs' perception of his ideal role, because the obtained $r = .04$ is less than the table value of .349 (30 degrees of freedom).

Thus, we fail to reject both hypotheses in Group IV as in each case the computed r was lower than the table value with the appropriate degrees of freedom.

The final analysis determined if differences existed among the four categories of respondents in perception of both the existing and ideal roles of the

TABLE 6.--Correlation coefficient between administrators' and EMBCs' perception of existing role of EMBC.

Category	n	df	r
Administrators - EMBCs	32	30	.14

Not significant at Alpha = .05.

TABLE 7.--Correlation coefficient between administrators' and EMBCs' perception of ideal role of EMBC.

Category	n	df	r
Administrators - EMBCs	32	30	.04

Not significant at Alpha = .05.

EMBC. In each case, a one way analysis of variance was computed to determine significance. The two hypotheses tested in Group V are:

Ho_{5a}: No significant differences will exist among the four positions in the perception of the existing role of the EMBC.

Ho_{5b}: No significant differences will exist among the four positions in the perception of the ideal role of the EMBC.

The obtained F values calculated to test the above hypotheses are presented in Tables 8 and 9.

Since the obtained F value is less than one, we fail to reject Ho_{5a}, no significant differences will exist among the four positions in the perception of the existing role of the EMBC. With Alpha = .05, the table value for 3 and 94 degrees of freedom is 2.72.

Likewise, we also fail to reject Ho_{5b}, no significant differences will exist among the four positions in the perception of the ideal role of the EMBC. The obtained F value of 2.361 is less than the table value of 2.72 (3 and 94 degrees of freedom, Alpha = .05).

This concludes the report of the statistical testing of the five groups of hypotheses. As indicated, a discussion of the findings will be presented later in this chapter following the presentation of the demographic data obtained from the respondents.

TABLE 8.--Analysis of variance summary table for perception of existing role of EMBC.

Source	SS	df	MS	F
Treatment (between groups)	244.000	3	81.333	0.338
Error (within groups)	22627.000	94	240.713	
Totals	22871.000	97	235.783	

Alpha = .05

TABLE 9.--Analysis of variance summary table for perception of ideal role of EMBC.

Source	SS	df	MS	F
Treatment (between groups)	1320.000	3	440.000	2.361
Error (within groups)	17521.000	94	186.394	
Totals	18841.000	97	194.237	

Alpha = .05

Presentation of Demographic Data

In the analysis of role perception, the position, education, and experience of the respondent may have an impact on how he sees the role incumbent performing, both at the present time and in the future. It is the purpose of this section to present that descriptive information obtained from the personal data questionnaire returned by the respondents.

Each respondent was requested to indicate the number of years that they have occupied their present position. This information is presented in Table 10.

As indicated, 54 individuals or 55% of the respondents had occupied their present position for three years or less. Further examination indicates that 72 individuals or 73.5% have occupied their present position for six years or less. This suggests the mobility of individuals and should not be interpreted as an indication that many relatively new, inexperienced individuals are occupying these important leadership positions.

Table 11 indicates the total number of years of educational experience of the respondents.

The reverse situation exists upon examination of Table 11. Fifty-six individuals, or 57% of those responding, have been involved in education, whether it be teaching, supervision, or administration, for

TABLE 10.--Number of years in present position by category of respondent.

Category	1-3	4-6	7-9	10-12	13-15	16+
Superintendent	8	5	2	3	1	2
District Media Supervisor	9	0	1	1	2	1
Principal	19	6	2	1	1	2
EMBC	18	7	3	0	1	3
Total	54	18	8	5	5	8

TABLE 11.--Total number of years of educational experience
by category of respondent.

Category	1-3	4-6	7-9	10-12	13-15	16+
Superintendent	0	0	0	1	0	20
District Media Supervisor	0	1	2	1	0	10
Principal	0	1	3	5	3	19
EMBC	2	7	10	4	2	7
Total	2	9	15	11	5	56

sixteen or more years. This supports the notion suggested earlier that mobility and not inexperience is an important factor in examining the length of time an individual occupies a given position.

Related to experience is age of respondent. Of those responding in this study, EMBCs and Principals tended to be younger while Superintendents and Supervisors tended to be older. This information is presented in Table 12.

The Master Degree was the highest degree earned by 72.5% or 71 of the respondents. State certification requires that an individual must possess a Master Degree to be licensed as a Superintendent or Secondary Principal, which would account for all individuals in these two positions having at least a Master Degree. Certification for District Media Supervisors and EMBCs does not presently require a degree beyond the Bachelors.

These findings are presented in Table 13.

Along with experience, the content of an individual's educational program will have some effect on how he views his role and/or the role of other educators. Respondents were requested to indicate both the number of university courses taken which were directly related to educational media and the content of these courses. The information obtained in response to these two questions is presented

TABLE 12.--Age of respondents by category.

Category	20-29	30-39	40-49	50-59	60+
Superintendent	0	3	5	10	3
District Media Supervisor	0	3	6	4	1
Principal	0	15	8	7	1
EMBC	9	15	5	3	0
Total	9	36	24	24	5

TABLE 13.--Highest degree earned by category of respondent.

Category	BA	MA	SPEC	ED.D.	PH.D.
Superintendent	0	14	0	3	4
District Media Supervisor	2	10	1	0	1
Principal	0	24	4	0	3
EMBC	9	23	0	0	0
Total	11	71	5	3	8

in Tables 14 and 15. Current Wisconsin certification requirements (Wheeler, 1966, p. 18-19) stipulate that for certification as District Media Director (Supervisor), an individual must possess a minimum of fifteen semester hours in educational media course work including two hours in curriculum. To qualify as a Building Coordinator a minimum of four semester hours in educational media is needed. In both cases, one course must be a basic course in Audiovisual Methods.

It appears that titles, or role designations, have been assigned in some cases to individuals not properly prepared for that position. Two EMBCs have not had any courses in Educational Media and of the thirteen who have taken 1-3 courses, some may have completed only one course. Also, two District Supervisors have indicated taking only 1-3 courses in Educational Media. This would not fulfill the minimum requirements as set forth by the Wisconsin Department of Public Instruction.

An interesting observation indicates six Superintendents or approximately 29% of those responding have not taken a single media course. Also, fourteen Principals or 44% of those responding have not taken a media course.

The 98 respondents reported taking a total of 276 courses in educational media. This represents less than three courses (2.82) per respondent. As would be expected

TABLE 14.--Number of university courses taken in educational media by category of respondent.

Category	0	1-3	4-6	7-9	10-12	13+
Superintendent	6	10	4	1	0	0
District Media Supervisor	0	2	6	3	2	1
Principal	14	14	2	1	0	0
EMBC	2	13	9	1	7	0
Total	21	39	21	6	9	1

TABLE 15.--Number of university courses by content area in educational media by category of respondent.

