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A STUDY OF THE LEVEL OF PARTICIPATION OF
MINISTERS IN CONTINUING EDUCATION IN THE WEST
MICHIGAN ANNUAL CONFERENCE OF THE UNITED
METHODIST CHURCH AND ITS RELATIONSHIP WITH
THEIR PERCEIVED MANAGEMENT OF ROLE CONFLICT.

MICHIGAN STATE UNIVERSITY, PH.D., 1978

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**A STUDY OF THE LEVEL OF PARTICIPATION OF MINISTERS
IN CONTINUING EDUCATION IN THE WEST MICHIGAN
ANNUAL CONFERENCE OF THE UNITED METHODIST CHURCH
AND ITS RELATIONSHIP WITH THEIR PERCEIVED MANAGEMENT
OF ROLE CONFLICT**

By

Lowell F. Walsworth

A DISSERTATION

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in partial fulfillment of the requirements
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**Department of Higher Education and Administration
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ABSTRACT

A STUDY OF THE LEVEL OF PARTICIPATION OF MINISTERS IN CONTINUING EDUCATION IN THE WEST MICHIGAN ANNUAL CONFERENCE OF THE UNITED METHODIST CHURCH AND ITS RELATIONSHIP WITH THEIR PERCEIVED MANAGEMENT OF ROLE CONFLICT

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1. Problem

Ministerial role conflict seems to have a destructive effect on the professional and personal lives of clergypersons. It has been reported by numerous authors that role conflict is one of the reasons for men and women leaving the Christian ministry. This study attempts to discover what affect Continuing Education has had on a randomly selected sample of United Methodist ministers serving pastoral charges (churches) in the West Michigan Annual Conference.

2. Design

A series of ten research questions were formulated and a sample of 67 was randomly selected. Two data collection instruments, a questionnaire and a personal interview, were administered.

The data were organized and the questionnaire results were analyzed by computer. The principal measures chosen were frequency distributions, tests of correlations, and crosstabulations to indicate dependency or independency among the variables.

3. Conclusions

It appears that a minister's ability to function in his profession is affected by factors, among which include his perceived sources of role concept and his agreement with them.

There appears to be a lack of congruency among the ministers of the sample as to what Continuing Education really means. The research definition contained four specific aspects of Continuing Education:

- as a learning experience**
- as meeting personal and/or professional needs**
- as having specific goals**
- as following an intentional program**

Only 28.4% of the sample included all of these points in their personal definition.

The data obtained and analyzed in this project does not indicate clearly that Continuing Education is helpful to the minister's management of role conflicts in his personal or professional lives. It did affirm that ministers tend to perceive Continuing Education as helpful in their role conflict management, particularly with their Pastor-Parish Relations Committee and with their wives and children. The extent to which a minister tends to participate in Continuing Education seems to be dependent upon his current feelings about and agreement with ministers with whom he had contact as a youth. There was also a strong correlation with his level of participation in Continuing Education and the influence his wife and children have on his current role concept.

4. Suggestions for Further Research

Research into the affect of Continuing Education on the personal and/or professional lives of ministers.

Research into the affect of parents on future professional role concepts of their children.

Research into the sources of role conflict and its affects on the ministers' personal and/or professional lives.

Research into the affect of the relationship between the minister's spouse and family and his district superintendent and bishop in relation to his professional life.

ACKNOWLEDGMENT

A study of this magnitude is never a solo venture. Thank you to all those persons who have assisted this research and the development of this paper.

A very special thanks to my editor, friend, and wife Jan. Without her love and suggestions, work and faith, this study would not have been completed. To Dian Devlin who did more than type, my thanks for a job well done. To my guidance committee, Dr. Gordon Thomas, Dr. Floyd Parker, Dr. James Snoddy, please accept the gratitude that is felt. To my friend, advisor and mentor, Dr. Walter Scott, please accept a profound thank you. To my son Eric and daughter Sarah, now comes the hope that their father might give them the time they have given up for this enterprise.

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INTRODUCTION

The negative effect of role conflict appears to be a serious problem in the Christian ministry. For many ministers, there seems to be incongruity between their personal role concept and that ministerial role concept held by those persons with whom he interacts as he practices his profession.

This researcher fully acknowledges the presence and accomplishments of the women who serve the church as Christian ministers. As the randomly selected sample for this study contained only men, I have used the masculine gender throughout the work.

CHAPTER I

THE PROBLEM

A. Background of the Study

Man's technology has advanced more in the past century than over all of human history. This rapid advance has required more sophistication in his ideas, many of which have challenged traditional, social, and religious mores. While this has been true throughout history, these challenges have a greater impact on us as individuals than our ancestors because of our interdependency in a shrunken world created by our technology in mass communication systems. An isolated incident anywhere in the world can become worldwide headlines within hours.

While our ability to communicate quickly has increased and our knowledge of events is extremely current, there seems also to be an increased awareness of the existence of deep social distance between people. It is becoming more and more incorrect to assume you understand another individual's concept of his role in life or society. There are wide spaces between assumptions and actual concepts. Jeffrey Hadden has written that the church in America is suffering from the effects of such perceptual distances. His research leads him to assert that clergy holds to one set of beliefs and ideas concerning the church and these ideas differ from those held by the laity.¹ These perceptual distances may be seedbeds from which destructive misunderstandings emerge.

The more communication takes place, the more knowledge one gains of others in the communication enterprise. Miller and Steinberg state that conversation

is the process by which information is exchanged which may enhance the possibility of social distance.² A conflict of roles may well follow. Social distance between the minister and members of the congregation seems to have increased as communication technology has improved.

The minister who has spent more of his productive life as a student and then as professional clergy may not completely comprehend the role and pressures of the laity. The laity on the other hand does not have the experiential background to understand the clergyman as a fellow human being. The perceptual distance may well lead to social distance. Role conflict may now become a distinct possibility.

In recent years many studies have been conducted examining the personal and vocational condition of the professional ministry.³ These studies have contributed definitions of role conflict and its causes. This information is most welcome as one attempts to discover a workable solution to the problem of the negative effects of role conflict.

Edgar Mills has identified at least three forms of role conflict resulting from conflicting demands: conflicting internal demands, external demands, and conflicts from internalized norms. Such illustrations of conflict, discussed more completely at a later point, exhibit the complexity of the minister as institutional leader, representative of the faith, community conscience, caring person, human being, and family member.⁴ Conflict can result in any of these areas or a combination of them.

Getzels, Campbell, and Lipham theorize that role conflict in social agencies arises when the role expectation of the social agency is incongruent with the personality disposition of the individual doing the tasks assigned by the agency.⁵

If a minister is to serve his people effectively, it seems he must recognize his obligation to stabilize his own conflicts and become competent in assisting others to do the same. In order to do this, he must be given the tools with which to work. Rouch claims that competence is in fact having the tools with which to work. One such tool, he claims, is a growing knowledge of himself and the world around him. He must be involved in the process of continuous growth.⁶

The need for continuous personal growth is becoming apparent. Business, education, and the worlds of different professions are sensing the value and needs of continuous learning.

The movement toward Continuing Education is having a significant impact on the laity of the church. More men and women are finding it necessary to participate in learning experiences designed to improve their skills and understand of their professional and occupational tasks. The membership of the United Methodist Church is largely made up of persons related to the professions and management.⁷ The minister who would serve these laymen must have control over his own professional life, and be in a position to understand the task demands and life situations of his congregation. Continuing Education seems to be a process that can deliver the needed data that would enable the clergyman to meet his needs and the growth needs of his parishioners.

B. Purpose of Study

Because of the nature of the world we live in, all people experience some degree of tension in their daily lives. A low level of tension may be a creative force, keeping one on his or her toes with regard to the challenges of the

profession or job. High levels of tension may detract from an individual's effectiveness. The purpose of this study is to research one source of tension among ministers--role conflict -- and the effect Continuing Education may have in reducing its negative effects.

Role conflict is a complex reality with many modes of expression. One of the best known is that of the externally structured role conflict as referred to earlier by Miller. Fichter's example of a role conflict mode is his conception of the priest's role as being caught in the cross fire between the bureaucratic norm of his superiors, the professional norm of his colleagues, and the popular norm of the laity he is to serve.⁸ Examples of this type of conflict can also be found in Campbell and Pettigrew's study of the Little Rock situation under the Eisenhower administration.

A second mode of role conflict can be observed as the tension between norms and values internalized by clergy and those coming out of the needs or pressures of the work situation. Blizzard describes the dilemma of the minister as being forced by external pressures to spend time doing what he least values and feels least prepared to do well. James Gustafson described the primary problem of the minister as that of making relevant ancient truths. Demerath and Hammond identified role conflicts as coming from the minister who becomes involved with concerns which overlap the expertise of other occupations more than the core of role activity of his ministry.⁹

A third mode of conceptualizing role conflict places the primary collision of values within the minister himself. The clergyman creates for himself a continuing struggle by internalizing mutually incompatible values and expectations. This

struggle most certainly has a negative effect on the performance of his ministry. Another way of expressing this mode is by referring to conflict models of practice. Edgar Mills calls this experience "post-seminary reality shock." The model of practice learned in the seminary may not fit the reality of the individual parish. When this occurs the minister experiences stress and conflict between the two modes of practice which gives rise to confusion and frustration.¹⁰

Larson related a somewhat similar mode and describes it as the disparity between achievement and service motives. Larson states that many clergy have been torn between honoring internalized norms of love, justice, and the potential risk of advancement and achievement that honoring these norms might cost. Stress, frustration, and conflict occur when the minister has internalized mutually incompatible values and hopes.

The purpose of this study is to discover if a personally planned program of continuous learning (Continuing Education) plays a significant role in reducing the negative effects of role conflict. Larson states that continuous learning programs may have a positive effect but this to date has not been tested.¹² It is the purpose of this study to examine the relationship between role conflict and Continuing Education.

C. Definition of Terms

In this portion of the chapter, I am attempting to define the basic terms related to the study.

Church "Church (Church), n. (Br. Kyriakon, the Lord's House)

1. A building for public worship, especially Christian worship."¹³

If one were to ask a stranger on the street to define church, his response would

most likely be somewhat similar to the above. For the purposes of this study, I am not interested in a building, but in the group of individuals who congregate together to participate in those activities they perceive to be the work and will of God, through Jesus the Christ. This concept of church can be traced through the Hebrew "gahal" meaning "a meeting or gathering of the people" and the Greek "ecclesia" meaning "a meeting or gathering." The significance of the "gahal" traces back even previous to the gathering of the children of Israel before the Mount of Horeb in the Old Testament. "Ecclesia" is used often in the New Testament in reference to the early Christian's gatherings for prayer, instruction, and deliberation. From the earliest of times, the concept of church has been social in nature and structure. It is thus logical to conclude that the church, as a social institution, is equally subject to the dynamics and stresses of other social institutions.

Ministry

Throughout the Old Testament, God sent messengers to communicate his Word. Moses, Amos, Elijah, and Jeremiah are examples. In the New Testament, Jesus was sent by God to serve as a prototype for the ministry of the Christian Church. The role of the minister is to serve as an enabler in the process of reconciling man with God.¹⁴

Ordination

Ordination is the rite commissioning an individual to serve the Church as administrator/priest/prophet/counselor. It is an act of celebration to mark the commencement of a new stage in the individual's devotion to God.¹⁵

In most mainline denominations of today there are two orders of clergy, Deacons and Elders. Both are traced back to the New Testament.

Deacons Orders is the first of the two orders of clergy in the United Methodist Church. This order is usually granted to candidates after one year of seminary and the successful completion of a written examination over the Discipline of the United Methodist Church.

The Elders Orders are granted after the candidate has completed seminary, served for a specified period of time in a church under the supervision of the District Superintendent, and has been accepted by a vote of an Annual Conference.

For this study, I will be studying only Elders who have graduated from an accredited seminary and are currently serving pastoral appointments (churches).

Toward the Definition of Continuing Education

1. Most individuals possess a certain degree of ability to adjust to change. Change is the mother of learning; without its pressures our lives would most certainly remain status quo.

The early Greek philosopher Heraclitus saw the universe chiefly in terms of flux. He recognized even then the effects of change on man.¹⁶ The existence of change and the need to deal with it is one of the few constants in man's life. Educators have long since claimed that change is a process of learning and Continuing Education involves the purposeful attempt to organize and manage these various encounters.

2. "Through Continuing Education a person and his world come to terms and he becomes what he is within it."¹⁷

Continuing Education assumes or aspires to a state in which the learner recognizes change as constant and attempts to manage the conflicts born of change. It seems that where conflict exists learning and/or education is available. The

education of the individual is dependent upon his or her ability to manage life conflicts or responses to change. Professor Kleis of Michigan State University states:

"Continuing Education as a profession is concerned with enhancing the quality of human life through rational accommodations between changing persons in a changing world.

"Continuing Education proceeds from the assumptions that:

1. As a person matures and changes and as various factors of his world (family, work, finance, government, etc.) change, his relationship to them must change.
2. Rational change requires effective and well-ordered learning, and
3. Improved quality of life is dependent upon change in both communities (development) and persons (learning)...

"Through Continuing Education mature persons, individually and corporately, may achieve unprecedented levels of freedom or they may be effectively albeit happily enslaved. Without it, in a rapidly changing world, freedom is dubious indeed. With it, freedom is possible, but by no means fully assured. For me, explicitly or implicitly, entirely and rightly, one is in possession of his senses, is immersed in it. This as a rational and human process is not so much to attain it but to manage it. His alternative is to permit it to be managed by others or to exert himself."¹⁸

Dr. Mark Rouch is more precise in his definition than some. To him, Continuing Education is an individual's personally designed learning program which begins when basic formal education ends and continues throughout a career and beyond. An unfolding process, it links together personal study and reflection and participation in organized events.

Rouch claims this is a working definition. He seems to be saying that Continuing Education is an individual's own process of self-development. It is not to be confused with happenstance learning or with what some scholars may call informal education. It is more closely related to nonformal education as it demands intention

and organization, but the organization is the product of the individual's own intentional effort to grow and perceive himself to be more competent in the world of change. Continuing Education proceeds from formal education and then pushes an individual's learning beyond a degree program and lasts as long as the individual intends.¹⁹

Mr. Connolly C. Gamble, Jr. defines Continuing Education as a systematic sustained study. In his chapter entitled "The Lifelong Process of Learning," in Biersdorf's book Creating An Intentional Ministry, he views Continuing Education as a definitive process.²⁰ He claims that this process is never achievement. It is something that is never finished. If the individual designs his program he may put together some units leading towards an academic degree, but the process continues beyond the earning of any and all degrees.

Continuing Education continues as long as the individual is actively engaged in his profession. Once again we note an agreement between Rouch and Gamble in that Continuing Education is both systematic and a process and this agreement extends itself to Kleis and many others in the academic field. Continuing Education is a nonacademic individual seeking definition.

The working definition of Continuing Education utilized in this study is a combination of Gamble, Kleis, and Rouch.

Continuing Education is a self-imposed study process, that may include degree programs but is active far beyond the degree. The self-development program continues as long as the individuals wish or are involved with personally organized and intentional study.

Continuing Education associated with the ministry may well be needed to assure a more effective ministry, church, and quality of Christian witness.

Role

Role is a most important analytic unit of a social agency or institution. Getzels, Lipham, and Campbell indicate that role is the behavior that is expected of persons.²¹ Linton states that a role exists when an individual puts his rights and duties into effect.²² The World Book Encyclopedia Dictionary defines role as "an actor's part in a play: a part played in real life."²³ A role then seems to be a prescribed set of behaviors expected of a person.

Role Concept

World Book Encyclopedia Dictionary defines concept as "a general notion; idea of a class of objects."²⁴ Getzels, Lipham, and Campbell come very close to this as they define role expectation -- a collectivity of precepts that formulate a general body of behavioral demands. In this study, I am using role concept as Getzels used role expectations -- it represents the set of prescribed behaviors an individual is called upon to perform.

Role Conflict

If an individual within a social system finds himself in conflict with the system's role concept of his position, the dilemma that occurs is defined as role conflict. Larson defined the phenomenon as social distance.²⁵ This represents the feeling that role conflict is destructive and according to Elton Mayo, Professor at Harvard Business School, is unnatural.²⁶ Role conflict shall be defined as the incongruous relationship between the role concept of the social system and the need-disposition of the individual who is to play that prescribed role.