Category	Number of Respondents	Television	Photography	General Survey	Media Research	Cinematography	Programmed Instruction	Graphic Production	Admin. of Media Programs	Mean Number of Courses
Superintendent	21	3	3	12	5	0	5	1	8	1.76*
District Media Supervisor	14	10	13	13	6	6	5	14	15	5.85*
Principal	31	4	5	12	3	0	6	5	7	1.35*
EMBC	32	10	14	22	11	4	12	23	19	3.59*
Total	98	27	35	59	25	10	28	43	49	2.82*

* Rounded to nearest .01

District Media Supervisors ranked first in the mean number of courses per respondent with 5.85; EMBCs ranked second, mean = 3.59; Superintendents, third, with a mean of 1.76; and Principals last with a mean of 1.35 courses per respondent. These findings are presented in Table 15.

Of the eight content areas listed, 59 respondents or 60% indicated they had taken a General Survey course; 49 respondents or 50% had taken a course in Administration of Media Programs; 43 respondents or 44%, a course in Graphics Production; 35 respondents or 36%, a course in Programmed Instruction; 27 respondents or 28% a course in Television; 25 respondents or 26% a course in Media Research; and ten respondents or 11% a course in Cinematography.

The most popular courses with both Superintendents and Principals were (1) General Survey and (2) Administration of Media Programs. Administration of Media Programs and Graphic Production ranked one and two respectively for District Supervisors, while EMBCs ranked Graphic Production first and General Survey, second.

Again, there appears to be some discrepancy between what courses role incumbents, District Supervisors and EMBCs, should have had according to the Wisconsin Certification Code, and what they reported having. A General Survey course is required of all individuals certified as District Supervisors or EMBCs (Wheeler,

1965, p. 18-19). Examination of the responses indicates that one District Supervisor and ten Building Coordinators have not had this General Survey Course.

Also of significance is the amount of time an individual is able to devote to performing the tasks of his position. Both District Media Supervisors and EMBCs were requested to provide this information. The responses of District Supervisors are presented in Table 16 while the responses of EMBCs are presented in Table 17.

Eight of the fourteen District Media Supervisors, or 57%, indicated that they devoted 81 to 100% of their time to the supervision of the district media program. Four respondents or 29%, reported devoting 20% or less of their time to supervision of their district media program. Additional responsibilities of the District Supervisors are presented in Appendix M.

The responses of the EMBC to the question of per cent of time devoted to supervision of the secondary school educational media program indicated that more individuals had responsibilities other than the supervision of the media program.

Eleven of the 32 respondents, or 34%, devoted over 80% of their time to supervising the media program in their school. Thirteen respondents, or 41%, had less than 20% of their time devoted to supervision of

TABLE 16.--Per cent of time devoted to supervision of
district educational media program
by district media supervisor.

Per cent	Number
81 - 100	8
61 - 80	0
41 - 60	1
21 - 40	1
0 - 20	4
Total	14

TABLE 17.--Per cent of time devoted to supervision of
secondary school educational
media program by EMBC.

Per cent of Time	Number
81 - 100	11
61 - 80	2
41 - 60	3
21 - 40	3
0 - 20	13
Total	32

the media program. Additional responsibilities of the EMBCs are presented in Appendix N.

Discussion of the Findings

The findings of the study and the statistical analyses have been presented in the first two sections of this chapter. In this, the concluding section, those findings will be discussed in greater detail. Conclusions and recommendations, based upon the findings, will be presented in Chapter V.

Two significant correlations were found in the testing of the first group of hypotheses. The null hypotheses which were rejected were $H_{0_{1a}}$, that no significant correlation will exist between the Superintendents' perception of the existing and ideal role of the EMBC, and $H_{0_{1c}}$ that no significant correlation will exist between the Principals' perception of the existing and ideal role of the EMBC.

The incumbents of these positions, Superintendents and Principals, are further away from the educational media program than are the District Media Supervisors and EMBCs. Generally older, (see table 12) they have had more experience (see table 11), possess a higher terminal degree (see table 13), but have been exposed to fewer university courses in educational media (see table 14, 15). The relatively high correlations, .77 for Superintendents and .63 for Principals indicate a

close relationship between their perception of what is and what should be the role of the EMBC. Can this be interpreted to signify that they believe the existing educational media programs in their school district and secondary schools are of high quality and not in need of further development?

Although not significant, the correlation between existing and ideal role of the EMBC as perceived by the District Supervisor ($r = .35$) was higher than that of the EMBC ($r = .26$). Again, the District Supervisor is further from the position, but unlike the Superintendent and Principal, he indicated having more courses in educational media (see table 15) than any other category of respondents. Since his educational background is more media oriented, he has a different base upon which to indicate his perceptions.

It would appear that in the development of educational media programs within a school district, the Superintendent and Secondary Principal might act as barriers to such development. They perceive a high degree of relationship between what is and what should be, thus maintaining the status quo. Supervisors and EMBCs would appear to be more interested in the development of media programs and less satisfied with the existing educational media program.

The second group of hypotheses tested determined the relationship of perception between categories of respondents on the existing role of the EMBC. In all cases, no significant correlations were obtained, indicating that little relationship existed between categories of respondents in their perception of the existing role of the EMBC.

In testing the hypotheses related to the existing role of the EMBC the greatest relationship which existed was between Superintendent and Secondary Principal. This can possibly be attributed to the same factors used to explain the high correlations between Superintendents and Supervisors' perceptions of existing and ideal role of the EMBC. Individuals in these positions were generally more alike than any other combination of categories of respondents.

Little relationship existed between perceptions of the District Supervisor and EMBC of the existing role of the EMBC. Since these two categories are more media oriented, one would expect to find a greater relationship existing between these categories than any other combination. This, however was not the case. This may be caused by a different emphasis at the different higher education institutions where the respondents completed their undergraduate and graduate programs in educational media. It may also suggest

that the District Supervisor has little knowledge of what actually is done by the EMBC.

Somewhat unexplainable is the correlation ($r = .21$) which was found between perception of Superintendent and EMBC on the existing role of the EMBC. In all attributes, these categories of respondents are more unlike than any other combination of respondents.

However, in the analysis of the relationship of perception of the ideal role of the EMBC between categories of respondents, the obtained $r = .03$ for Superintendents and EMBCs was less than the r obtained for any other combination of respondents. This indicates that little correlation exists between how Superintendents and EMBCs perceive the ideal role of the EMBC.

In the testing of the remainder of Group III hypotheses, the relationship of perception between categories of respondents of the ideal role of the EMBC, no significant correlations were obtained, indicating that little relationship existed between categories of respondents in their perception of the ideal role of the EMBC.

The greatest degree of relationship existed between District Media Supervisors and EMBCs. Since both are media oriented and have had a greater number and greater variety of courses in educational media this result would be understandable. Although the obtained r was

not significant, it was the closest to approaching significance of those obtained in testing Group III hypotheses. (At 13 degrees of freedom it would have been significant.)

The obtained correlation coefficients, with two exceptions, indicated a greater degree of relationship in perception of the ideal role than in the perception of the existing role. The two exceptions being (1) between Superintendents and EMBCs, existing $r = .21$; ideal, $r = .03$, and (2) between Superintendent and Principal, existing, $r = .32$; ideal, $r = .31$. This may indicate that the respondents can agree on what should be the role of the EMBC, but have insufficient knowledge of what his existing role really is.

Possibly the relatively small number of cases, in several instances only fourteen, may have influenced the results when testing Group II and Group III hypotheses. In order to test relationship of perception between categories of respondents it was necessary to randomly select from the category with the greater population cases which would equal the population of the smaller category. Therefore, some differences may have occurred due to the randomization process utilized by the Computer Center to select the cases necessary to compute the r statistics.

The fourth analysis determined the relationship of perception between Administrators and EMBCs of the existing and ideal role of the EMBC. When the perceptions of Superintendents, District Media Supervisors, and Principals were collectively compared with the perceptions of EMBCs, no significant correlations were obtained. Correlations indicated a greater relationship existed between perceptions of Administrators and EMBCs on the existing role than on the ideal role. This is somewhat contrary to the relationships determined when testing Group II and Group III hypotheses. Generally, less relationship was found in the perception of the existing role, while a greater relationship existed in the perception of the ideal role. This does suggest that there is relatively little agreement as to what the role of the EMBC should be.

A one way analysis of variance test was utilized to test the Group V hypotheses, that no significant difference will exist among the four positions in the perception of the existing and ideal role of the EMBC. The obtained F scores were less than the table values of F needed to reject the null hypotheses, indicating that no significant differences in perception existed among the four categories of respondents on either the existing or ideal role of the EMBC.

Although a large number of respondents have been working in educational institutions for a considerable number of years, (56 indicated total experience of 16 or more years) it does not appear that the respondents have remained in the same position for a comparable period of time. Of the 56 respondents indicating 16 or more years of educational experience, only eight indicated having been in their present position for that period of time. The increased mobility, opportunity for advanced education, and possibility for promotion are all factors related to the findings. Since a relatively large per cent of the respondents (55%) had been in their position three years or less, they may not be as familiar with the duties and responsibilities of all specialists within the system. Thus, some of the discrepancies found and previously reported may be due to a lack of knowledge of what does happen in their district.

The higher the position in the structure of the school district, the greater the amount of experience of the incumbent. Superintendents tended to have more experience while EMBCs tended to have less experience. Likewise, Superintendents tended to be older, while the EMBCs tended to be younger.

Since the Superintendents and Principals tended to be older and more experienced, they may have had

their educational experiences prior to the rather recent surge in educational media. Although administrators are looked upon as leaders in developing educational programs with a school district it would appear that in many cases the administrator has not kept up "with the times" and is not properly and fully informed on the use of media in the schools of today. Thirty-eight per cent of the Superintendents and Principals responding indicated that they did not have any courses in educational media. Certainly with the advent of educational television, individualized instruction, team teaching, programmed instruction these administrators would have seen the need for their becoming better informed in the area of educational media. This lack of knowledge of the field of educational media certainly may have influenced the Administrators' perception of the EMBCs' role.

Also, this lack of knowledge of the potential of educational media may influence administrative decisions and act as a barrier to the development of sound educational media programs.

In examining the content of courses in media taken by respondents it is quite interesting to note that only seven of the fifty-two Superintendents and Principals had experienced a course in educational television, while only six of the respondents in these two categories had any exposure to a course in Graphic Production. It

would appear that decisions by administrators relative to these two areas might not always be made with the full knowledge of the effects of that decision.

The time devoted to the supervision of the media program reflects a changing attitude towards this role. Although not as extensive as an earlier study by McMahan (1963) in which she found that 87% of the EMBCs surveyed in Michigan had no released time, it was found that 34% of the respondents devoted 81 - 100% of their time to the supervision of the secondary school media program. Even with this trend, there exists room for improvement as 41% of the respondents indicated less than 20% of their time devoted to supervision of the media program.

An administration more knowledgeable in the field of educational media would be more receptive to requests for released time for EMBCs. Role definitions are necessary and responsibilities must be determined. Rather than act as a barrier to change, administrators should gain the knowledge necessary to assist them in promoting change.

Summary

The findings of the study have been presented and discussed in this chapter. Results of statistical testing of the generated hypotheses indicate a general

lack of agreement on the perception of the existing and ideal roles of the EMBC. Greater relationships were found to exist on the perception of the ideal role than on the perception of the existing role of the EMBC.

Demographic data indicated considerable mobility of respondents. Although many respondents had considerable educational experience, relatively few had remained in their present position for a long period of time. This newness to their position and a lack of exposure to university course work in educational media may have had an effect on their perception of the role of the EMBC. This was particularly true of administrators.

An encouraging trend was the development of EMBC positions in secondary schools to full time status. Although the trend was favorable, considerable change is also needed in this area.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The present research studied the correlation of perceptions of public school administrators concerning the role of the secondary school Educational Media Building Coordinator. Two dimensions were selected for investigation: (1) perception of the existing role of the EMBC, and (2) perception of the ideal role of the EMBC.

Seventy-two K-12 public school districts in Wisconsin comprised the initial population for the study. Each public school district within the state having 2,500 or more students, with the exception of Milwaukee which was considered atypical, was included in the initial population. This represented sixty per cent of the total school population within the state.

An introductory letter which included a description of the study was mailed to the Superintendent of each of the seventy-two school districts which met the criteria for inclusion in the study. Response to this initial request provided a population of forty-one school

districts which indicated a willingness to participate in the study. This represented fifty-seven per cent of the initial population--five districts, or seven per cent, failed to respond, either positively or negatively, to either the original letter or a subsequent follow-up letter.

A sixty-item, Likert-type questionnaire, developed with the cooperation of individuals knowledgeable and experienced in the field of educational media, was mailed to each Superintendent, District Media Supervisor, Secondary Principal, and EMBC identified by the Superintendents of the forty-one school districts responding affirmatively to the initial request. Thirty items indicated functions of a traditional role of the EMBC while thirty items indicated functions of a progressive role. Since it was considered desirable to have all items stated positively, it was necessary later to reverse score those statements indicative of a traditional role. An additional questionnaire elicited demographic data from individual respondents.