Getzels and Guba have diagrammed the relationship between the person and the social system as a totality. Figure 1 graphically illustrates the role and its

relationship with the actor's personality and the role concepts relationship with the personality's need-disposition.²⁷

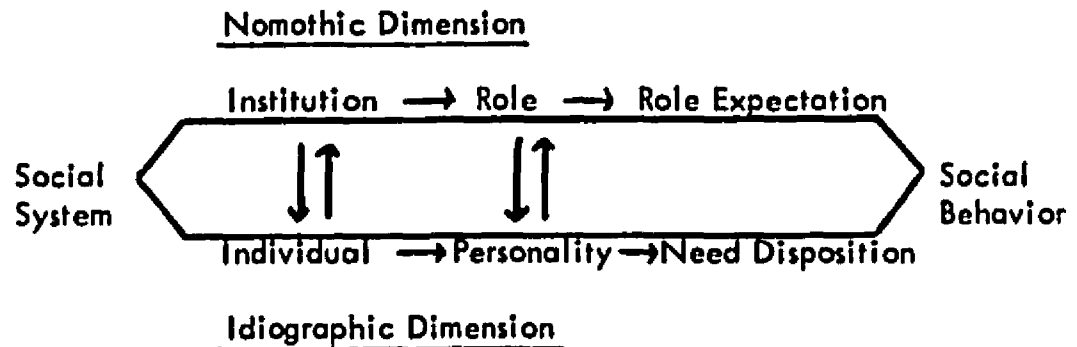


Figure 1

Need Disposition

An individual's own mental organizational tendencies which appear to give unity and direction to that person's behavior.

Need

The mental drive that seeks balance or that which is perceived as satisfaction.

Perception

The process by which an individual privately views or interprets his world. It is related to H. A. Murray's 1958 concept of "press" which deals with the general nature of the environment and determines the individual's gratification or frustration of a need.

D. Research Questions Introduced

The following portion of this chapter will introduce those questions that this researcher will attempt to answer. These questions stem from the major concern

of the dissertation, namely, does a minister's level of involvement in Continuing Education affect his perceived ability to manage his perceived role conflicts.

Question Number I - Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage perceived role conflicts?

Question Number II - Is there a relationship between the minister's perceived source of role concept and his perceived ability to manage role conflicts?

Question Number III - Is there a relationship between the minister's agreement with perceived role concept sources and his ability to manage role conflicts?

Question Number IV - Is there a relationship between the minister's level of participation in Continuing Education and his perceived level of importance in the community?

Question Number V - Is there a relationship between the minister's perceived level of importance in his community and his perceived ability to manage perceived role conflicts?

Question Number VI - Is there a relationship between the level of the minister's participation in Continuing Education and his role concept sources?

Question Number VII - Is there a relationship between the minister's perceived level of participation in Continuing Education and his perceived relationship with his District Superintendent?

Question Number VIII - Is there a relationship between the minister's level of participation in Continuing Education and his perceived relationship with the local church's Pastoral Relations Committee?

Question Number IX - Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage his perceived role conflict with his wife and family?

Question Number X - What is the distance, if any, between the respondents definition of Continuing Education and the definition used in this paper?

E. Statement of Possible Relationship Between Continuing Education and the Individual Minister's Perceived Ability to Manage His Perceived Role Conflicts

To educate is to encourage personal development within the individual.

The mission of adult Continuing Education is to enable adults to reach more advanced levels of maturation and personal enlightenment.²⁸

Malcolm Knowles has stated that an ultimate need of an individual is to achieve complete self-fulfillment through the development of the potentialities. He claims that there is increasing evidence appearing in psychological literature that self-development is a universal need, and that the need is satisfied when balance is achieved between the demand of the person's task or role and the feeling of accomplishment and the perception of positive recognition.²⁹

F. Overview of Dissertation

Chapter II will contain a review of related literature. It is written to enable the reader to experience foundational research that contributes understanding to this project. The chapter, itself, will be divided into two divisions: First, a review of those studies and pieces of literature that give substance to this research. Secondly, the reader will find a summary statement that collects those major ideas and concepts that give direction and aid in understanding more completely this search for information.

Basic to any research is its design. Chapter III will contain a discussion that defines the population, the sample, and the method by which the sample was isolated, and the measures to be used. The research questions will also be restated and discussed along with the operational design. Finally, the reader will discover a brief analysis of the results from the instruments. This statement will serve as a bridge to the material offered in Chapter IV.

Chapter IV will contain a more complete and precise analysis of the results and will also present a statement of importance concerning each of the research questions.

This study and its associated report may not bring in the perfected form of the Kingdom of God. However, the significance of this research hopefully will be observed in the growth of understanding of the minister's self-image and his perceived ability to manage his own perceived role conflict. It will be very interesting and valuable to observe if their levels of participation in Continuing Education affect their role concepts, role conflicts, and their relationships with Church's members, the Church's leaders, and their own families.

CHAPTER II

REVIEW OF LITERATURE

A. Overview of the Organization and Content of Chapter

The concern of this study is the role Continuing Education is perceived to be playing in the professional and personal lives of a random sample of ministers serving United Methodist Churches in the West Michigan Annual Conference. It is the purpose of the chapter to review pertinent literature relating directly to this concern. The resources for this chapter are research articles, research reported in books, and unpublished informational papers. The focus on the information gained from these resources concerned the Christian ministry, its role and function, the minister's perceived role concepts and related conflicts. It also focused on the values and functions of Continuing Education as it relates to role and role conflicts.

The central purpose of this dissertation is to deal with the possible correlation between possible interdependency between these variables. The scarcity of published material delving into the relationship between Continuing Education and the professional ministry was very influential in the choice of a dissertation subject.

B. Professionalism and the Ministry

The Christian Ministry has as its foundation the commission of Christ to preach the Gospel of Jesus and to serve those sacraments related to His service.³⁰

"Go, then, to all peoples everywhere and make them my disciples: baptize them in the name of the Father, the Son and the Holy Spirit, and teach them to obey everything I have commanded you. And I will be with you always to the end of the age." ³¹

St. Paul speaks of the ministry as a service. In his letter to the church of Corinth, he leaves little doubt as to his perception of the meaning and purpose of the Christian ministry.

"You should think of us as Christ's servants, who have been put in charge of God's secret truths. The only thing required of such a servant is that he be faithful to his master." ³²

The Book of Discipline of the United Methodist Church declares "Ministry in the Christian Church is derived from the ministry of Christ, the ministry of the Father through the incarnate Son by the Holy Spirit." ³³

Thus far, we have been working under the assumption that the ministry is a profession, and the minister who serves within the institutional church is a professional.

Dr. James D. Glasse, in his book Profession: Minister, quotes Ernest Greenwood's article "The Attributes of a Profession" in an attempt to lay a foundation of understanding of the nature of being "Professional."

"A (professional) career is essentially a 'calling,' a life devoted to 'good works.' The term 'calling' literally means a divine summons to undertake a course of action. Originally, it was employed to refer to religious activity. The Protestant Reformation widened its meaning to include economic activity as well... Presumably, then, any occupational choice may be a response to a divine summons... Professional work is never viewed as a means to an end; it is an end in itself... Devotion to work itself imparts to professional activity... a total personal involvement. The work invades the afterwork life... To the professional person his work becomes his life. Hence the act of embarking upon a professional career is similar in some respects to entering a religious order." ³⁴

Professionalism, at least for Glasse, means committed devotion to a life task. Dr. Mark Rouch and Dr. John Biersdorf both strongly assert that the minister is

a professional leader. They claim that the minister must not only be committed to Christ and our Father God, but must also exceed certain levels of competency within the enterprise to which they are committed.³⁵ Rouch writes, "He (the minister) learns for the sake of others. The minister learns in order to serve."³⁶

Dr. Samuel Blizzard in an article entitled "The Protestant Parish Minister's Integrating Roles" viewed the minister as a professional because he organizes his own work calendar and evaluates his own work. He sees the minister as being goal oriented, and as one who has set goals that bring service to the point of real human needs. He brings something of the perceived strength of God through his competence and skills.³⁷

Dr. James Glasse in his book, Profession: Minister, clearly views the minister as a professional. It is his contention that the minister should reaffirm his vocational identity as a professional. He identifies the professional in this way:

"A professional is identified by five characteristics. (1) He is an educated man, master of some body of knowledge. This knowledge is not arcane and esoteric, but accessible to students in accredited educational institutions. (2) He is an expert man, master of some cluster of skills. These skills, while requiring some talent can be sharpened by practice under supervision. (3) He is an institutional man relating himself to society and rendering his service through a historical social institution of which he is partly servant and partly master. Even when he has a 'private practice,' he is a member of a professional association which has some control over his activities. (4) He is a responsible man, who professes to be able to act competently in situations which require his services. He is committed to practice his profession, according to high standards of competence and ethics. Finally, (5) he is a dedicated man. The professional characteristically 'professes' something, some value for society. His dedication to the values of the profession is the ultimate basis of evaluation for his services."³⁸

The ministers of most of the mainline churches seem to meet Glasse' criteria. They are called to the ministry by their commitment to God and the nature of His being. These ministers serve according to their understanding of God and submit themselves to the church's professional organization.

The charge of professionalism in the ministry then, means devotion to service, the learning of a body of knowledge, and the continual renewal of skills and attitudes of competency. It is the opinion of this researcher that the case for professionalism in Christian Ministry is well made and I proceed in this study under the attitude and perception that the Christian Minister is indeed a professional leader.

C. The Role of the Minister and Professionalism

What is the minister's role in his church and in his community? In Chapter I, "role" was defined as a prescribed set of behaviors expected of a person. What role expectations do congregations, church officers, and community members have of the minister? How do these individuals see the minister and do their perceptions and expectations affect his (the minister's) self-image and role concept?

Here again, it is Glasse who writes that the image of the ministry held by religious and secular communities is cloudy, confused and often unattractive. He reports that Daniel Jenkins saw a poster in Great Britain in 1930 that read: "All persons in the above age group are required to register for the National Service except lunatics, the blind and Ministers of Religion."³⁹

Glasse identified three distinct ministerial images. The first is that of a calling for a particular kind of person, thus producing personality cast images. He illustrates this point by quoting Vitich & Bensman's book, Small Town in Mass Society, page 14:

"To a large extent (the minister's) success in the community is determined by the personal equation almost irrespective of his religious beliefs... The minister must be able to 'get along with people' by being a 'good fellow' and by being non-controversial and non-political. It is paradoxical that the Baptist minister who represents the most controversial

religious views is also regarded personally as one of the best ministers in town. In his day-to-day relation with people he is friendly, personable, 'says hello to everybody,' and never discusses religion or politics. People in violent disagreement with his theology cannot dislike him and, in fact, many accept him and excuse his theology because they like him personally."⁴⁰

The second image of the minister focuses on his relation to the church as an institution. The ministry cannot be viewed in terms of the minister's personality, but only by viewing the minister within the church setting. His personal ministry is not of first import, but the church's ministry which he leads.

In the third image that Glasse uses, he insists that the ministry be understood primarily in occupational terms, as a calling opposed to choosing a profession. The minister is often excluded from occupational categories because his work is seen as similar to and encompassing aspects of other occupations and professions.

Richard Niebuhr, in his book, The Purpose of the Church and Its Ministry, suggests that the minister be understood as a "Pastoral-Director." He cares for the needs of his people as he conceives, directs, and administrates those programs that meet those needs.⁴¹

Glasse indicates that there are too many images of the ministry, and this multiplicity of images leads to confusion. Confusion may hinder the communicative process between the ministry, the laity, his colleagues, and his denominational leaders.

This confusion of images can be described in the following career continuum as it relates the image portrayed at each stage of development:

1. Motivation for Ministry

At this stage of development the future minister is given a strong motivational image of the ministry. The objective of this image

is to bring the person to the point of perceiving himself to be called into the ministry.

2. Education for Ministry

The professional training school (seminary) offers a new image that may well cancel out the motivational image.

3. The Practice of Ministry

The new graduate goes into the field and confronts his colleagues and laity who suggest that what he has learned in seminary won't work. The new minister is then presented still another image.

Glasse feels that what is needed in the professional ministry is a more constant image, one that can be foundational and built upon as the minister progresses in his service to God through the church:

1. Motivation for Ministry (Recruitment)
2. Education for Ministry (Seminary)
3. Practice for Ministry (Professional)
4. Continuing Education (Expertise)
5. Sustained Motivation (Morale) 42

A more sustaining image through these stages of development may assist the minister in realizing his role more accurately and correctly perceiving the expectations of his laity more precisely.

What are the role expectations of the layman for the minister? The process of bringing a task from the perceptual state to the actual may appear to be simple, but it is not. It seems that the layman may well see the ministry much like Gaylord

Noyce, namely, through the eyes of other professions. Noyce suggests that the minister is much like the politician. This means that there may be role confusion in the ministry and the minister is made to look like something he is not in order to describe what he is. It would seem that the ministry lacks sufficient clarity and cannot be identified as a reality on its own.

Confusion of roles may well lead to lack of understanding by both clergy and laity of the tasks related to ministry. This then might lead the minister into role conflicts that could devastate his effectiveness both as a professional and as an individual.

The role of the minister as described by their nomothetic force, the laymen of the local church he serves, and the superiors within the denominational structure must be discovered, explored, and analyzed. We have already seen the confusion of roles that seems to be all too prevalent. We will now attempt to cut through that apparent muddle of confusion and discover more exactly the role expectations held by the laity and that of the minister's denominational superiors.

Research dealing with the role expectations of the minister seems to be lacking, especially from the layman's point of view. Ministers, professors, men from the theological world seem to be more organized in their expressions of ministerial role concept and expectation. Finding research dealing with the laity was difficult and produced only limited results.

The only detailed study dealing with the question of the laity's perception of the role of the minister that this researcher could discover was done by David S. Schuller, Milo L. Brekke and Merton P. Strommen under a grant from the Lilly Endowment Inc. This research attempted to discover the qualities most respected and desired

in the minister. It seems logical to associate qualities desired and respected with tasks to be done. Therefore, it was hoped that this study would prove helpful. It was!

In their publication Readiness for Ministry Volume I Criteria, the characteristics of ministers were ranked by their respondents and the resulting clusters were then analyzed and organized into descriptive sections. This study included some 850 specific items and was completed by over 2,000 people across the spectrum of church life who were randomly selected from 47 denominations. A later revised and shorter questionnaire of some 444 items taken from the original study was used to secure 4,895 usable answer sheets:

"The Readiness Project, launched May 1973, seeks to develop ways of assessing readiness for the practice of professional ministry. Its purpose, as defined in the proposal that secured its funding, reads as follows:

"The general strategy for the project will be to identify areas and criteria of readiness used by widely differing groups in American religious life, to develop and test characteristics, and to publish these measures, introducing them to the religious community and seminary populations with specific helps for their use.

"This statement of purpose is a response to a pervasive sense of need among educators. For them there is a growing conviction that the only valid test of an educational system lies in the results it effects in its graduates. Denominational leaders are also coming to share this conviction. They find that the questions a congregation raises about a potential minister do not concern the number of courses completed but revolve about such areas as wisdom and knowledge, pastoral skills, psychological maturity, and the strength of faith."

Under the section entitled "Ministries to Persons Under Stress," five skill filled qualities were described:

1. Perceptive Counseling - Reaching out to a person under stress with a perception, sensitivity, and warmth that is feeling and supportive.

2. Enabling Counseling - Using high levels of understanding and skill to work through serious problems.
3. Ready Availability - Responding immediately with care and sensitivity to hurting people in crisis situations.
4. Counseling as a Pastor - Using theologically-sound counseling approaches to help people cope with personal problems, using resources of faith.
5. Caring from Existential Involvements - Becoming personally involved in the mutual exchange among persons who seek to learn through suffering. ⁴³

In reading Blizzard, Smith, Biersdorf, Rouch and many others, we can discover that ministers and laity alike perceive the clergy as a professional who is personally, at the living-feeling level, involved with people. This quality renders the minister unlike many of his colleagues in other professions.