Not all of the role incumbents identified by the Superintendents responded to the questionnaire. One hundred-thirty-nine responses, or seventy per cent of the total possible, were received. Upon examination of the responses, forty-one were found to be unusable, in most cases because they were not complete in all

respects. Thus, the statistical analyses and conclusions presented are based upon ninety-eight respondents, or fifty per cent of the total population.

Five groups of statistical hypotheses were generated and tested. Eighteen individual hypotheses were encompassed within the five groups. Sixteen hypotheses in Groups I-IV were tested using Pearson product-moment correlation coefficients and an appropriate table of significant correlation values. The final two hypotheses, those in Group V, were tested using a one way analysis of variance and an appropriate table of F values.

The five groups of hypotheses tested were:

Group I--Determined the correlation, if any, which existed between the perception of the existing and ideal role of the EMBC when examined by category of position.

Group II--Determined the correlation, if any, which existed between categories of respondents in their perception of the existing role of the EMBC.

Group III--Determined the correlation, if any, which existed between categories of respondents in their perception of the ideal role of the EMBC.

Group IV--Determined the correlation, if any, which existed between the Administrators'

(Superintendents, District Media Supervisors, and Secondary Principals) and the EMBCs' perception of the existing and ideal role of the EMBC.

Group V--Determined if differences existed among the four categories of respondents in perception of both the existing and ideal roles of the EMBC.

In the calculation of the correlation coefficients to test the four hypotheses in Group I, two significant values were found, thereby enabling the rejection of the respective null hypotheses. Rejected was the null hypothesis concerned with the Superintendents' perception of the existing and ideal role of the EMBC and the null hypothesis concerned with the Secondary Principals' perception of the existing and ideal role of the EMBC. The two remaining hypotheses could not be rejected as the calculated r value was less than the table value of r with the appropriate degrees of freedom when testing for significance. These hypotheses were related to the District Media Supervisors' and EMBCs' perception of the existing and ideal role of the EMBC.

Group II hypotheses were tested to determine the correlation of perception between categories of respondents on the existing role of the EMBC. The

responses of each category of respondent were tested in relation to the responses of every other category of respondent. Therefore, six hypotheses were tested in this group.

None of the six hypotheses could be rejected as in each case the computed value of r was less than the table value of r at the appropriate number of degrees of freedom. Since this was the case, there were no significant r values.

Hypotheses tested in Group III were parallel to those tested in Group II. Whereas Group II hypotheses were related to perception of the existing role, Group III hypotheses were related to perception of the ideal role of the EMBC. Again, the responses of each category of respondent were tested in relation to the responses of every other category of respondent, thereby testing all six hypotheses in this group.

None of the six null hypotheses in Group III were rejected as in each case the computed value of r was less than the table value of r needed for rejection.

Although the computed r values were not of sufficient size to reject the null hypotheses in this group, it is significant that with two exceptions, the computed r values were greater when testing hypotheses related to the perception of the ideal role of the EMBC than when testing hypotheses related to the perception of the existing role of the EMBC.

There appears to be greater agreement on what the role of the EMBC should be than on what his role is, although it is not statistically significant.

The two hypotheses tested in Group IV determined the correlation, if any, which existed between Administrators and EMBCs, of the perception of the existing and ideal role of the EMBC. In the testing of each hypothesis the computed r value was considerably less than the table value needed for rejection. Thus, both hypotheses in Group IV, were not rejected.

A one way analysis of variance test was conducted to determine the significance of the two hypotheses tested in Group V. This final analysis determined if differences existed among the four categories of respondents in perception of both the existing and ideal roles of the EMBC. In the testing of each hypothesis the obtained F value was less than the table value needed for rejection. Thus, we failed to reject both hypotheses in Group V. Although neither F value obtained was significant, considerable difference existed between the two F values. In testing the hypothesis related to the perception of the existing role of the EMBC, the obtained F value was less than one, while the obtained F value in testing the hypothesis related to the perception of the ideal role of the EMBC approached significance at $\text{Alpha} = .05$.

As indicated, each respondent was requested to complete a Personal Data Questionnaire in addition to the questionnaire on role perception. The demographic data obtained were utilized to assist in the interpretation of the findings as discussed in Chapter IV. Additionally, information compiled from the Personal Data Questionnaire was used to obtain a better picture of the education, experience, and responsibilities of those individuals working as District Media Supervisors and Building Coordinators.

Problems Encountered in Study

Several difficulties were encountered during the conduct of the study. A difficult time schedule which resulted in the mailing of questionnaire materials late in the school year undoubtedly reduced the number of responses received. There was insufficient time to conduct a follow-up to the initial mailing of the questionnaire to the role incumbents as designated by the Superintendent. Related to this difficulty was the apparent mis-identification, in a number of cases, of role incumbents by the Superintendents. A number of questionnaires were returned with a note indicating that the individual did not occupy the role even though he had been so identified by the Superintendent.

A problem related to the testing of Group II, III, and IV hypotheses was the unequal number of cases

in each category of respondent. In computing the r statistic it is necessary to have an equal number of cases in each category. To obtain this equal number of cases in the testing of each hypothesis in the aforementioned groups, it was necessary to select randomly from the category having the greater number of cases, the number of cases equal to the number of cases in the category of respondents having the lesser number of cases. This selection process, although done randomly, may have had some influence on the resultant statistics.

A related difficulty was the relatively small number of cases, fourteen, in the category of District Media Supervisor. Although it was expected that this category would have the least number of cases, the number responding was below expectations. Additionally, only eighteen of the twenty-four identified District Media Supervisors did respond, and four of these responses were unusable.

Although extreme care was used in the design of the items included in the questionnaire there may have been some semantic problems which did exist. Hopefully these would be minimal and would not have an adverse affect on the findings of the study.

In analyzing the demographic data it appears that the respondents have generally been quite mobile, many

having occupied their present position for a short period of time--three years or less. Although relatively new in their position most are not new to education with only two respondents indicating that they had three years or less of experience.

Although nearly ninety per cent of the respondents had earned an advanced degree, a number of individuals were identified as incumbents of a position for which they apparently were not legally certified. A number of individuals identified as District Media Supervisor or EMBC apparently do not meet the minimum requirements for those positions as established by the Wisconsin Department of Public Instruction.

An encouraging finding was that fifty-seven per cent of the District Media Supervisors who responded indicated that they devoted over eighty per cent of their time to supervision of the district media program. Thirty-four per cent of the EMBCs indicated that they devoted a like amount of time to the supervision of the secondary school media program.

Conclusions

Several conclusions are made from the findings summarized above.

1. Since those individuals (Superintendents and Principals) farthest from the position in question

(EMBC) indicated a higher correlation in their perception between the existing and ideal role of the EMBC it can be concluded that they believe the existing educational media program approaches the ideal and thus they may serve as a barrier to change in the continued development of the present media program.