We have seen evidence of subjective expectation in the area of pastoral counseling. A similar subjectivity appears in the general level of expectation within the sample studied by Schuller, Brekke and Strommen. These perceptions indicate the ranking qualities regarding the minister's personal faith commitment. These expectations from the nomothetic stance tend to place the minister in a servant-leader role much like that of Richard Niebuhr.

In Table 5 of the Schuller, Brekke and Strommen report, the six highest ranking qualities (expectations) that cluster (placed in order of rank):

1. Service Without Regard for Acclaim - Accepting personal limitations and believing the Gospel, being able to serve without concern for public recognition.
2. Christian Example - Personal belief in the Gospel that manifests itself in generosity and a life of high moral quality.
3. Acknowledgment of Limitation - Acknowledgment of limitations and mistakes, and recognizing the need for continual growth and learning.

4. Religious Commitment - Profound consciousness of God's redeeming activity in life, living out of a sense of call to Christ's mission with freedom and courage.
5. Acknowledgment of Own Humanity - Openly facing the ambiguities of life, the struggles of faith, and the disappointments of ministry.
6. Acceptance of Counsel - Seeking to know God well through the counsel and ministry of others. ⁴⁴

As a professional, personally involved with his task, the minister's very life becomes perceived as an instrument through which his work is done. Here lies the genius, as well as the trap of possible conflict within the profession.

These expectations are subjective in nature. Therefore they demand the attention of the minister if congruity is to be attained between the nomothetic and idiographic dimensions of the church.

Within the idiographic dimension of the denominations, attempts have been made to clarify the perceived role of the minister. Some studies have been made. Samuel Blizzard, in an article published in the journal Pastoral Psychology breaks the minister's role into operative tasks:

1. Preacher
2. Priest
3. Pastor
4. Teacher
5. Organizer
6. Administrator

Glasse takes these practitioner roles and correlates them with a criteria of professionalism in order to test the relationship between the ideal of the professional ministry against the tasks and practice of the parish minister. In attempting this, he uses skillfully the tasks of ministry as listed by Blizzard. He produces a helpful statement that brings understanding to the basic question, "What does the minister do?" ⁴⁵

1. The Preacher Is An Educated Man

He preaches. He is schooled or trained in Biblical understanding, theology, church history, and other practical disciplines such as pastoral psychology and church administration. The minister preaches to some purpose. His end product is related to goals and the meeting of needs within the congregation. "He will know not only what he is preaching, but why he is preaching." 46

The preacher is also classified as an expert man and as an expert he will work to improve his performance. He feels he must devote himself to study methods of communication. He will experiment with different methods of preparing sermons, their deliverance, and the evaluation of his performance.

The preacher is an institutional man. He preaches not only to his congregation's perceived spiritual and psychological needs, but serves at those stated times when the institution requires his services.

The preacher who is professional is a responsible man. He brings his abilities and competences to the evaluation process and subjects these factors to the highest professional standards, be it intellectual, institutional or matters of individual skill.

2. The Minister is a Priest

The term "priest" will be defined in this study as the one person who is responsible for the conduct of corporate worship. In that role, he is an educated man and he does not repeat ritual without thought or variation. His worship construction is based on his perceptions of the

role of worship and the spiritual and emotional, religious needs of the people he serves.

The minister-priest is a responsible person. The minister's role as the priest will differ according to denomination and church tradition. The United Methodist minister evaluates his performance as priest according to the liturgical standards of his denomination's tradition. The Christian Reformed minister evaluates his performance according to his church's tradition. Traditions may differ, but in each case the minister, as a professional, must subject his practice to self-evaluation in relation to the standards related to his practice as priest.

The minister-priest is a dedicated man. The minister does his task even when he does not feel it. Being professional demands a sense of detachment. Even as a doctor heals, he may not be healthy himself. Even as a lawyer gives legal advice, yet needs a lawyer himself. The minister moves towards his task with creative, intentional detachment. His work continues even though his life is full of external and internal turmoil. The minister practices and functions when the situation demands and his functioning may not be predicted by his feelings nor emotions at the moment.

3. The Minister Is A Pastor

The minister-pastor is prepared for his role as a pastor by education. He is an educated man. He is expected to know not only the Bible and its affect and effect on human life today, but also the psychological dynamics of the human personality.

The attainment of psychological knowledge brings the minister-pastor towards being an expert man. His skill may be similar to that of a therapist as his role as minister takes precedence; however, his profession is ministerial, not medical or psychological. If men who minister become specialists in pastoral counseling, the question can be raised as to the nature of their profession. Are they psychotherapists or ministers?

The minister as pastor guides and cares for those persons who would seek his guidance and insofar as the minister perfects his skill, he is the pastor.

The minister-pastor is an institutional man. He has special responsibilities to a particular definable group of people. Being responsible to these people, however, does not detract from the fact that he is still a minister of Jesus the Christ, committed to the service of people in need.

The professional pastor is also a responsible man and in this capacity the minister has the opportunity to subject his pastoral work to the highest possible professional standards. The methods and systems developed for clinical pastoral education help provide the needed criteria for investigation. Seminaries are attempting to affect change in the attitudes of their students and condition them towards self-evaluation and its associated demands.

The pastor as the dedicated man is hopefully freed from his need to play God to his congregation. While he is committed to the care of

parishioners, he does what he can within the range of his learning and competence -- and the limitations of his ministerial authority-- he joins with others in the service of men. He is a professional pastor: educated, expert, institutional, responsible, and dedicated.

4. The Minister As The Professional Teacher

The clergyman is a master of a particular body of knowledge. His education has given him not only the theory and the pragmatics of his profession, but has also charged him with the responsibility to teach.

The minister-teacher is an expert man. He strives to attain the ability and competence to teach others what he knows and to learn from them what they have to share. Expertise in education is not for the minister's advantage, but for the church's edification.

The minister-teacher is an institutional man in two significant aspects:

First, the institution as historic community makes the minister responsible for carrying on a tradition of teaching. Whatever the methods (personal instruction, catechetical classes, organized church schools, study groups), the minister has stated responsibilities for teaching. Over two hundred years ago John Wesley was impelled to remind his ministers of their responsibility. "Wherever there are ten children in a society, spend at least one hour with them twice a week. And do this, not in a dull, dry formal manner, but in earnest, with your might...Do it as you can, til you can do it as you would." Wesley makes it clear being a teacher is part of the job, an institutional requirement.

The second aspect in which the minister as teacher is an institutional man is also suggested by Wesley. The minister is to organize and administer structured programs of teaching. While Wesley would be dismayed by some of the teaching in the churches today, he would be delighted by the fact that even some adults are enrolled in classes. The Sunday School movement in America, for all its failings, has produced an educational institution second only to the public schools in size and scope. The minister is responsible for its administration.⁴⁷

The minister-teacher's self-discipline as a responsible person in his activities and role as teacher demands his own willingness to continue to learn. He seeks the best assistance possible to perfect his work as teacher. He will submit his practice to evaluation, judging it on the basis of two criteria:

- a. His own effectiveness as a teacher
- b. His abilities to train others to be teachers in the educational program of the church. ⁴⁸

The minister-teacher is a dedicated man. He must be a devotee of inquiry. His dedication is not to learning in general, even though he respects total education, but to that learning that informs the faith and edifies the church.

5. The Minister As Professional Organizer/Administrator

The roles of professional organizer and administrator seem to be functions of a more contemporary nature.⁴⁹ Unlike the other roles, these two seem to be without theological-Biblical feedback; however, the qualities of these

ministries certainly revert back to the motivation behind one's organizational endeavors and administrative style. At this level, the minister's theological and Biblical background certainly influence his work as an organizer and administrator. He distinguishes between them in a rather simple way. The minister as administrator manages things to assure the smooth operation of the institution.

Glaspe offers the opinion, "It seems to me that most ministers are at least professional in these roles."⁵⁰ On the basis of interviews and personal experience, I must agree.

The minister as organizer/administrator may appear less than professional. There is an apparent need for seminary courses and experiences to train and educate ministers to administer and to organize more effectively. Expertise in administration and organization appears to come to the minister more from experience in the field after ordination and Continuing Education than by seminary training.

Glaspe states that while church administrative publications and experiences are useful, they are more or less folklore, how-to, and do-it-yourself in spirit. This is an area where professional standards need to be explored and developed.

The minister-administrator-organizer is in the ministry as an institutional man. The minister is responsible for the quality of worship and the educational programs of the church. The institution, namely the congregation, appraises his work, along with the denominational officers. Many laymen seem to be realizing more and more the need for positive and creative organization and creative administration.

The minister (organizer-administrator) as a responsible man has difficulty establishing and maintaining himself as a professional for two reasons:

"First, in his role as organizer and administrator, his performance is most open to public appraisal in statistical and financial terms. As a preacher he may want to evaluate his sermons simply on the basis of sound homiletical principles, but as organizer and administrator he must be concerned for size of congregation and the amount in the collection plate. Second, in these roles, he is most directly in competition with his professional colleagues." ⁵¹ Recognition and discussion of this situation with both laity and church superiors is difficult and may appear to this minister as demeaning and unethical, but real nonetheless.

With minister-organizer/administrator as the dedicated person, the anti-institutional bias of many ministers becomes more than apparent. His role as the organizer of committees to do administration of the church's programs is seen as incongruous to the work of expressing the love of his neighbor. Perhaps this is changing. Glasse quotes Richard E. Moore and Duane L. Day:

"Many of the sociologically-oriented theologians and theologically-oriented sociologists, writing the books that diagnose the sickness of the church...seem either largely unaware or completely skeptical of the church as organization...Unless the administrative machinery is put to work...wide-spread renewal will not be forthcoming. Insofar as relevance has been achieved on more than a chance or occasional basis, responsible church administration has been involved." ⁵²

Robert Spike put it in a personal conversation:

"The choice before us is not whether we will be prophetic or bureaucratic. We must learn how to be prophetic bureaucratically." ⁵³

In much of the literature I have reviewed, it is becoming more and more clear that the dedication credited to ministers is not blind devotion without thoughtful

intention toward a goal, but rather dedication toward an image and the devotion to a process leading to successful attainment of that image. Dedication seems more wisely associated with effective organization and intentional administration.

The preceding view of the Preacher, Priest, Pastor, Teacher, Organizer, and Administrator and the role association with the qualities of the professional seem to indicate the minister is professional. It was helpful to this researcher to view Glasse's "The Professional Perspective" relating the M.D., the lawyer, and the teacher to the clergyman:⁵⁴

THE PROFESSIONAL PERSPECTIVE

<i>Professional =</i>	<i>Educated +</i>	<i>Expert +</i>	<i>Institutional +</i>	<i>Responsible +</i>	<i>Dedicated</i>
NAME OF PROFESSIONAL	BODY OF KNOWLEDGE	CLUSTER OF SKILLS	STANDARD OR ETHICS	INSTITUTION IN SOCIETY	VALUE OR PURPOSE
Doctor	Medicine	Medicine	Oath	Hospital	Health
Lawyer	Law	Law	Canon	Court	Justice
Teacher	Education	Teaching	Certification	School	Learning
Clergyman	Divinity	Ministry	Vows	Church	Love of God and Neighbor

Figure 3

The process of becoming a minister entails becoming educated (four years of college and at least three years of seminary), expert (learning skills and processes including Bible, history, theology, sociology, psychology, and communicative arts); institutional (meeting the requirements for annual conference membership and being appointed to a charge); responsible (he is amenable to both his conference and his laity); dedicated (he is devoted to God and to mankind).⁵⁵

The recognition of these professional perspectives is essential in understanding the work of the minister, i.e., his functioning in the local church within the community.

D. The Minister's Perceived Role in the Church and Community

The professional minister performs his role in the arena of society. His professional world consists of both the church he serves and the community of which it is a part. His own personality needs and abilities allocate his time expenditures. He may find deep fulfillment in his work in some areas while finding only frustration in another. His own needs and desires play an important role in determining his personal perception of the ministry and his style in performing his ministerial responsibilities or roles.

The act of ministry is not confined to the church nor does the minister punch a timeclock. He is on call to whomever feels they have need for his skills, whenever the need arises. He is perceived by the community as an agent of God, Christ and the church. It is interesting to listen to members of a community as they speak of their understanding of the role and image of ministers in their community.

A small sample of three opinion leaders within the community of Edwardsburg, Michigan were asked two questions: "What is your perception of the role of ministers in the community: How do you think he could best serve the community?"

A school principal in this community perceived the minister's primary task as "propagation of the faith." Secondly, he saw him as "living apart from the community, not involved with the community, reclusive, introverted, stereotyped, narrow in outlook, narrow in perspective, not too bright, intolerant, narrow in contact, highly prejudiced, limited education, able to quote Psalm 23, but not knowing what to do with it outside the hallways of the church."

When asked, "How do you think he could best serve the community," the principal responded, "To eat meat with the sinners by being part of the community. First of all, the hardest thing is to live the life he wants to live and not the way his Board thinks he ought to live. Just be himself. Just about everybody knows about everybody else in a community. They know what he stands for, what he can do, what he can't do. I would say to walk around and get to know people...getting involved with the community, the people, the working people. Too often the ministers just limit themselves to their parishioners and leave them the way they found them when they (the ministers) came into the community. They just try to maintain the Sunday School numbers or collections so they can pay the rent. Most of them do little else."⁵⁶

The principal seems to reinforce the research done by the Gallup Opinion Poll Number 70 dealing with "Religion in America 1971." This study makes the claim that three of four adults say religion is losing influence on American life;⁵⁷

Table 1
RELIGION INCREASING OR
LOSING INFLUENCE

	Losing %	Increasing %	No Difference %	No Opinion %
1957	14	69	10	7
1962	31	45	17	7
1965	45	33	13	9
1967	57	23	14	6
1968	67	18	8	7
1969	70	14	11	5
1970	75	14	7	4

Gallup also reported that 18% of the population claimed that the church is not meeting the needs of people.

When asked, "Interest in organized religion in this country is declining at a rapid rate. How do you account for this," the following responses were recorded:⁵³

Table 2

People are changing -- religion isn't important anymore	31%
Church is not meeting the needs of the people	18
People are concentrating on other outside interests, attractions	9
Religion is no longer being taught in the home	9
"I disagree" -- Interest in religion is not declining	5
The world has become too materialistic	3
The recent moral decay in U.S.	3
Religion has become too money- oriented	2
Others	5
Don't know, no answer	22
	<hr/> 107%*

*Table adds to more than 100 per cent because of multiple responses.

The strong agreement between the principal and item number two on Table 2 may be accidental or it may reflect a valid perception of the church and its professional ministry. This seems to indicate the church actually appears to the public as irrelevant and unsatisfactory.

In this small Southwestern Michigan community where the school system appears to be the only unifying social force, the community education director was asked the same questions as the principal. While he couched his responses in less pointed terms, his perception of the task of ministry is not totally divorced from that of his colleague.

"The minister should be a resource person in the community. I feel that he is a person who is there to be called upon in case of emergencies, to help bring the community together and solve community problems, to run his church as he feels is correct along with his board (lay administration), and get input from people in the community. I perceive him as making house calls to people in the community, in his church, hospital...not always a business call, but a personal call. I see him working with other agencies in the community and also other churches not connected with his particular church. I see him taking part in community projects and working with the school system in trying to better the educational process.

"I can see him as a friend outside of the church. I see him as a normal human being and we should allow him to make mistakes as any normal human being. And to the final stage of the church would be to preach the Word of God, and to try to enlarge his church through numbers, people attending whether every Sunday, also the extra activities he is involved with...

"He is a leader in the community. He is a volunteer through community projects. He is a counselor...

"He is custodian...a business manager. He sees that the church and the parsonage is kept up. To see that the church is kept up to the point that the community would like to see it."

The business manager of this same public school system saw the task of the professional clergyman in his community this way:

"The role of the minister in the community is one of maybe 20% significance in the community on Sunday morning as a spiritual leader. The balance of his role has to do with his responsibility to his congregation as a counselor, as a friend, as one to turn to in time of crisis. The balance then is to represent that congregation in the community, both spiritually and civic mindedly." 59

From these interviews, reinforced by the Gallup Study, this researcher believes that the community at large may well see the professional minister as active in the church and as a guide, a friend, someone who is capable of meeting perceived needs of the community. He has respect because of his office. His office would seem to be perceived as counselor, friend, trouble shooter, and protector of values. It is also apparent that those people interviewed both by this researcher and Gallup perceive that there is some distance between their role assignment for the minister and the minister's role production.