2. Since superintendents and principals, who are in positions to make decisions relative to the educational media program, indicated having relatively little formal preparation in educational media, they may not have the necessary expertise or knowledge on which to base decisions which would enhance the quality of the existing educational media program.

3. Since little agreement was indicated between categories of respondents as to the perception of either the existing or ideal role of the EMBC, it may be concluded that incumbents of different positions within the school structure perceive a role differently due to the differences in educational background, experience, and interests of their reference group.

4. Since greater agreement was evidenced between categories of respondents in perception of the ideal role of the EMBC than in perception of the existing role, it may be concluded that individuals from different reference groups may have similar perceptions of what a particular role incumbent should do, but

because they do not have first hand knowledge of what the role incumbent actually does, differences in perception of the incumbents' existing role will result.

5. Since Administrators perceive the existing and ideal roles of the EMBC differently than does the EMBC, conflict may arise between the expectations of the Administrators and the performance level of the incumbent EMBC.

6. Since some individuals identified as role incumbents by the Superintendent apparently lack the necessary qualifications to be certified by the Department of Public Instruction for the position they hold (District Media Supervisors and EMBCs) their perception of the existing and ideal role of the EMBC may be clouded due to lack of preparation and experience in educational media.

7. Although respondents had considerable educational experience, most had occupied their present position for a relatively short period of time, suggesting a high mobility rate for individuals in leadership positions within the educational institutions of the state.

Implications for Future Research

Although the study of role perception is not new, the present study examined perception of a role which apparently had not previously been investigated in this manner.

1. The first recommendation would be to replicate the study using the population of a state having an educational system and program comparable to that of Wisconsin. In any attempt at replication, however every effort possible should be made to increase the number of respondents in all categories. Because of the structure of the public school system it will generally be impossible for all categories of respondents to have the same number of cases, therefore, the randomization process used to test certain hypotheses must still be utilized. Each district has only one Superintendent and only one District Media Supervisor which severely limits the number of cases in each of these two categories. The size of the remaining categories is much more likely to encompass a greater number of cases.

2. The inclusion of the classroom teacher would add an entirely different dimension to the present study. If the perceptions of classroom teachers were solicited and compared with the responses reported in this study, an additional problem would be encountered as the size of this group would certainly dominate all others.

3. Since the communication between individuals will assist in the "breaking down" of barriers between these individuals, the determination of the kind and

quantity, as well as the direction, of communication which takes place between incumbents of the roles under consideration may prove to be extremely valuable in analyzing role perception. Therefore, a future study may examine the communication which takes place between role incumbents.

4. Still another dimension to consider would be the determination of relationship of perception among those individuals within the same school district. This would indicate the relative agreement or disagreement on perception of the role incumbent within that particular school district. This could possibly be expanded and districts may be compared with other districts.

5. Inclusion of school board members may not produce any significant results. This inclusion would bring the position of the EMBC more prominently before them and possibly increase their awareness of the individual in this role.

6. Although more time consuming and more costly, perhaps the gathering of relevant data through interview techniques may produce more significant results. This may also assure greater participation and would tend to eliminate semantic problems created by the use of a printed questionnaire.

7. The securing of data related to school district budget, per pupil expenditure, expenditures for equipment

and materials, inventory of district owned equipment, and a description of facilities available for use with educational media may make the obtained statistics more meaningful. Therefore, the inclusion of other variables may produce additional information which will help to present a better picture of how others perceive the role of the EMBC.

Reflections

Following the completion of a study such as this, it is easier to look back at the problem and reflect upon its possible ramifications. At the same time effort should be made to ensure that the findings presented are interpreted in light of the total educational structure and program, not in terms of the limited area of concern of this study.

1. The EMBC--Hopefully, the EMBC will not interpret the results as indicating that his perception of his role is that which is most desirable. He must continually examine and re-examine himself and his role, not only in terms of the total educational program, but in terms of his impact upon others as well. He cannot assume that his role is the ideal and therefore be satisfied in maintaining the status quo. He must be concerned with all aspects of the educational media program as discussed in Chapter II by Norberg and Erickson. Just as any other

individual within the school structure, the EMBC may also act as a barrier to change.

2. Examination of Role--A more dramatic examination of role must be undertaken. What is the relation of the role to the educational program which it seeks to support? What is the relation of the role to the functioning of the total educational system? The EMBC should not develop his role to do an effective job of supporting the present program if that program is one which is not educationally sound and is one which possible should not be in existence. He, along with the other educational professionals, is responsible for providing the most relevant educational program possible for the students in his particular institution.

3. Colleagues of the EMBC--No individual within the educational system should function in a vacuum, isolated from all others. Not only must the EMBC re-examine his role, but his colleagues must do likewise. Each reference group has developed a set of functions which are to be undertaken by individuals within their group. Curriculum specialists, media specialists, subject matter specialists, and classroom teachers all have done this. A periodic self-examination by all is essential. In the development of educational programs, the cooperative efforts of all professional educators should be encouraged. Each can bring the expertise of

his particular reference group to bear on the problem and the resultant product will be more relevant to the target audience.

4. Role of the University--The university, in many instances, is perpetuating an intolerable and unsound educational program. Preparation programs leave much to be desired and individuals are coming to the public schools unprepared to meet the challenge presented by the changing society in which we live. In order to create an impact upon society one function of the university in cooperation with public schools, would be to examine its own programs and develop relevant and realistic preparation programs based upon recognized research. A second function would be to develop models for change which may be applied to problems which exist in the schools. Further, meaningful relationships must be developed between university faculty and public school personnel which would allow for greater interchange of ideas and information between the theorist and the practitioner. Finally, the university faculty should be available for the conducting of in-service education programs which are meaningful to the public school personnel involved, thereby encouraging and providing for growth of the professional staff. With this changing function of the university, a much more meaningful relation between the university and public

school personnel may come about and the university will have available a laboratory which can be used to test models for the improvement of instruction.

In conclusion, no person is an island in himself. He must interact with other individuals in many aspects of his professional life. Although this study indicates that the school administrator, be he superintendent or principal, may act as a barrier to change relative to the development of educational media programs due to his perception of the existing and ideal role of the EMBC, it must be recognized that others within the school system, including the EMBC, may also act as a barrier to such change. It is the responsibility of all professional educators to be concerned with the development of quality educational programs designed for, and relevant to, the youth of today in our rapidly changing society. Thus, change is a cooperative effort and not the sole responsibility of any one single reference group within our society.