With regard to the minister's role in the community as perceived by the church, Schuller, Brekke, Strommen report that the laity view their ministers as serving all members of the community, members of the church or nonmembers. The ministers understand themselves as being a pastor to anyone wishing their services. He is viewed by his fellow clergy and laity as working for improvement and sometimes originating community service to persons with special needs. 60

Table 3

MINISTRIES TO THE COMMUNITY AND WORLD

RANK ORDER	CLUSTER SOURCE	GRAND MEAN	FACTOR LABEL	CLUSTER NUMBER	TITLE AND DESCRIPTION
23.5	P	5.97	1	11	PASTORAL SERVICE TO ALL (Reaching out in ministering to persons of all classes, whether members or not.)
26	T	5.87	2	12	MISSION-MINDEDNESS (Stimulating a congregational response to world need that is reflective, theologically-based, and sacrificial.)
32	T	5.83	1	13	INITIATIVE IN DEVELOPMENT OF COMMUNITY SERVICES (Working for improvement and sometimes originating community service to persons with special needs.)
42	T	5.47	1	14	PROMOTION OF UNDERSTANDING OF ISSUES (Developing, using, and encouraging theological, sociological, and psychological understandings in ministry.)
45	T	5.19	1	15	SUPPORT OF COMMUNITY CAUSES (Active participation in social structures to improve the community.)
46	T	5.18	1	16	ACTIVE CONCERN FOR THE OPPRESSED (Knowledgeably and earnestly working in behalf of minority and oppressed peoples.)
47	L	5.07	2	17	PERSONAL EVANGELISM (Aggressive approach to strangers and the unchurched, hoping to convert some to Christianity.)
51	T	4.42	1	18	AGGRESSIVE POLITICAL LEADERSHIP (Working actively, sometimes using the pressure of community groups, to protest and change social wrongs.)
53.5	T	4.00	6	19	PRECEDENCE OF EVANGELISTIC GOALS (Strong belief that efforts for the betterment of society are of minor importance by comparison with the evangelization of all human-kind.)
56	T	3.56	6	20	RESISTANCE TO COMMUNITY INVOLVEMENTS (Theologically conservative ministry that avoids directly confronting social change.)

The differences between clergy and laity show potential tension between their ministerial role perceptions. Cluster 11, however, illustrates that eight out of ten clusters formed represent the concerns of the total group, both clergy and laity: 61, 62

TABLE 4

Cluster 11: Professional

PASTORAL SERVICE TO ALL
(Reaching out in ministering to persons of
all classes, whether members or not.)

Load	Item No.	Item	Mean
.62	147.	Gives pastoral service to all people with needs.	6.349
.59	154.	Encourages all classes of people to join the congregation.	6.159
.42	152.	Ministers to persons in prison and their families, whether members of the congregation or not.	5.411
Grand Mean = 5.97			

TABLE 5

Cluster 17: Lay

PERSONAL EVANGELISM
(Aggressive approach to strangers and the unchurched,
hoping to convert some to Christianity.)

Load	Item No.	Item	Mean
.75	135.	Frequently approaches strangers to ask about the condition of their souls.	3.825
.68	116.	Visits unchurched people to share the faith.	5.711
.59	123.	Priorities in use of time indicate the belief that the one and only way to build an ideal world society is to convert everyone to Christianity.	4.323
.57	150.	Seeks to bring everyone to know God's love in Jesus Christ.	6.429
Grand Mean = 5.07			

Only two are unique to the ministers of this sample:

"The dimension 'Pastoral Services to All' (core cluster 11) derives from ministers. Clergy clearly have expectations of beginning ministers regarding their outreach to people of all social classes. In their view, pastoral service is not to be restricted to members of the congregation but to include all with needs. That this dimension does not emerge from the responses of laity suggests that this concept is not as vital for laity as it is for clergy.

"In contrast, only lay persons identified a dimension having to do with personal evangelism (core cluster 17). While most laity feel quite negatively about approaching strangers to ask about the condition of their souls, a significant number favor an aggressive approach to the unchurched. The concept of seeking people, hoping for conversions to Christianity is a central dimension among lay persons that does not appear for clergy." ⁶³

Cluster 14 reports the perceptions of laity and minister regarding the promotion of understanding of issues: ⁶⁴

Table 6

Cluster 14: Total Group

PROMOTION OF UNDERSTANDING OF ISSUES
(Developing, using, and encouraging theological, sociological,
and psychological understandings in ministry.)

Load	Item No.	Item	Mean
.63	138.	Demonstrates understanding of the influence of social and psychological forces on people.	5.590
.63	131.	Explores theological issues underlying current social movements.	5.351
.50	132.	Helps youth identify their gods and evaluate their adequacies.	5.605
.47	145.	Identifies sociological characteristics of congregation and community.	5.219
.47	125.	Invites professionals from the community to participate in congregational programs or services.	5.096
		* * * *	
.41	139.	Urges members to be both informed and responsive to community needs.	5.933
Grand Mean			= 5.47

Both clergy and laity represented in this sample seem to be saying that the minister should be promoting understanding of issues that could influence the life of the community. They also seem to say that promotion means more than speaking on the subject for the sake of understanding. It includes specifications such as making contact with the political life of the community and working actively to improve the schools and the condition in one's neighborhood.

The laity expect aggressive social involvement and community leadership from their clergy, but not as much as the clergy expect from themselves. In reference to Table 7 below, differences that may cause conflict appear in the measures that indicate intensity. Ministers usually gave higher ranks of importance to items in this section than the laymen: 65

TABLE 7

Contrasts in Average Ratings of
Clergy and Laity on Community and World Items

Item No.	Community and World Items	Average Ratings	
		Clergy	Laity
128	Insists that political struggle is a rightful concern of the church.	4.92	4.16
130	Pressures public officials on behalf of the oppressed.	4.93	4.21
136	Works to make sure that all people are free to buy property in areas of their choice.	4.64	3.70
137	Organizes study groups in congregation or community to discuss public affairs.	4.89	4.18
131	Explores theological issues underlying current social movements.	5.76	4.95
149	Makes contact with the political life and thought of the community	5.40	4.70

*Average of all ratings (1 to 7) for items in the cluster, with 7 = "Highly Important."

The ministry to the community is viewed as a part of the clergyman's task and responsibility. The major differences between the layman and the minister are ones of priority and intensity.

E. Some Perceived Sources of Ministerial Role Conflict

Role conflict often occurs when the role expectation of the normative (Nomothetic) dimension is incongruous with the role expectation of the personal (Idiographic) dimension of given social institution. In simplistic language, the source of ministerial role conflict rests within the minister as he interacts with his church's laity and his denominational officials.

The identification of the normative dimension within the church (local) from the perspective of the local minister is vague. Who is it that actually employs the minister? Is it the local church who is his employer? Is the denomination that ordains him and appoints him to his charge his employer? Who or what is the institution that defines the role expectation of the minister? The normative dimension is described by Getzel, Lipham and Campbell as the institution that defines its own role expectation for the individual with which it reacts. The term "institution" is described as

1. "Purposive. Institutions come into being or are established to carry out certain goals...The purposes of the institution may be evaluated against needs and goals of the social system (church) and the institutional practices may, in turn, be evaluated against the purposes of the institution.
2. "Institutions are Peopled. If institutions are to carry out their functions, human agents are required. We are, of course, concerned with people in their institutional sense and not personalistic sense. The selective

criterion on which they are differentiated from their fellows is not what they are like or are not like idiosyncratically, but what they are supposed to do or not do institutionally. To avoid confusion, we may adopt the term "actor" instead of "person" at this level of analysis. The selective nature of people in institutions has been described as follows:

"Like any social organization, an institutional organization is carried on by people who haven't come into organized relationships merely by chance...Every social organization...is a system of exclusion as well as inclusion. It keeps out as well as takes in - and to get in you have to conform to the institutional pattern: to get a family, you marry; to join a business organization, you "buy in" or get hired in...There are all sorts of selective processes by which organizations pick and choose. The result in any specific case is always a selected personnel.'

3. "Institutions are Structural. To carry out a specific purpose requires some sort of organization and organization implies component parts with rules about how the parts should be interrelated.

4. "Institutions are Normative. The fact that tasks for achieving the institutional goals are organized into prescribed roles implies that the roles serve as norms for the behavior of the role incumbents. Each actor must behave in more or less expected ways if he is to retain his legitimate place in the institution.

5. "Institutions are Sanction-Bearing. The existence of norms is of no consequence unless there is adherence to them. Accordingly, institutions must have at their disposal appropriate positive and negative sanctions for insuring compliance, at least within broad limits, to the norms."⁶⁶

A review of the United Methodist Church's structure will tell us that this denomination is more certainly an institution. But, who is it that employs and sets the role for the local minister...the local church or the Annual Conference?

In a taped interview with Bishop E. Ammons of the Michigan Area of the United Methodist Church it was learned that the "conferences" of the church actually employ this minister, even though they do not actually pay his salary:

Bishop Ammons: Every pastor, every United Methodist pastor, is a conference pastor.

That is to say, each person in the United Methodist ministry has come through a regiment determined by the general church into the membership of an annual conference and once ordained, once taken into full membership on the vote of the clergy of the conference, that person becomes a member of the annual conference or a conference pastor, and is finally amenable to the annual conference and is on appointment in the interest of the general church and annual conference. He is on appointment to local congregations where he is to serve, hopefully effectively, as long as he remains effective and as long as the relationship is a creative one. But his basic point of accountability is the annual conference.

Obviously, he can't work with a local church without in time developing an affinity, and some sense of accountability and responsibility to and for the local church. But, unlike the congregational system, in which the person is called and in which the local church votes on his/her acceptance, our pastors are appointed on the suffrage of the cabinet and bishop who represent the general church and the annual conference more specifically. Therefore, employees of the annual conference, serving the church in local stations...the local church

must be kept in contact with one very real fact and that is that they do not hire or fire pastors. They can establish profiles of expectations and they have a good deal of input as to what that local church senses its needs to be.

Walsworth: Role expectations come from the laity and the conference?

Bishop: Absolutely.

Walsworth: Expectation generation comes in accordance with the Discipline?

Bishop: That's correct.

Walsworth: And also the Discipline becomes a more than general statement, a more specific statement comes from the cabinet?

Bishop: They (expectations) are worked out between the cabinet and the committee of the local church. There is a sharing in the development of the specifics.

Walsworth: The fact this process is not generally perceived by the laity is a cause for conflict?

Bishop: Oh, indeed, considerable conflict. And, again, that's the reason I'm talking about it as much as I can these days. We have got to help pastors and committees understand how we (the local church and the annual conference) relate to each other.

Walsworth: And this is a never-ending process?

Bishop: It is a never-ending process. ⁶⁷

Confusion on the part of the laity is understandable. They pay the minister's salary. They are responsible for the house in which he lives. He lives and works with them on a day-to-day basis. The conference officers are only semi-visible,

representatives appearing only a few times during the year. It is very easy for the local church to assume ownership of the expectation process. Conflicts may result due to the unrealized structural realities.

Role conflict also may appear because of differences in personal priorities. The minister may perceive certain tasks as more important than others. He may feel preaching is a top priority and his congregation may resent the time he takes to study in preparation for the Sunday morning sermon, resulting in conflict.

Schuller, Brekke, and Strommen indicate that there are many areas both general and specific when distance and incongruity appear between the laity and the professional minister. For an example, the ministers of their sample indicate a high significance in being a pastor to all persons in the community, where the laity desired a more aggressive seeking of converts. The clergy gives a higher value to being the change agent and the laity does not completely concur. The laity rate more important the keeping of youth interest, both those involved and uninvolved in the church, being skilled in teaching children and being effective with youth. The laity seem to be comfortable with the traditional and have difficulty with welcoming new races of persons in the church and innovations in the worship.

While both clergy and laity seem to agree the church should be involved in the political life of the community, they differ in the aspect of providing leadership.

The minister as a person functioning in the profession as practitioner carries certain expectations. Both the laity and professionals in the sample project the need for the clergy to accept the perceived clergy role. Table 8 deals with certain positive personality traits expected of the clergy: ⁶⁸

TABLE 8

SECTION VI-A: THE MINISTER AS A PERSON
(POSITIVE)

RANK ORDER	CLUSTER SOURCE	GRAND MEAN	FACTOR NUMBER	CLUSTER NUMBER	TITLE AND DESCRIPTION
2	T	6.41	4	42	PERSONAL INTEGRITY (Honoring commitments by carrying out promises despite pressures to compromise.)
4	T	6.34	4	43	RESPONSIBLE FUNCTIONING (Showing competence and responsibility by: completing tasks, handling differences of opinion, and growing in skills.)
8	T	6.25	4	44	POSITIVE APPROACH (Handling stressful situations by remaining calm under pressure while continuing to affirm persons.)
12.5	T	6.09	4	45	FLEXIBILITY OF SPIRIT (Adaptability, balance, free sharing of views, and welcoming of new possibilities.)
17.5	P	6.09	4	46	REALISTIC TOLERANCE OF DIVERSITY (Strong enough acceptance and valuation of diversity in people and ideas to face the risks involved in changes.)
29.5	T	5.86	4	47	ACCEPTANCE OF CLERGY ROLE (Having made peace with personal ambitions and the ministerial profession, and avoiding use of the authority of the ministerial role to dominate arguments or gain personal advantages.)
34	T	5.81	7	48	MUTUALITY IN FAMILY COMMITMENTS (Agreement in the minister's deep commitment to family and the family's commitment to his/her vocation.)
35	T	5.79	11	49	DENOMINATIONAL LOYALTY (Acceptance of denomination's directives and regulations while maintaining a collegial relationship with superiors and staff.)
37.5	T	5.72	1	50	CHAMPIONSHIP OF UNPOPULAR CAUSES (A confident, vigorous participation in community affairs, willing to risk loss of popularity in support of a cause.)

As these traits indicate expectations, they also indicate points of possible incongruity. Knowledge of these expectations enable the minister to translate awareness to role acceptance or knowledgeable rejection while recognizing the potential for role conflict in these areas. This study also pointed out certain negative traits that would lead toward role conflict. These are traits that in general both ministers and laity of this sample would find unacceptable in ministers: 69

TABLE 9

SECTION VI-B: THE MINISTER AS A PERSON
(NEGATIVE)

RANK ORDER	CLUSTER SOURCE	GRAND MEAN	FACTOR NUMBER	CLUSTER NUMBER	TITLE AND DESCRIPTION:
59	P	3.24	3	51	SECULAR LIFE STYLE (Parting company with some ministerial stereotypes by participating in a secularized life style.)
62	T	2.41	3	52	EMOTIONAL IMMATURITY (Actions that demonstrate immaturity, insecurity, insensitivity, and being buffeted by the demands and pressures of the profession.)
63	T	2.33	3	53	UNDISCIPLINED LIVING (Undisciplined and self-indulgent actions that irritate, shock, or offend.)
64	T	2.21	3	54	SELF-SERVING MINISTRY (Avoiding intimacy and repelling people with a critical, demeaning, and insensitive attitude.)
					* * *
60	T	2.44	3	63	MANIPULATIVE INSECURITY (Personal insecurity expressed in grandiose ideas and manipulative efforts to gain personal advantages.)
61	T	2.42	3	64	IRRESPONSIBILITY TO THE CONGREGATION (Through independence and lack of discipline not placing oneself in a position of responsibility to the religious community to be served.)

This sample, as a group, singled out a self-serving ministry, undisciplined living, and emotional immaturity as the most detrimental to ministerial effectiveness.

Role conflict appears to be a possibility as minister and laity do not understand or accept the structural realities of the church and if the minister does not know the expectation of the denomination and the laity. Role conflict also may appear if the clergy refuses to accept these expectations as normative.

It would seem that a process of continuing personal awareness and growth is essential if the minister wishes to maintain an effective ministry within his profession. This growing process, this awareness of self, of need, of people and their life needs and expectations may well be the call for Continuing Education. In the next part of this chapter, I will discuss a possible role that Continuing Education may play in the management of perceived role conflict.

F. A Possible Role Continuing Education May Play in the Management of Ministers Perceived Role Conflict

The meaning assigned to "role" both by the work done by Donald P. Smith and Getzels, Lipham and Campbell indicates that "role" is related to activities or possibilities expected by the normative dimension of a social institution.⁷⁰ To accept a role means to become a player or an actor, acting out the expectations of those individuals who seek your services. Continuing Education is a process of learning manned by persons who teach, guide, and illustrate its possibilities to persons who would learn. Smith reported that research done by Hesser and Mills showed a significant correlation between high levels of stress among ministers and an expressed need for Continuing Education.⁷¹ In the summer of 1974, this researcher discovered this same result while testing the instrument to be used for this research study.

This may indicate the existence of role expectation held by the ministers who formed the sample of both studies. It may be saying that ministers turn to Continuing Education to relieve pressures. It is interesting to note that both Hesser and Miles and my study discovered that those sampled were not actively involved in Continuing Education. Perhaps this indicates that the perceived expectation is there, but the trust level is not. For some reason the pastors refused to spend the time, money, and effort to actively design programs for their Continuing Education.

In this section I intend to report what the literature reviewed says concerning the role Continuing Education may play in the minister's management of his perceived role conflict.

Connolly C. Gamble responds to the question, "Why do you need to continue your education?"

1. Need to supplement what you learned in school
2. To initiate learning in response to new problems and changed situations
3. You need to continue your education as a means of personal development.⁷²

Gamble's reasons for Continuing Education are in effect expectations of Continuing Education. When the minister has needs such as these and attempts to meet them through Continuing Education, those needs become his expectations.

The following was taken from an unpublished paper by Russell J. Kleis while working with SACEM and the National Council of Churches. (SACEM is the acronym for The Society for the Advancement of Continuing Education for Ministers).

OBJECTIVES OF CONTINUING EDUCATION FOR MINISTERS

General Objectives

There are three overall objectives for any program on continuing education for ministers. First, such a program should aim to sustain and further the church's fundamental and essential ministry in the world. It should take seriously the fact that the ministry to which the ordained minister is called is that to which the whole church is called, namely to be a worshipping, nurturing, teaching community whose mission is to celebrate, proclaim, and demonstrate love and to reach out in concern to all men.

Second, the program should seek to help ministers increase their competence as leaders and their fulfillment as ministers ordained to the function of sustaining and equipping the whole people of God in their ministry to the world. Although the full burden of the ministry is by no means exclusively the responsibility of the ordained minister, nevertheless he exercises primary leadership on behalf of the church and he is one of the chief enabling agents by means of which the potential of the laity for ministry may be released and reinforced.

Third, and by no means least in importance, the program must reflect the church's pastoral care for all its members, among whom are its ordained ministers. It must therefore express the church's concern for their personal lives and relationships.

Intermediate Objectives

It is recognized that the minister shares certain responsibilities with all persons, that he shares certain additional responsibilities with all persons who exercise leadership, and that he shares unique responsibilities with others who are ministers. Continuing education objectives for ministers are therefore arranged in these three categories:

1. Objectives derived from the fact that he is a person, with a need to grow in self-understanding and competence in relation to other persons:
 - A. To facilitate the minister's growth as a person:
 1. in relationship to God, himself, his wife and family, and others who comprise his world.
 2. in the major adjustments of life (marriage, children, vocation, retirement).
 3. in the effective use of time and other resources.

B. To facilitate the minister's growth as a member of society:

1. in understanding and coping with complexity and rapid change in the political, social, and economic world in which he lives.
2. in appropriately relating to the power structures of the world in which he is called to work.
3. in understanding and effective participation in the political, social, economic, and educational processes of his community, region, and nation.

II. Objectives derived from the fact that he is a leader:

A. To facilitate the minister's growth as a professional colleague:

1. in recognizing and respecting the special competence of other professional persons,
2. in expanding communication with and among experts,
3. in enlisting the contributions of appropriate experts in the ministry of the church,
4. in recognizing and cultivating the potential for an interdisciplinary approach to problems.

B. To facilitate the minister's growth as an inquirer and analyst of the phenomena of life:

1. in developing his intellectual curiosity,
2. in becoming a "learning" well as a "learned" person,
3. in developing his capacity to ask meaningful questions,
4. in becoming aware of and sensitive to the crisis experiences in the lives of people and in the interpretations of them in contemporary mass media, literature, and the performing arts,
5. in using opportunity for inter-disciplinary study and dialogue.

C. To facilitate the minister's growth as an educator:

1. in developing effectiveness in his important role as teacher,
2. in developing skill in teaching others to teach and in effective supervision of the teaching-learning enterprise,
3. in improving his competence as a counselor,
4. in cultivating a counseling relationship within the church.

III. Objectives derived from the fact that he is a minister:

A. To facilitate the minister's growth as a theologian:

1. in clarifying his theological insights,
2. in developing his ability to properly exegete and understand the biblical text,
3. in relating these insights and skills to the worldly existence which he shares with others.

B. To facilitate the minister's growth in understand and performance of his specialized functions in the church:

1. in his skill in the creative employment of the total resources of the church in ministry,
2. in the various skills required in his particular ministry, such as preaching, counseling, administering the sacraments, leading in worship, etc., and in their inter-relation,
3. in the operational aspects of his roles as administrator in a parish and as officer in the church hierarchy, cognizant of his potential for ordering and integrating the institutional aspects of the church's ministry,
4. in the knowledge and skills needed in specialized ministries,
5. in appreciating and coping with the changing nature of his role as both church and society change.
6. in participation and leadership in the inter-confessional, ecumenical, and inter-faith aspects of the church's ministry.

Gamble lists certain incentives to continue ones education that when acted upon may well become additional expectations:

1. To be more competent
2. To look for self-fulfillment
3. To understand some subject better
4. To rethink the priorities of life
5. To move out of your isolation and into an attractive setting
with a change of pace and new associations
6. To escape parish frustrations for a time
7. The promise of higher status and prestige.⁷³

The correlation factor between Gamble and Kleis is remarkable. It would seem to illustrate parallel thinking with regard to the role of Continuing Education in the professional and personal life of the minister, as well as many professionals. Perhaps these same expectations illustrate a possible role ministers expect Continuing Education to play in their learning to manage the perceived role conflicts with which they must deal.

A SUMMARY STATEMENT

In Chapter II, this researcher has reviewed selected literature that he perceived to be related to this study. The general outline of this chapter was as follows:

The Role and Function of the Minister

Professionalism as it Relates to the Minister

Sources of Perceived Role Conflict

**A Possible Role Continuing Education May Play in the Management
of a Minister's Perceived Role Conflict.**

The literature reviewed spoke to these topics.

According to the literature, the minister's role and function was described by Blizzard and amplified by Glasse within Blizzard's six operative tasks:

1. Preacher
2. Priest
3. Pastor
4. Teacher
5. Organizer
6. Administrator

Each task seems to represent a possible role expectation generated by the church's officers and its laity. The minister is expected to perform these tasks with skill and effective competence. One competence, i.e., possessing the tools with which to accomplish a task, is judged continually as one functions, not acknowledged once and assumed forever. The search for competence has long been accepted as a criterion for a professional. A minister or other professional being less than competent is one cause for role conflict.

Glasse and others maintain that the minister is a professional. He applies Greenwood's criteria for professionalism to the functional tasks of ministry as put forth by Blizzard. The conclusion drawn as a result of this process is the placing of ministry as a profession.

Role conflicts affect the lives and the effectiveness of ministers and the churches they serve. The perception of role conflict occurs when incongruity exists

between the nomothetic dimension and the idiographic dimension of the church. In this case we are dealing specifically with the United Methodist Church's West Michigan Annual Conference.

Identifying the nomothetic and the idiographic dimensions of the West Michigan Annual Conference yielded the following results:

Nomothetic Dimension	The Discipline of the United Methodist Church
	The Bishop and His Cabinet
	The Annual Conference
	The Laity of the Local Church
Idiographic Dimension	The Individual Minister

Role conflict seems to appear when the individual minister does not function according to the expectations of the nomothetic dimension of the church. This conflict seems to occur as a result of poor communication between the real factors that make up this dimension. We saw evidence of this in Bishop Ammons statement on page

Authors such as Glasse, Biersdorf, Gamble, Rough, Smith and others assert that Continuing Education may play a positive role in the ministers assuming the ability and competence to manage his perceived role conflict. More specifically, what is the role Continuing Education plays in the management of role conflict?

Donald Smith uncovered research by Hesser and Mills that indicated a significant correlation between high levels of stress among ministers and an expressed need for Continuing Education. The relationship between stress and role conflict can, perhaps, be viewed as cause and effect. Role conflict may be a factor that gives rise to stress among ministers. Research done by Larson has forced him to conclude that role conflict takes ministers out of the ministry more than any other

factor. Role conflict might well be the major cause of stress among ministers.

If this is true, ministers may turn to Continuing Education in times of stress.

Do ministers of the West Michigan Annual Conference perceive Continuing Education as an effective tool in the process of managing their perceived role conflicts? In the following chapter a research design will be presented hopefully to answer that and other significant questions.

CHAPTER III

RESEARCH DESIGN

The research procedures used in this investigation are described below. This portion of the dissertation describes the setting of the study, the population, the selection of the sample, the research questions to be examined, the methods used to obtain the data, and the statistical procedures used to analyze the data.

This investigation was conducted in the West Michigan Annual Conference of the United Methodist Church. This conference covers geographically the western half of lower Michigan. These United Methodist churches range from rural churches to central city and inner city congregations. The membership range moves from the smallest of 12 to the largest of 2,376.

The population of this study is the 232 United Methodist ministers who are ordained Elders, who have been received into full-conference membership, and are serving churches under pastoral appointment in one of the six districts of this conference. Because the population is finite, the sample number was discovered by use of the formula

$$P \pm Z \sqrt{\frac{Py}{N} \frac{(N-n)}{N}}$$

Through this procedure a sample size of 67 was achieved. The reliability level is 90% with a chance of error + or - 3.5%. The sample was then randomly selected.

The data collection devices selected were questionnaire and personal interview. These devices were tested in the Northern Indiana Conference of the

United Methodist Church. After testing, these devices were then analyzed and rewritten for usage in the West Michigan Annual Conference.

The questionnaire gave data related to the minister's perception of his source of role concept, his agreement level with his source of role concept, his level of role conflict management with his source of current role influence. Also analyzed was his level of conflict management with those persons who influenced the development of the role concept. The questionnaire also indicated his feeling concerning the importance level of ministers in the community and other data concerning their perception of the importance of Continuing Education on their role concept and the level of management of role conflict perceived by the respondent.

The personal interview was designed to place the respondent at a point on a continuum describing his level of participation in Continuing Education. The minister being interviewed was asked to define Continuing Education as he perceived it; asked if he had goals defined and if he had a personally organized program of Continuing Education. He was also asked to name those areas where he felt Continuing Education was needed in his profession. Each interview was tape recorded.

The major purpose of this study was to discover if Continuing Education has a positive effect on a minister's ability to manage his perceived role conflict and his perceived role concept itself.

The questionnaire was given to the sample at Albion College during the Annual Conference's yearly meeting. Those who missed that session were invited to fill out the questionnaire at the Annual Pastor's School. The total selected sample completed the questionnaire.

The personal interview was conducted by telephone and personal contact. The questions to be asked were printed to ensure continuity and to guard against researcher pollution. The complete sample was interviewed and the tapes of each interview were transcribed for analysis.

The analysis of the interview aided in the placement of the respondent at a level of participation in Continuing Education. There were five separate graduating levels defined:

- | | |
|-----------|--|
| Level O | The level was entitled <u>The Floater Level</u> . These respondents show signs of thinking about Continuing Education. However, they cannot define Continuing Education, and express no plan that appears to be related to Continuing Education, no goals that might lead to Continuing Education. |
| Level I | <u>The Reflective Level</u> . These respondents show evidence of thought that Continuing Education might be of value to them. However, they have not yet acted upon any intentionally planned program. |
| Level II | <u>The Planning Level</u> . These respondents exhibit evidence of planning and organizing a Continuing Education program for themselves. |
| Level III | <u>The Involvement Level</u> . These respondents will be considered "involved" if they expend time in following personally-planned Continuing Education programs. |

Level IV The Continuing Commitment Level. These respondents have planned a Continuing Education program with a definite goal or set of goals in mind. Their program is designed from perceptions of growth needs within their personal and professional lives.

These levels of participation in Continuing Education constitute the dependent variable and were referred to in the investigation as the Y variable.

The assignment of the level of participation in Continuing Education was the result of analysis of the respondent's interview tape and his response to questions Number 5 and 6, 7A through 11A in the questionnaire.

The independent variables were identified from the written questionnaire. These variables were:

1. Question number one (x^1) identified to the computer as SY or the number of years the respondent has held Elders Orders in the church.
2. Question number two in the questionnaire (x^2) which was identified to the computer as US, identifying the undergraduate school from which the respondent received his AB or BS degree.
3. Question number three (x^3) was identified to the computer as SM with a number following that indicating the seminary from which the respondent received his divinity degree.
4. Question number four contained three variables ($x^4 - x^5 - x^6$). These were coded XA, XB, XC. XA identified the minister's perception of his church from the following descriptive abstractions:

- XA =**
1. Inner city/central city
 2. Suburban
 3. Small Town
 4. Rural

- XB =**
1. Conservative
 2. Middle of the road
 3. Liberal
 4. Charismatic

- XC = 1977 Budget Size**
1. \$51,000 or above
 2. \$41,000 - \$50,000
 3. \$31,000 - \$40,000
 4. \$21,000 - \$30,000
 5. Less than \$20,000

(These figures were general categories and not expected to represent exact budget size.)

5. Question number five (x^7) was identified to the computer as SB or "Do you feel Continuing Education should be a part of a minister's activities?" The affirmative answer was coded as the number 5 and the negative was assigned the number 10.
6. Question number six (x^8) was identified to the computer as YI or "Are you involved in Continuing Education?" The affirmative answer was coded as the number 5 and the negative response was assigned the

number 10. This question gave the researcher the perception of involvement and was also used in the assignment of the level of participation in Continuing Education along with Question number 5.

If the respondent answered in the affirmative, he was then directed to answer questions 7A through 11A. This was done to determine:

- His perceptions of his involvement level,
- The number of Continuing Education activities he participated in per year
- The number of hours he spent in Continuing Education per week
- Whether Continuing Education was more of a personal enrichment experience or professional demand
- The level of importance Continuing Education was to him.

As with questions five and six, the above information was helpful in assigning the respondent to a level of participation in Continuing Education (Y).

If the respondent answered question six in the negative, he was asked to answer questions 7B through 9B. This was done to determine:

- His perceived reasons for non-participation
- His perception of how important Continuing Education might be to him, and
- The number of hours he spends in study of material other than that needed for sermon preparation.

7. Question number 7A (x^9) was identified to the computer as L and was coded:

1. I spend a great deal of time
2. I spend alot of time
3. I spend some time
4. I spend hardly any time

8. Question number 8A (x^{10}) was identified to the computer as A and was coded:

1. More than 12 activities per year
2. 10 - 12 activities per year
3. 7 - 9 activities per year
4. 4 - 6 activities per year
5. 1 - 3 activities per year

9. Question number 9A (x^{11}) was identified to the computer as T and was coded:

1. 10 hours per week spent in Continuing Education
2. 6 hours per week spent in Continuing Education
3. 2 hours per week spent in Continuing Education
4. Number of hours/day per _____

(Number 4 was converted into hours per week and affixed of one of the above levels.)

10. Question number 10A (x^{12}) was identified to the computer as D and was coded:

1. Personal enrichment

2. Professional demand
3. Equally both

11. Question number 11A (x¹³) was identified to the computer as I and was coded:

1. Very important (Continuing Education to respondent)
2. Important
3. Neutral
4. Not very important
5. Unimportant

12. Question number 7B (x¹⁴) was identified to the computer as R and was coded:

1. It takes away from my ministerial duties (reason for non-involvement in Continuing Education).
2. It takes time away from my family.
3. It costs too much money.
4. I see no value in Continuing Education.
5. My congregation would not approve.