APPENDICIES

APPENDIX A

LIST OF SCHOOL DISTRICTS
INCLUDED IN STUDY

LIST OF SCHOOL DISTRICTS
INCLUDED IN STUDY

Antigo	Kenosha	Rice Lake
Appleton	Kimberly	Rothschild
Ashwaubenon	La Crosse	Sauk-Prairie
Ashland	Madison	Shawano
Baraboo	Manitowoc	Sheboygan
Beaver Dam	Marinette	Shorewood
Beloit	Marshfield	South Milwaukee
Brookfield	Medford	Sparta
Browndeer	Menasha	Stevens Point
Burlington	Menomonee Falls	Stoughton
Cedarburg	Menomonie	Sun Prairie
Chippewa Falls	Merrill	Superior
Cudahy	Monona Grove	Tomah
Eau Claire	Monroe	Two Rivers
Fond Du Lac	Muskego	Watertown
Fort Atkinson	Neenah	Waukesha
Franklin	New Berlin	Waupun
Germantown	Oak Creek	Wausau
Green Bay	Oconomowoc	Wauwatosa
Greendale	Oshkosh	West Allis
Greenfield	Portage	West Bend
Hamilton	Port Washington	Whitefish Bay
Janesville	Racine	Whitnall
Kaukauna	Rhineland	Wisconsin Rapids

APPENDIX B

INITIAL LETTER TO SUPERINTENDENTS

Under the direction of Dr. James Page, Professor of Education and Director, Education Resource Center, Michigan State University, East Lansing, Michigan, I am conducting a study of the administrator's perceptions of the role of the secondary school educational media (audiovisual) coordinator. (Educational media and audiovisual will be used synonymously.)

All school districts in Wisconsin having 2,500 or more students have been included in the design of the study. Your school district meets this criterion.

I have elected to conduct this study in Wisconsin because as of June, 1969, I will become a member of the faculty at Wisconsin State University-Oshkosh. Therefore, the results will be much more meaningful and useful to me in my work in the School of Education than if the study were done elsewhere.

How an individual perceives an activity or role is one determinant of how he will behave towards that role. This study will investigate how the role of the educational media building coordinator is perceived by various levels of administration.

Since it is of utmost importance that replies from administrators of all districts be received, I am writing to request your indication of willingness to participate in the study prior to a distribution of the questionnaire.

Each superintendent, district media supervisor, secondary school principal, and secondary school media building coordinator in the school district will be requested to complete a questionnaire. This should require no more than one-half hour of your time. There will be no questions which will require additional time to gather information to enable you to respond.

Questionnaire materials will be mailed to those individuals within your school district shortly after receipt of a letter indicating your willingness to participate.

Mr. Robert Wheeler, Wisconsin Department of Public Instruction, has provided me with a listing of individuals currently working in media positions. However, he indicated that this list is not all inclusive, nor is it entirely accurate; thus, to ensure accuracy and completeness, would you please provide the information requested on the enclosed sheet and return it to me in the enclosed, self-addressed, stamped envelope.

It would be appreciated if this initial questionnaire would be completed and returned no later than May 10.

If there are any questions you wish to have answered, please feel free to write or call.

For your participation, a copy of the results of the study will be made available to you upon completion of the study.

Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads "Edward Anderson".

Edward Anderson
Research Consultant
Title VI-B Institute
Michigan State University
517-353-8840 (Office)
517-484-9892 (Home)

APPENDIX C

FORM FOR SUPERINTENDENTS' REPLY

EDUCATION RESOURCE CENTER
113 ERICKSON HALL
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

Legal Name of School District _____

Address _____

City _____ County _____

Willingness to Participate in Study Yes ____ No ____

Please List the Names of the Following Individuals:

Superintendent of Schools _____

District Media Supervisor _____

Secondary School Principals

Name	School
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Secondary School Educational Media Building Coordinators

Name	School
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX D

FOLLOW-UP LETTER TO SUPERINTENDENTS

College of Education . Instructional Resources Center

I am writing once again to ask your help with respect to our study of how administrators perceive the role of the secondary school educational media building coordinator.

Our records indicate that, as of this date, we have not received your reply to our initial questionnaire, requesting that you and other administrators in your district participate in our study.

Due to the limited population with which we have to work, each response will contribute significantly to the results of the study.

In the event that the original questionnaire was misplaced, we have enclosed another along with a stamped, return envelope, for your convenience.

A reply, either affirmative or negative, would be appreciated at your earliest convenience. Questionnaire materials will be mailed to those individuals within your school district immediately upon receipt of a letter indicating your willingness to participate.

Thank you for your cooperation; we certainly hope to hear from you in the very near future.

Sincerely,

Edward Anderson

Edward Anderson
Research Consultant
Title VI-B Institute
Michigan State University
517-353-8840 (Office)
517-484-9892 (Home)

APPENDIX E

COVER LETTER TO PARTICIPANTS

COLLEGE OF EDUCATION • INSTRUCTIONAL RESOURCES CENTER

May 16, 1969

In the development of instructional programs at the University level, it is imperative that we seek from public school administrators their perceptions of roles for which we are preparing individuals.

We are soliciting your assistance in providing us with input information in a study being conducted at Michigan State University, East Lansing, Michigan. Superintendents, district media supervisors, secondary principals, and building media coordinators in Wisconsin school districts are being surveyed. The superintendents have been contacted and have given their support to the project as has Mr. Robert Wheeler of the Wisconsin Department of Public Instruction.


Your assistance in this project will be greatly appreciated and the information derived will be put to use in the development of instructional programs in educational media. Due to the rather limited number of respondents it is necessary that a reply be received from each. All individual responses will be treated confidentially. Names have been requested if follow-up correspondence is necessary.

The study is being conducted in Wisconsin as the investigator will be joining the faculty of Wisconsin State University--Oshkosh as of June 16, 1969. Thus the results will be of use in Wisconsin as well as here at Michigan State. Also, the results will be made available to Wisconsin superintendents.

Please complete the enclosed background information questionnaire and the enclosed role perception questionnaire. Upon completion place it in the enclosed self-addressed stamped envelope and return it. We would appreciate these returned prior to May 30.

Once again, thank you for your assistance.

Sincerely,



James L. Page
Professor of Education



Edward Anderson
Research Consultant

APPENDIX F

QUESTIONNAIRE

Directions: Indicate how you PERCEIVE the role of the Educational Media Building Coordinator as it exists in your school district today. Also, in the appropriate column, indicate how you PERCEIVE this role as it would ideally be in your school district.