13. Question number 8B (x¹⁵) was identified to the computer as C and was coded:

1. Very important (importance of Continuing Education to negative respondent.
2. Important
3. Neutral
4. Not very important
5. Unimportant

14. Question number 9B (x¹⁶) was identified to the computer as E and was coded:

1. 10 hours per week (study other than for sermon)
2. 6 hours per week
3. 2 hours per week
4. Number of hours/day per _____

(This was handled in the same manner as Question Number 9A)

15. Question number 12 (x¹⁷) dealt with the minister's perceived importance to the community in which he served. It was identified to the computer as variable H and was coded:

1. Most important
2. Important
3. Neutral
4. Not very important
5. Unimportant

16. Question number 13 (x¹⁸) dealt with the minister's perception of how important he should be in the community. This variable was introduced to the computer as Z and was coded:

1. Most important
2. Important
3. Neutral
4. Not very important
5. Unimportant

17. Question number 14 (x^{19} to x^{26}) asked the respondent to indicate the level of influence on the development of his role concept by these sources of possible influence:

- SA - 2 Minister with whom he had contact as a youth
- SB - 8 Parents
- SC - 14 Wife and children
- SD - 20 District superintendent pre-June 1977
- SE - 26 Bishop
- SF - 32 Colleagues in ministry
- SG - 38 Pastor-parish relations committee
- SH - 44 Seminary

This variable was introduced to the computer as SA through SH and was coded 2 through 44.

18. Question number 15 (x^{27} - x^{34}) dealt with the level of influence exerted by the same influences as question 14. These variables were introduced to the computer as IA through IH and coded in the same manner as question number 14.

19. Question number 16 (x^{35}) dealt with the minister's feelings toward the effect Continuing Education has had on his role concept. This variable was introduced to the computer as P and was coded:

- 1. Very positive
- 2. Helpful
- 3. Neutral
- 4. Not helpful
- 5. Very negative

20. Question number 17 ($x^{36} - x^{39}$) asked the minister to indicate the object of his primary service in the ministry. These variables were introduced to the computer as Q171 through Q175 and were coded:

1. Local church
2. United Methodist Conference
3. God
4. Local community
5. United Methodist District

21. Question number 18 ($x^{40} - x^{48}$) dealt with the agreement level of the minister with the role concepts held by certain influences. These variables were introduced to the computer as AA-AI and were coded:

Yes				No
1	2	3	4	5
2	8	14	20	26

22. Question number 19 ($x^{49} - x^{57}$) dealt with the level of concept management experienced by the minister with the same sources as question 18. These variables were introduced to the computer as CA to CI and the responses were coded:

2. = Conflict has been resolved
8. = Manageable
14. = Manageable, but uncomfortable
20. = Unmanageable

23. Question number 20 (x^{58}) asks the respondent to indicate if Continuing Education has benefitted them in their management of role conflict. This variable was introduced to the computer as B and the responses were coded:

1. Yes, very much
2. Yes, some
3. I don't know
4. No, not much
5. No, none at all

24. Question number 21 was not introduced to the computer nor were the responses considered an x factor. This question simply asked the respondent to list the three areas where the minister felt he and his colleagues in ministry should continue their education. This list will be compiled and then analyzed by frequency.

The data were collected and organized for computer analysis. The Office of Applications Programing at Michigan State University's Computer Center was enlisted for its assistance in selecting a program that would yield scientifically sound results.

The program that was chosen was called Statistical Package for the Social Sciences (SPSS). The computer was programmed to organize the data into frequency distributions. Measures of central tendency were calculated. The modal score, the means and medians were assigned. Measures of variability were applied to the data. Range and standard deviations were calculated.

The data were then subjected to a statistical stepwise regression to evaluate the validity of the responses within the questionnaire. If the regression indicated the respondent's answers showed validity, further investigation would be warranted.

Following the stepwise regression, a complete correlation matrix was demanded of the computer. All variables were tested for possible correlation. Significance was set at the .10 level.

These variables were then tested for dependency or independency to indicate possible co-relationship. The SPSS program called "crosstabs Chi-Squares" was used. The significance level was .10 and any values greater than .10 were judged to be independent.

When these statistical procedures were completed, a committee of three men was formed to jointly discuss and analyze the data. Mr. Rich Unsicker of Elkhart, Indiana was chosen because of his experience with statistical procedures in industry. Mr. Unsicker is employed by Miles Laboratories, Inc. as a Senior Laboratory Assistant in the Manufacturing Processing Analysis Department. His assistance was very much appreciated.

The second member of the committee was Mr. Fred Barney of the Applications Programming Office, Computer Center, Michigan State University. His expertise in the use of statistics and the use of the SPSS program gave scientific foundation to this study.

This researcher was the third member of the committee.

The data read-outs from the computer were organized, the research questions were assembled and time was set to analyze and discuss the possible

implications of the co-relationships of the variables. Discussions were recorded on tape and used in the final analysis of the study.

Research Questions

Question Number I - Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage perceived role conflicts?

Question Number II - Is there a relationship between the minister's perceived source of role concept and his perceived ability to manage role conflicts?

Question Number III - Is there a relationship between the minister's agreement with perceived role concept sources and his ability to manage role conflicts?

Question Number IV - Is there a relationship between the minister's level of participation in Continuing Education and his perceived level of importance in the community?

Question Number V - Is there a relationship between the minister's perceived level of importance in his community and his perceived ability to manage perceived role conflicts?

Question Number VI - Is there a relationship between the level of the minister's participation in Continuing Education and his role concept sources?

Question Number VII - Is there a relationship between the minister's perceived level of participation in Continuing Education and his perceived relationship with his District Superintendent?

Question Number VIII - Is there a relationship between the minister's level of participation in Continuing Education and his perceived relationship with the local church's Pastoral Relations Committee?

Question Number IX - Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage his perceived role conflict with his wife and family?

Question Number X - What is the distance, if any, between the respondents definition of Continuing Education and the definition used in this paper?

The variables of the study were then applied to the research questions for further analysis. Chapter IV will contain a detailed report on the findings of this study.

CHAPTER IV

ANALYSIS OF RESULTS

A. Introduction

The data have been collected, analyzed by computer and have been studied, interpreted and the results will be presented in this chapter. The research questions will be stated and those variables that were perceived to speak to these questions will be identified. The results of the frequency tests, the test of possible correlation and the Chi-square procedure will be presented.

The frequency tests will indicate the perceptions of the respondents and will be reported where these perceptions seem to be applicable. The tests of correlation were considered as weaker evidence pointing toward possible significant relationships between the variables. It appears the tests of correlation depend a great deal on the scaling process. Because of this situation even significant correlations at the .10 level will be considered as weak evidence needing further analysis. The crosstabulation tests (chi-squares) were considered stronger evidence.

B. Question 1. Is There a Relationship Between the Minister's Level of Participation in Continuing Education and His Perceived Ability to Manage Perceived Role Conflict?

The level of participation in Continuing Education was tested for possible correlation with those variables related to role conflict management. Chi-squares were developed to test for dependency or independency between those variables.

Variables tested against the level of Continuing Education were:

Level of Role Conflict With

CA	Ministers with whom minister had contact as a youth
CB	Parents
CC	Wife - children
CD	District superintendent pre-June 1977
CE	Bishop pre-June 1977
CF	Colleagues in ministry
CG	Pastor-Parish Relations Committee
CH	Seminary
CI	Other sources

Frequency Distributions Related to Question I

1. The frequency distributions for the Y variable (the level of participation in Continuing Education) are as follows:

TABLE 10

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Level 0	16	23.9%	23.9%
Level 1	25	37.3%	61.2%
Level 2	6	9.0%	70.1%
Level 3	12	17.9%	88.1%
Level 4	<u>8</u>	<u>11.9%</u>	100.0%
	67	100.0%	

The examination of the frequency distributions would seem to indicate that 61.2% of the sample fall into Levels 0 or 1. They appear to be only at the floater level or at the planning stage of involvement in Continuing Education. Nine percent of the sample appears to be accepting Continuing Education as a part of their ministerial lives worthy of personally planned time expenditure for personal and professional involvement. Seventeen point nine percent fall into Level 3 and eleven point nine percent scored in Level 4.

2. Variable B = Did the ministers perceive Continuing Education experiences assisted them in the management of role conflicts?

TABLE 11

	Absolute Frequency	Relative Frequency	Cumulative Frequency
1. Yes, very much so	20	29.9%	29.9%
2. Yes, some	40	59.7%	89.6%
3. I don't know	6	9.0%	98.5%
4. No, not much	1	1.5%	100.0%
5. No, none at all	<u>0</u>	<u>0</u>	100.0%
	67	100.0%	

The examination of the frequency distribution would seem to indicate that 29.9% of the sample felt Continuing Education assisted them in their role conflict management. It would also seem to indicate that 59.7% of the sample believed Continuing Education was of some help in their management of role conflict, and that 9.0% did not know if Continuing Education

assisted them in their role conflict management. Only 1.5% of the sample felt Continuing Education did not help them much. No one in the sample felt completely negative toward the effect of Continuing Education on their role conflict.

3. CA = The level of ability to manage role conflict with ministers with whom the respondent had contact with as a youth.

TABLE 12

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	31	46.3%	46.3%
Conflict Manageable	34	50.7%	97.0%
Manageable but Uncomfortable	2	3.0%	100.0%
Unmanageable	<u>0</u>	<u>0</u>	100.0%
	67	100.0%	

The examination of the frequency distribution seems to indicate a high percentage of resolved conflict and manageable conflict (97.0%). Only 3% felt their conflict was manageable but uncomfortable. None felt the role conflict was unmanageable.

4. CB = The level of ability to manage role conflict with their parents.

TABLE 13

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	34	50.7%	50.7%
Conflict Manageable	30	44.8%	95.5%
Manageable but Uncomfortable	2	3.0%	98.5%
Unmanageable	<u>1</u>	<u>1.5%</u>	100.0%
	67	100.0%	

The examination of this frequency distribution seems to indicate a 50% conflict resolution level and a 44.8% conflict manageable level. Only 3% of the respondents felt they could manage the role conflict but it was uncomfortable and only 1.5% felt they could not manage the role conflict with their parents at all.

5. CC = The level of ability to manage role conflict with the respondent's wife and children.

TABLE 14

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	36	53.7%	53.7%
Conflict Manageable	30	44.8%	98.5%
Manageable but Uncomfortable	0	0	98.5%
Unmanageable	<u>1</u>	<u>1.5%</u>	100.0%
	67	100.0%	

The examination of the frequency distribution seems to indicate that 53.7% of the sample felt their role conflicts with their wives and children were resolved. Another 44.8% perceived the existence of conflict but felt that the role conflict was manageable. Only 1.5% of the sample felt their role conflict with their wife and children to be unmanageable.

6. CD = The level of ability to manage role conflict with the respondent's district superintendent.

TABLE 15

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	28	41.8%	41.8%
Conflict Manageable	35	52.2%	94.0%
Manageable but Uncomfortable	4	6.0%	100.0%
Unmanageable	<u>0</u>	<u>0</u>	
	67	100.0%	

The examination of the frequency distribution seems to indicate that 41.8% of the sample perceived their role conflicts with the district superintendent had been resolved. Over half, 52.2% of the sample felt role conflict with the district superintendent but that the conflict was at a manageable level. Only 6.0% of the respondents felt that their role conflict was manageable but uncomfortable. No one in the sample perceived their role conflict with the district superintendent was at the unmanageable level.

7. CE = The level of ability to manage role conflict with the respondent's bishop.

TABLE 16

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	24	35.8%	35.8%
Conflict Manageable	37	55.2%	91.0%
Manageable but Uncomfortable	5	7.5%	98.5%
Unmanageable	<u>1</u>	<u>1.5%</u>	100.0%
	67	100.0%	

The examination of the frequency distribution seems to indicate that 35.8% of the sample felt their role conflict with the bishop has been resolved. Over half, 55.2%, perceived the existence of role conflict with the bishop at the manageable level. Only 7.5% felt their role conflict was manageable but uncomfortable and 1.5% perceived their conflict with the bishop as unmanageable.

8. CF = The level of ability to manage role conflict with the respondent's colleagues in the ministry.

TABLE 17

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	22	32.8%	32.8%
Conflict Manageable	43	64.2%	97.0%
Manageable but Uncomfortable	1	1.5%	98.5%
Unmanageable	<u>1</u>	<u>1.5%</u>	100.0%
	67	100.0%	

The examination of the frequency distribution seems to indicate that 32.8% of the respondents felt their role conflict with colleagues in the ministry had been resolved. Almost two-thirds, 64.2%, perceived the existence of role conflict and felt that it was manageable. Only 1.5% each responded in the "Conflict manageable but uncomfortable," and "Conflict unmanageable" categories.

9. CG = The level of ability to manage role conflict with the respondent's Pastor-Parish Relations Committee.

TABLE 18

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	22	32.8%	32.8%
Conflict Manageable	33	49.3%	82.1%
Manageable but Uncomfortable	12	17.9%	100.0%
Unmanageable	<u>0</u>	<u>0</u>	
	67	100.0%	

The examination of the frequency distribution seems to indicate that almost one-third (32.8%) of the sample felt that their role conflict with the Pastor-Parish Relations Committee was resolved. Nearly half (49.3%) of the respondents perceived their role conflict with the committee as being manageable, while 17.9% categorized this area of role conflict as manageable but uncomfortable. There were no responses in the unmanageable category.

10. CH = The level of ability to manage role conflict with the seminary from which the respondent graduated.

TABLE 19

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Conflict Resolved	31	46.3%	46.3%
Conflict Manageable	29	43.3%	89.6%
Manageable but Uncomfortable	7	10.4%	100.0%
Unmanageable	<u>0</u>	<u>0</u>	
	67	100.0%	

The examination of the frequency distribution would seem to indicate that 46.3% of the sample perceived their apparent role conflict with the seminary resolved. Nearly as many (43.3%) perceived that conflict as manageable. Only 10.4% termed the role conflict manageable but uncomfortable and none of the respondents indicated it to be unmanageable.

Tests of Correlation and Chi-Squares as Related to Question 1

The levels of significance accepted for correlation and Chi-squares was .10 or below. The results indicated the existence of three significant correlations:

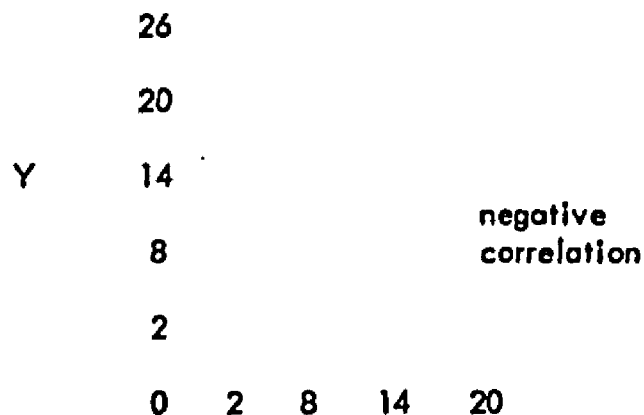
<u>Variable</u>	<u>Sign of the Correlation</u>
Y with CB	Negative
Y with CC	Negative
Y with B	Negative

Y with CC, CB

Y = The level of involvement in Continuing Education

CC = The level of conflict management with wife and children

CB = The level of conflict management with parents



CB and CC

Scale Y = 2 = Level 0

26 = Level IV

CB and CC = 2 = Conflict Resolved

20 = Conflict Unmanageable

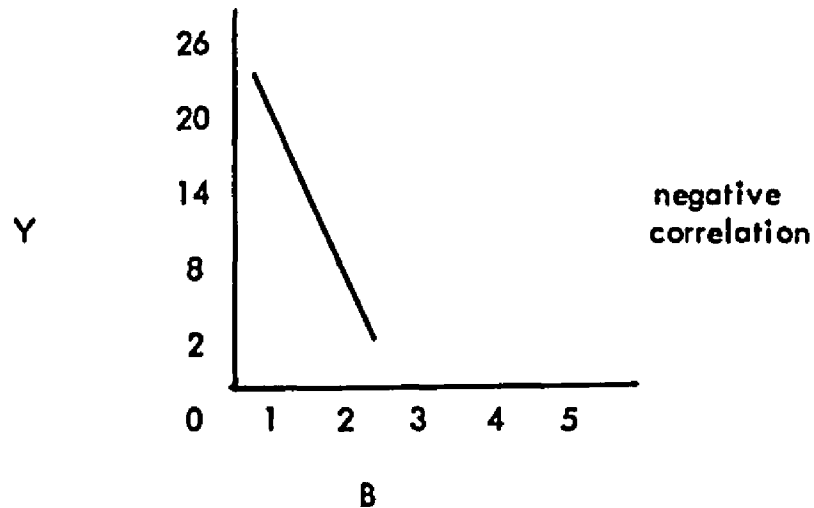
The sign of the correlation was negative which means that there is an inverse relationship between the variables. As the level of participation increases, conflicts with the respondent's wife and children and with his parents become more manageable.

Y with B

Y = the level of participation in Continuing Education

B = the respondent's perception of the level of assistance

he has received from Continuing Education in the management of role conflict



Scale: Y = 2 = lowest level of involvement

26 = highest level of involvement

**B = 1 = Yes, Continuing Education has very
much helped the respondent in
managing role conflict**

5 = no, none at all

The sign of the correlation was negative which means that there is an inverse relationship between the variables. As the level of participation in Continuing Education moves toward more involvement, he seems to feel that Continuing Education is a more positive assistance in managing his role conflict.

There appeared to be no significant relationship between Y and the remaining variables.

Independency

The Chi-square procedure indicated the appearance of independency between Y and the variables related to Question 1.

Summary of Question 1

Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage role conflict?

The respondents seem to perceive themselves as receiving positive assistance from Continuing Education in the management of their perceived role conflict. Eighty-nine and six-tenths percent of this sample saw Continuing Education as an aid in the management of role conflict. Ten and five-tenths percent seem to be undedicated or felt Continuing Education did not help much in their management process.

A review of the frequency distributions describing the respondents' perception of their ability to manage their role conflicts would seem to indicate a high level of management ability. Only a small percentage seems to feel uncomfortable in their role conflict.

These percentages were:

<u>Sources of Role Conflict</u>	<u>% of the sample</u>
Colleagues in the ministry	1.5
Their parents	1.5
With ministers whom he had contact as youth	3.0
The district superintendent	6.0
The bishop	7.5
The seminary from which he graduated	10.5
Pastor-Parish Relations Committee	17.9

The respondents reported a very small percentage of conflicts that appeared to be unmanageable:

Parents	1.5%
Wife & children	1.5%
Bishops	1.5%
Colleagues in the ministry	1.5%

The correlation study indicates significant relationships with colleagues and wife and children. The Chi-square test of independency and dependency seems to indicate independency between these variables.

The sample seems to feel Continuing Education has assisted them in their management of role conflict. They report feeling some role conflict with certain persons, however, statistically there seems to be only weak evidence supporting this perception.

C. Question II. Is There a Relationship Between the Minister's Perceived Source of Role Concept and His Perceived Ability to Manage Role Conflict?

The variables tested against each other were:

SA	Ministers with whom he had contact as a youth
SB	Parents
SC	Wife - children
SD	District superintendent
SE	Bishop
SF	Colleagues in ministry
SG	Pastor-Parish Relations Committee
SH	Seminary

Source of Concept (Current)

IA	Ministers with whom he had contact as a youth
IB	Parents
IC	Wife - children
ID	District superintendent
IE	Bishop
IF	Colleagues in ministry
IG	Pastor-Parish Relations Committee
IH	Seminary

Level of Conflict Management with:

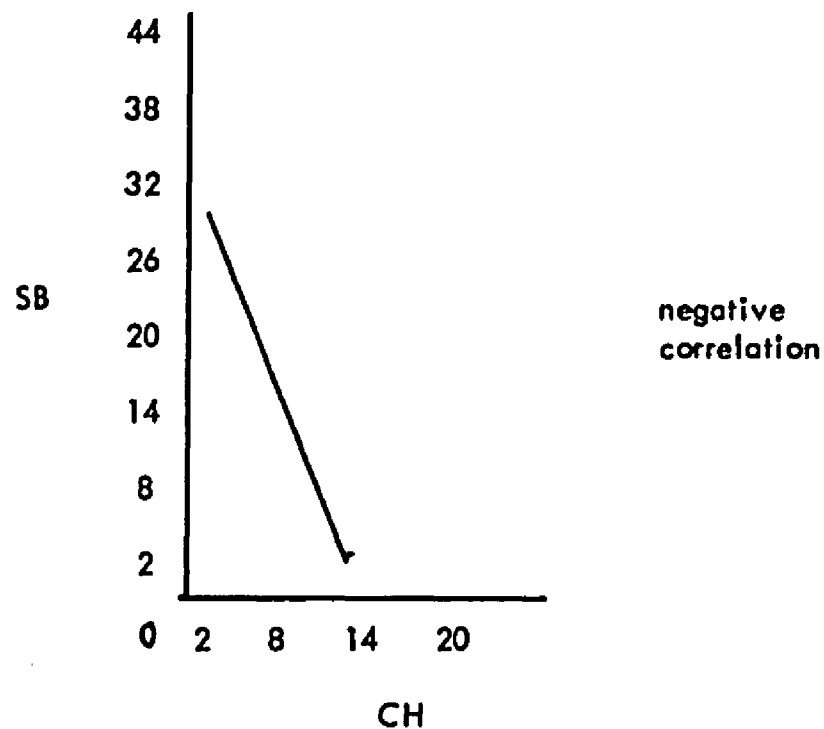
CA	Ministers with whom he had contact as a youth
CB	Parents
CC	Wife - children
CD	District superintendent
CE	Bishop pre-June 1977
CF	Colleagues in ministry
CG	Pastor-Parish Relations Committee
CH	Seminary
CI	Other significant sources
P	The level of effect Continuing Education is perceived by this sample to have had on their role concept.

The Significant Correlations were:

<u>Variable</u>	<u>Sign of the Correlation</u>
SB with CH	Negative
SD with CD	Negative
SE with CI	Positive
SF with CF	Positive
ID with CD	Positive
ID with CE	Positive
IE with CG	Positive
IE with CH	Positive
IH with CH	Positive
P with CB	Positive
P with CH	Positive

SB with CH

The linear relationship between SB (parents influence level as a developmental source of the respondent's role concept) and CH (the level of perceived role conflict management by the respondent with his seminary) moved in the following manner:



Scale SB = 2 = greatest influence

44 = least influence

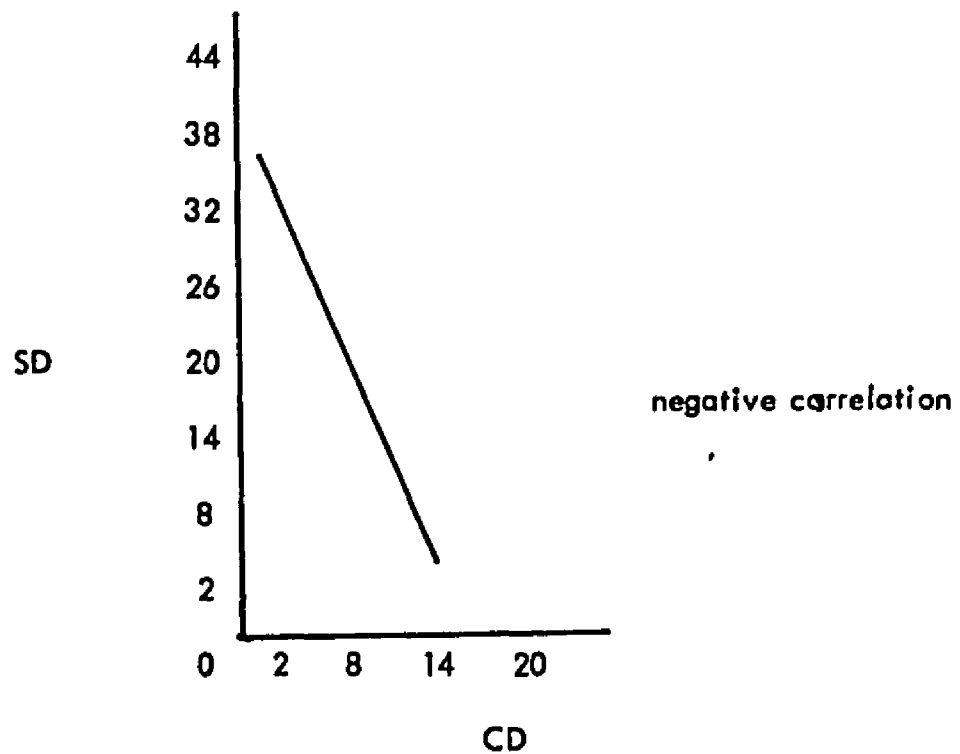
CH = 2 = conflict resolved

20 = conflict unmanageable

As the level of influence of the parents decreases, the level of perceived role conflict management moves toward greater ability to manage role conflict with the seminary from which the respondent graduated.

SD with CD

The linear relationship between SD (the developmental influence of the district superintendent on the role concept of the respondent) and CD (the level of perceived role conflict management with the district superintendent) seems to move in this manner:



Scale SD = 2 = greatest influence

44 = least influence

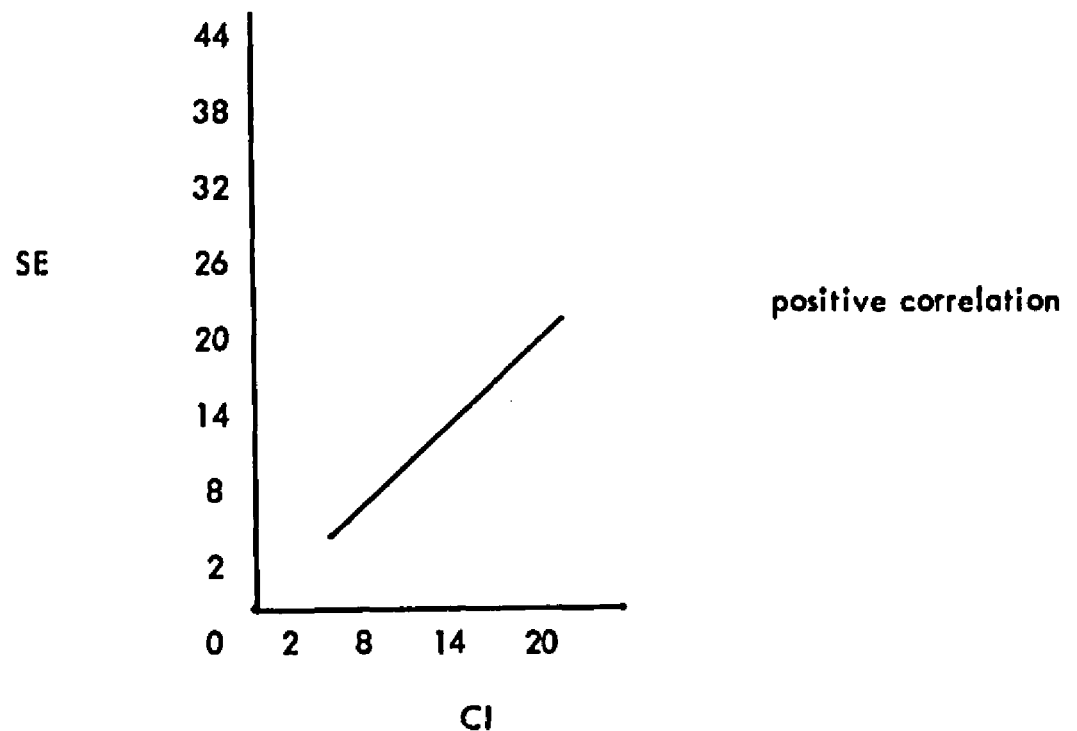
CD = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the superintendent decreases, the level of perceived role conflict management moves toward greater ability to manage role conflict with the district superintendent.

SE with CI

The linear relationship between SE (the developmental influence of the bishop on the respondent's role concept) and CI (other significant sources of conflict) moves in this manner:



Scale: SE = 2 = greatest influence

44 = least influence

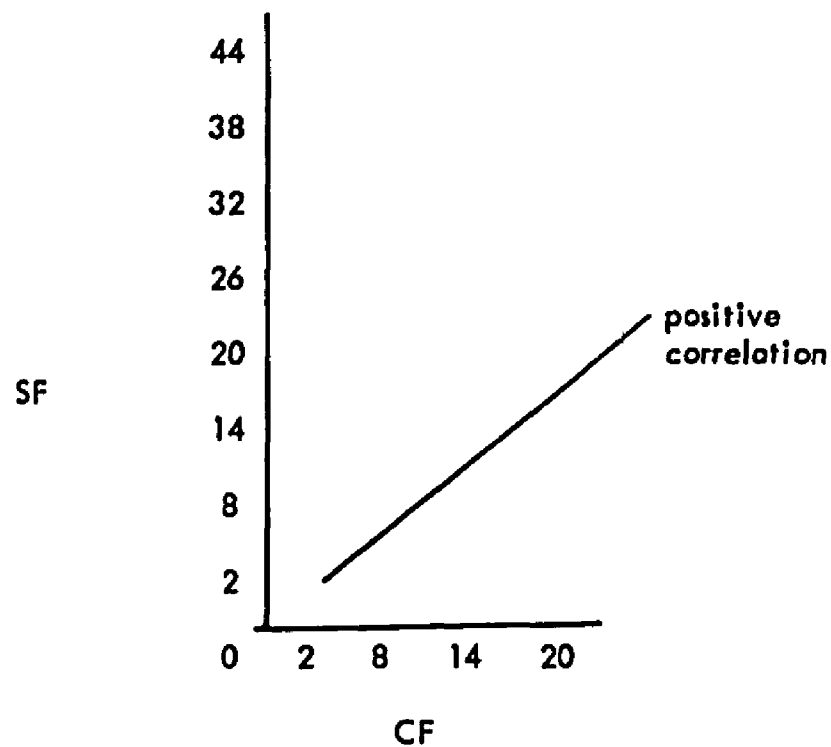
CI = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the bishop on the respondent's development of role concept decreases, the respondent's management of role conflict with other sources than listed in the questionnaire moves toward the unmanageable level.

SF with CF

The linear relationship between SF (the developmental influence on the respondent's role concept by colleagues in the ministry) and CF (the level of role conflict management with these colleagues in ministry) moves in this manner:



Scale: SF = 2 = greatest influence

44 = least influence

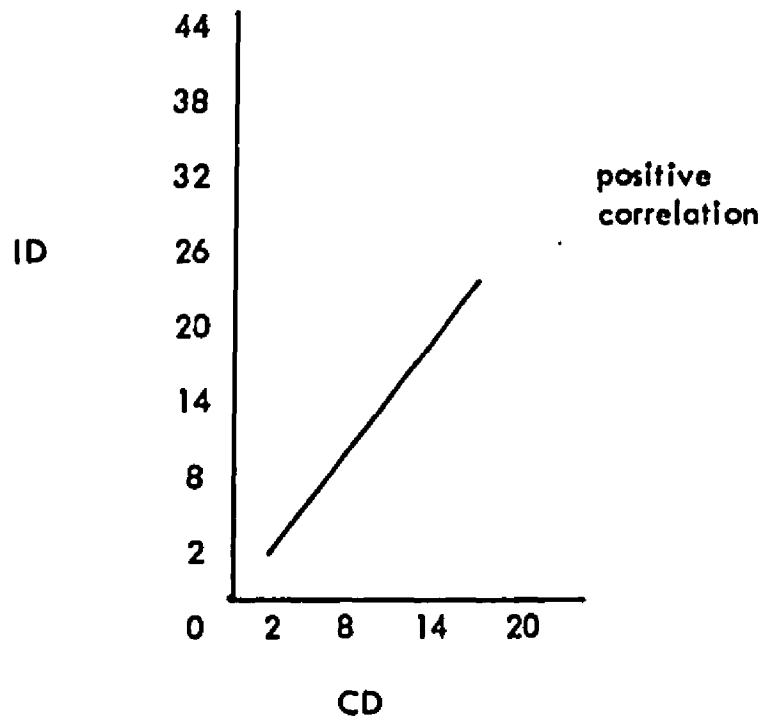
CF = 2 = conflict resolved

20 = conflict unmanageable

As the influence of colleagues in the ministry decreases, the level of role conflict management appears to move toward the unmanageable level.