Use the following scale to indicate your Perceptions:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Use this statement as the introduction to all items:

"I perceive the role of the EMBC as one who should: _____"

	<u>EXISTING</u>	<u>IDEAL</u>
1. Pick up and deliver materials from a central media center.	_____	_____
2. Assist teachers in the production of audiovisual materials.	_____	_____
3. Have in his formal training courses in curriculum development.	_____	_____
4. Organize and maintain an inventory control system.	_____	_____
5. Be chief administrator of a building instructional materials center.	_____	_____
6. Assist teachers in selecting materials on the basis of principles derived from learning theory.	_____	_____
7. Have had teaching experience prior to assuming this position.	_____	_____
8. Assist teachers with selection of audiovisual materials.	_____	_____
9. Deliver materials and equipment to classroom.	_____	_____

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Use this statement as the introduction to all items:

"I perceive the role of the EMBC as one who should: _____"

	<u>EXISTING</u>	<u>IDEAL</u>
10. Be familiar with results of research studies which have implications for using audiovisual materials in teaching.	_____	_____
11. Be responsible for the operation of a photographic laboratory.	_____	_____
12. Have secretarial and clerical help.	_____	_____
13. Mount and laminate pictorial material.	_____	_____
14. Perform simple maintenance techniques, such as replacing projection lamps, etc.	_____	_____
15. Be responsible to the school librarian in the operation of a building instructional materials center.	_____	_____
16. Collect statistics on the use of audiovisual materials and equipment.	_____	_____
17. Develop individualized instructional programs.	_____	_____
18. Prepare overhead transparencies for the teachers.	_____	_____
19. Attend state and national audio-visual conferences.	_____	_____
20. Direct the production of 8mm films.	_____	_____
21. Classify and catalog materials for teacher use.	_____	_____
22. Establish procedures for evaluation of preview materials.	_____	_____

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Use this statement as the introduction to all items:

"I perceive the role of the EMBC as one who should: _____"

	<u>EXISTING</u>	<u>IDEAL</u>
23. Conduct in-service education programs for teachers in the operation of equipment.	_____	_____
24. Assist students in preparation of audiovisual materials for class project activity.	_____	_____
25. Have a position equivalent to a department chairman.	_____	_____
26. Serve as a member of all curriculum committees.	_____	_____
27. Organize and maintain a student audiovisual service group.	_____	_____
28. Develop and produce programed instruction materials.	_____	_____
29. Purchase audiovisual materials for classroom use.	_____	_____
30. Administer the ordering of films for teachers within the building.	_____	_____
31. Plan and prepare the audiovisual budget for the building.	_____	_____
32. Have been a classroom teacher in the building he now serves as Educational Media Building Coordinator.	_____	_____
33. Conduct in-service education programs for teachers in the utilization of audiovisual materials.	_____	_____
34. Acquire materials from sources of free materials.	_____	_____

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Use this statement as the introduction to all items:

"I perceive the role of the EMBC as one who should: _____"

	<u>EXISTING</u>	<u>IDEAL</u>
35. Design and prepare tape-slide presentations for public relations programs.	_____	_____
36. Direct the production of educational television programs within the building.	_____	_____
37. Assist in evaluation of the applications of educational media.	_____	_____
38. Administer a film production facility.	_____	_____
39. Be responsible for the school duplicating services.	_____	_____
40. Serve as photographer for school related activities.	_____	_____
41. Be responsible for the storage and retrieval of realia and models.	_____	_____
42. Administer a graphic production facility.	_____	_____
43. Assist teachers to identify and state instructional objectives.	_____	_____
44. Consult with teachers in solving instructional problems.	_____	_____
45. Schedule equipment for use by teachers.	_____	_____
46. Establish and maintain a resource file on audiovisual materials and equipment.	_____	_____
47. Have a position above that of a department chairman.	_____	_____

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Use this statement as the introduction to all items:

"I perceive the role of the EMBC as one who should: _____"

	<u>EXISTING</u>	<u>IDEAL</u>
48. Serve as liaison between teachers and district audiovisual supervisor.	_____	_____
49. Store and maintain films, filmstrips, etc.	_____	_____
50. Help plan for the design, modification and allocation of space for audio-visual instruction.	_____	_____
51. Be familiar with the systems approach to problem solving.	_____	_____
52. Establish a favorable climate for the use of educational media.	_____	_____
53. Prepare photographic slides.	_____	_____
54. Have in his formal training courses in change theory.	_____	_____
55. Be responsible for setting-up audio-visual equipment for presentations by visitors.	_____	_____
56. Prepare tape recordings that require transcription from records.	_____	_____
57. Serve as coordinator for field trips.	_____	_____
58. Direct the production of 16mm films.	_____	_____
59. Assist teachers in selecting materials on the basis of principles derived from communication theory.	_____	_____
60. Help teachers operate equipment in their classrooms.	_____	_____

APPENDIX G

PERSONAL DATA SHEET--
SUPERINTENDENTS

1.

2.

3.

4.

5.

6.

PRINCIPAL QUESTIONNAIRE
Background Information

1. Number of years in present position _____
2. Number of years as principal prior to assuming this position _____
3. Position immediately prior to assuming present position _____
4. Total number of years of teaching, supervisory, and administrative experience _____

5. <u>Degree Earned</u>	<u>Institution</u>	<u>Year</u>
B. A. _____	_____	_____
M. A. _____	_____	_____
SPEC. _____	_____	_____
Ed. D. _____	_____	_____
Ph. D. _____	_____	_____

6. Age (Check)
- 20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____ Over 60 _____

7. Number of university courses taken which related directly to educational media _____

8. Institution(s) at which these were taken:

9. General Content Areas of Above Courses: (Please check)

Television _____	Cinematography _____
Photography _____	Programmed Instruction _____
General Survey _____	Graphic Production Techniques _____
Media Research _____	Administration of Media Programs _____

10. Number of teachers in building _____
-

Name _____

School _____

APPENDIX J

PERSONAL DATA SHEET--EDUCATIONAL
MEDIA BUILDING COORDINATORS

EDUCATIONAL MEDIA BUILDING COORDINATOR
Background Information

1. Number of years in present position _____
2. Number of years as coordinator prior to assuming this position _____
3. Position immediately prior to assuming present position _____
4. Released time to perform duties (Number of periods per day and length of period) _____
5. Duties (if any) in addition to media responsibility _____

6. Number of technicians or paraprofessionals under your supervision (excluding students) _____
7. Total number of years of teaching, supervisory, and administrative experience _____
8.

<u>Degree Earned</u>	<u>Institution</u>	<u>Year</u>
B. A. _____	_____	_____
M. A. _____	_____	_____
SPEC. _____	_____	_____
9. Age (Check)
20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____ 60 _____
10. Number of university courses taken which related directly to educational media _____
Number of semester hour credits earned in these courses _____
11. Institution(s) at which these were taken:

12. General Content Areas of Above Courses: (Please check)

Television _____	Cinematography _____
Photography _____	Programmed Instruction _____
General Survey _____	Graphic Production Techniques _____
Media Research _____	Administration of Media Programs _____

Name _____ School Dist. _____

APPENDIX I

PERSONAL DATA SHEET--PRINCIPALS

APPENDIX K

IDENTIFICATION OF PROGRESSIVE AND
TRADITIONAL ROLES OF EMBC

IDENTIFICATION OF PROGRESSIVE AND TRADITIONAL
ROLES OF THE EDUCATIONAL MEDIA
BUILDING COORDINATOR

	<u>PROGRESSIVE</u>	<u>TRADITIONAL</u>
1. Pick-up and deliver materials from a central media center.		X
2. Assist teachers in the production of audiovisual materials.		X
3. Have in his formal training courses in curriculum development.	X	
4. Organize and maintain an inventory control system.		X
5. Be chief administrator of a building instructional materials center.	X	
6. Assist teachers in selecting materials on the basis of principles derived from learning theory.	X	
7. Have had teaching experience prior to assuming this position.		X
8. Assist teachers with selection of audiovisual materials.	X	
9. Deliver materials and equipment to classrooms.		X
10. Be familiar with results of research studies which have implications for using audiovisual materials in teaching.	X	
11. Be responsible for the operation of a photographic laboratory.		X
12. Have secretarial and clerical help.	X	
13. Mount and laminate pictorial material.		X
14. Perform simple maintenance techniques, such as replacing projection lamps, etc.		X

	<u>PROGRESSIVE</u>	<u>TRADITIONAL</u>
15. Be responsible to the school librarian in the operation of a building instructional materials center.		X
16. Collect statistics on the use of audiovisual materials and equipment.	X	
17. Develop individualized instructional programs.	X	
18. Prepare overhead transparencies for the teachers.		X
19. Attend state and national audio-visual conferences.	X	
20. Direct the production of 8mm films.		X
21. Classify and catalog materials for teachers use.		X
22. Establish procedures for evaluation of preview materials.	X	
23. Conduct in-service education programs for teachers in the operation of equipment.		X
24. Assist students in preparation of audiovisual materials for class project activity.	X	
25. Have a position equivalent to a department chairman.	X	
26. Serve as a member of all curriculum committees.	X	
27. Organize and maintain a student audiovisual service group.		X
28. Develop and produce programmed instruction materials.	X	
29. Purchase audiovisual materials for classroom use.		X

	<u>PROGRESSIVE</u>	<u>TRADITIONAL</u>
30. Administer the ordering of films for teachers within the building.		X
31. Plan and prepare the audiovisual budget for the building.	X	
32. Have been a classroom teacher in the building he now serves as Educational Media Building Coordinator.		X
33. Conduct in-service education programs for teachers in the utilization of audiovisual materials.	X	
34. Acquire materials from sources of free materials.		X
35. Design and prepare tape-slide presentations for public relations programs.	X	
36. Direct the production of educational television programs within the building.	X	
37. Assist in evaluation of the applications of educational media.	X	
38. Administer a film production facility.	X	
39. Be responsible for the school duplicating services.		X
40. Serve as photographer for school related activities.		X
41. Be responsible for the storage and retrieval of realia and models.		X
42. Administer a graphic production facility.		X
43. Assist teachers to identify and state instructional objectives.	X	
44. Consult with teachers in solving instructional problems.	X	
45. Schedule equipment for use by teachers.		X

REVERSE SCORED

- | | |
|--|---|
| 50. Help plan for the design, modification and allocation of space for audiovisual instruction. | |
| 51. Be familiar with the systems approach to problem solving. | |
| 52. Establish a favorable climate for the use of educational media. | |
| 53. Prepare photographic slides. | X |
| 54. Have in his formal training courses in change theory. | |
| 55. Be responsible for setting-up audiovisual equipment for presentations by visitors. | X |
| 56. Prepare tape recordings that require transcription from records. | X |
| 57. Serve as coordinator for field trips. | |
| 58. Direct the production of 16mm films. | X |
| 59. Assist teachers in selecting materials on the basis of principles derived from communication theory. | |
| 60. Help teachers operate equipment in their classrooms. | X |

APPENDIX L

ITEMS REVERSED SCORED

IDENTIFICATION OF ITEMS WHICH WERE
REVERSED SCORED

	<u>REVERSE SCORED</u>
1. Pick up and deliver materials from a central media center.	X
2. Assist teachers in the production of audio-visual materials.	X
3. Have in his formal training courses in curriculum development	
4. Organize and maintain an inventory control system.	X
5. Be chief administrator of a building instructional materials center.	
6. Assist teachers in selecting materials on the basis of principles derived from learning theory.	
7. Have had teaching experience prior to assuming this position.	X
8. Assist teachers with selection of audio-visual materials.	
9. Deliver materials and equipment to classrooms.	X
10. Be familiar with results of research studies which have implications for using audiovisual materials in teaching.	
11. Be responsible for the operation of a photographic laboratory.	X
12. Have secretarial and clerical help.	
13. Mount and laminate pictorial material.	X
14. Perform simple maintenance techniques, such as replacing projection lamps, etc.	X
15. Be responsible to the school librarian in the operation of a building instructional materials center.	X

REVERSE SCORED

- | | |
|--|---|
| 16. Collect statistics on the use of audiovisual materials and equipment. | |
| 17. Develop individualized instructional programs. | |
| 18. Prepare overhead transparencies for the teachers. | X |
| 19. Attend state and national audiovisual conferences. | |
| 20. Direct the production of 8mm films. | X |
| 21. Classify and catalog materials for teacher use. | X |
| 22. Establish procedures for evaluation of preview materials. | |
| 23. Conduct in-service education programs for teachers in the operation of equipment. | X |
| 24. Assist students in preparation of audiovisual materials for class project activity. | |
| 25. Have a position equivalent to a department chairman. | |
| 26. Serve as a member of all curriculum committees. | |
| 27. Organize and maintain a student audiovisual service group. | X |
| 28. Develop and produce programmed instructional materials. | |
| 29. Purchase audiovisual materials for classroom use. | X |
| 30. Administer the ordering of films for teachers within the building. | X |
| 31. Plan and prepare the audiovisual budget for the building. | |
| 32. Have been a classroom teacher in the building he now serves as Educational Media Building Coordinator. | X |

APPENDIX M

ADDITIONAL RESPONSIBILITIES OF
DISTRICT MEDIA SUPERVISORS

ADDITIONAL RESPONSIBILITIES OF
DISTRICT MEDIA SUPERVISORS

1. Supervisor of Curriculum
2. Supervisor of Instruction
3. Library Supervisor

APPENDIX N

ADDITIONAL RESPONSIBILITIES OF EMBCS

ADDITIONAL RESPONSIBILITIES OF EMBCS

1. Supervise Instructional Materials Center
2. Supervise Library
3. Administrative Assistant
4. Attendance Supervisor
5. Department Head--Social Studies
6. Teach Mathematics
7. Teach Electricity and Electronics
8. Teach Driver Education
9. Teach Industrial Arts
10. Teach Physical Science
11. Teach United States History

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