ID with CD

The linear relationship between ID (the influence of the district superintendent on the respondent's current role concept) and CD (the level of perceived role conflict management with the district superintendent) appears to move in this manner:



Scale: ID = 2 = greatest influence

44 = least influence

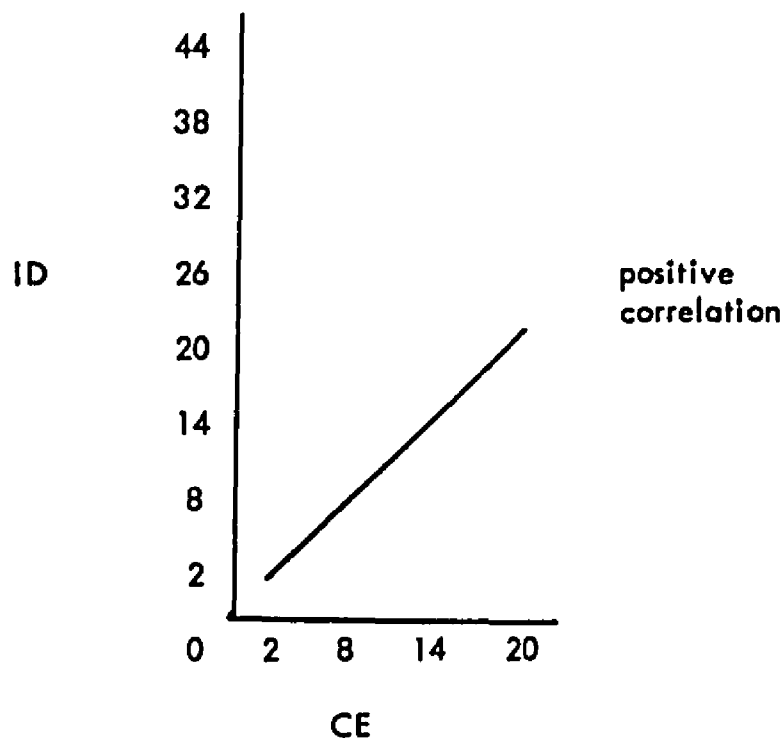
CD = 2 = conflict resolved

20 = conflict unmanageable

As the influence on the current role concept by the district superintendent decreases, the level of conflict management with the district superintendent moves toward the unmanageable level.

ID with CE

The appearance of the linear relationship between the variables ID (the influence of the district superintendent on the respondent's current role concept) and CE (the level of perceived role conflict management with the bishop) appears to move in this manner:



Scale: ID = 2 = greatest influence

44 = least influence

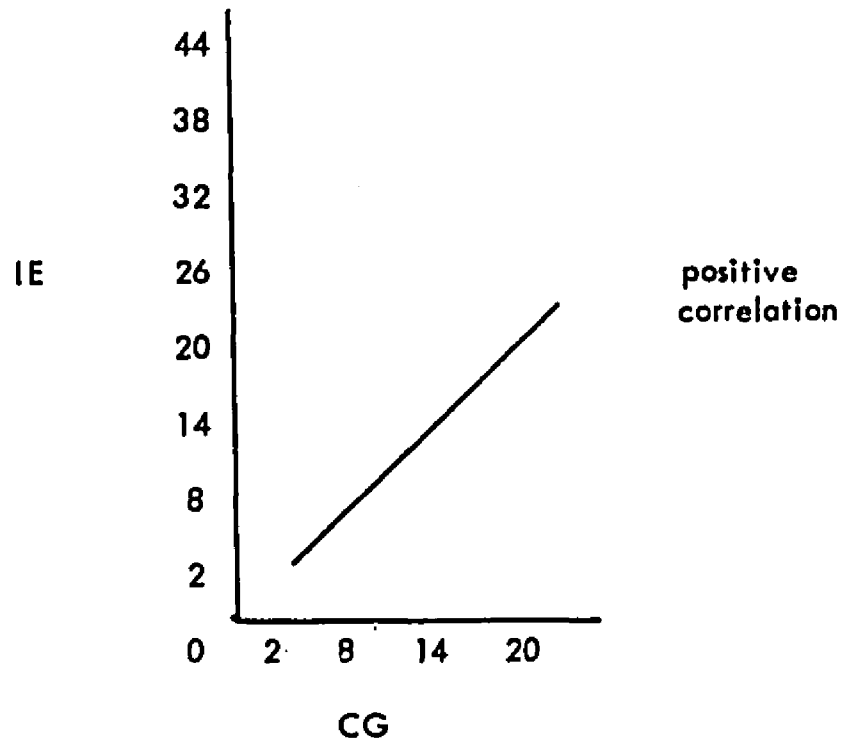
CE = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the district superintendent decreases, the respondent's ability to manage his perceived role conflict with his bishop moves toward the unmanageable level.

IE with CG

The linear relationship between variables IE (the influence of the bishop on the respondent's current role concept) and CG (the level of role conflict management with his Pastor-Parish Relations Committee) seems to be moving in this manner:



Scale: IE = 2 = greatest influence

44 = least influence

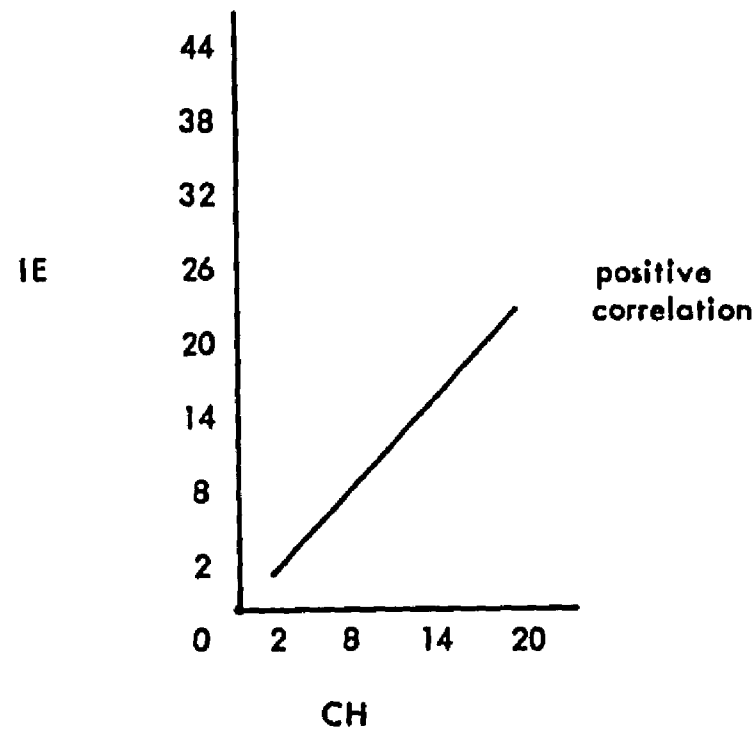
CG = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the bishop on current role concept decreases, the level of role conflict with Pastor-Parish Relations Committee moves toward the unmanageable level.

IE with CH

The linear relationship between the variables IE (the influence of the bishop on the respondent's current role concept) and CH (the level of role conflict management with the respondent's seminary) seems to be moving in this manner:



Scale: IE = 2 = greatest influence

44 = least influence

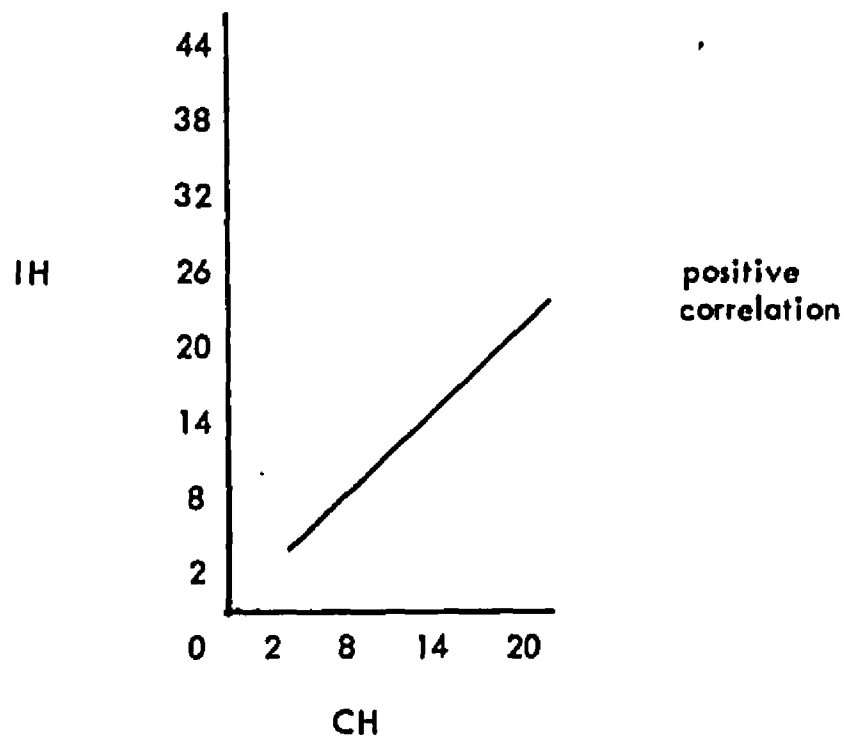
CH = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the bishop on the current role concept of the respondent decreases, the level of role conflict management moves toward the unmanageable level.

IH with CH

The linear relationship between the variables IH (the influence of the seminary on the respondent's current role concept) with CH (the level of role conflict management with the seminary) seems to be moving in this manner:



Scale = IH = 2 = greatest influence

44 = least influence

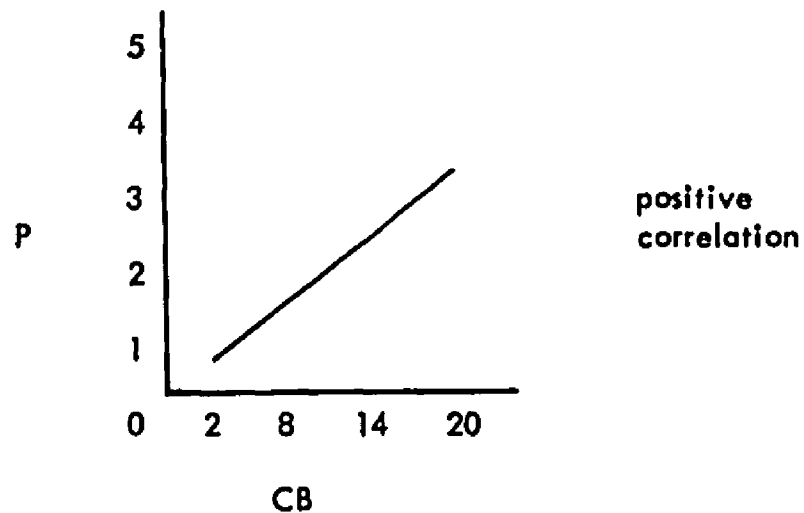
CH = 2 = conflict resolved

20 = conflict unmanageable

As the influence of the seminary decreases, the level of role conflict management with the seminary tends to move toward the unmanageable level.

P with CB

The linear relationship between P (the effect Continuing Education is perceived to have had on the respondent's role concept) and CB (the level of role concept management with parents) seems to move in this manner:

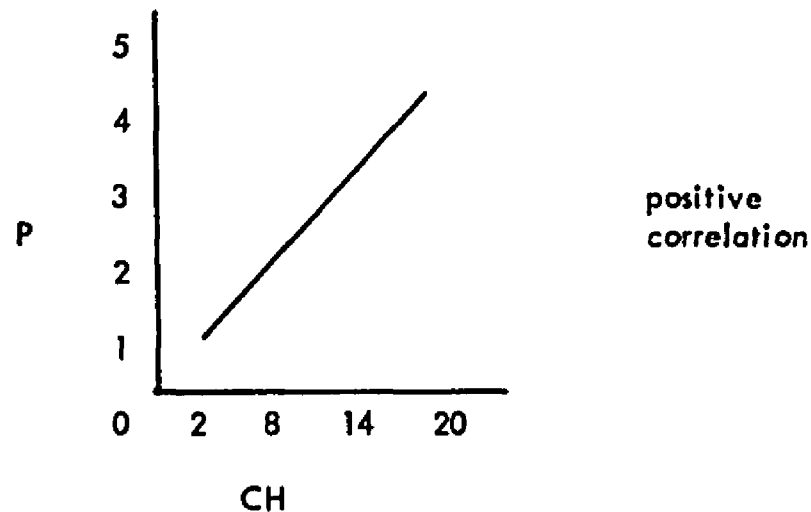


Scale: P = 1 = very positive effect
 5 = very negative effect
 CB = 2 = conflict resolved
 20 = conflict unmanageable

As the perceived effect of Continuing Education decreases, the level of role concept management with parents also decreases or moves toward the unmanageable level.

P with CH

The linear relationship between P (the effect Continuing Education is perceived to have had on the respondent's role concept) and CH (the level of role conflict management with the seminary) seems to move in this manner:



Scale: P = 1 = very positive effect

5 = very negative effect

CH = 2 = conflict resolved

20 = conflict unmanageable

As the perceived effect Continuing Education has on the respondent's role concept decreases, his level of role conflict management moves toward the unmanageable level.

Chi-square tests as related to Question II

The cross-tabulation tests of dependency of the variables that seem to relate to Question Number II indicate the following variable combinations to be dependent:

<u>Variable</u>	<u>Sign of the Correlation</u>
SA by CC	Negative
SB by CA	Negative
SB by CE	Negative
SB by CF	Negative
SC by CC	Positive
SE by CB	Negative
SE by CE	Negative
SF by CF	Positive
SG by CD	Positive
SH by CA	Negative
IB by CC	Positive
IC by CC	Positive
ID by CE	Positive
ID by CD	Positive
IE by CD	Positive
IH by CF	Positive
IH by CH	Positive

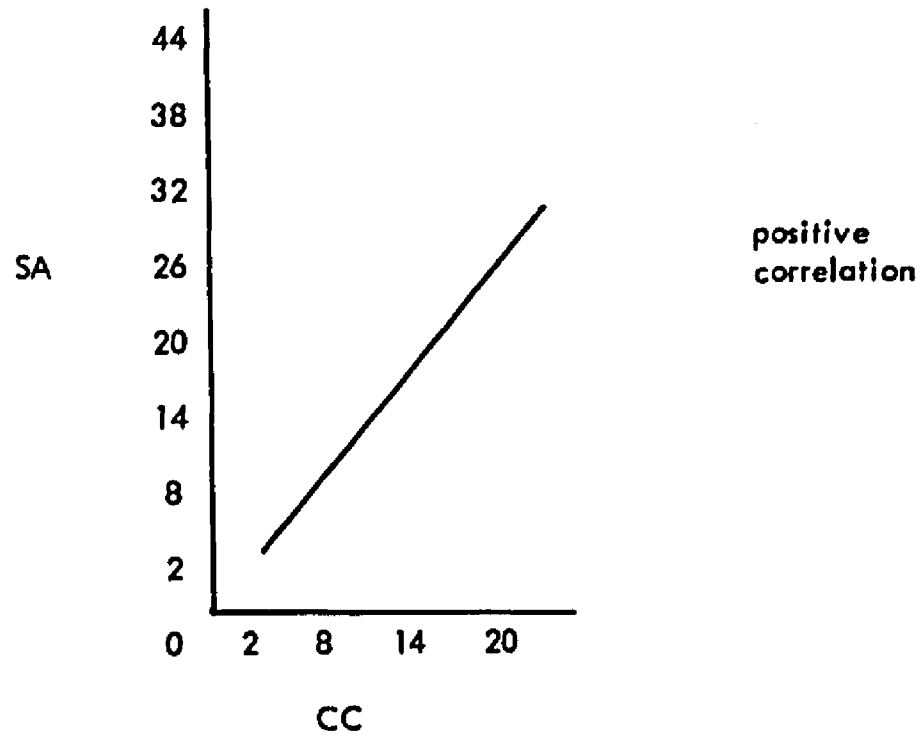
SA by CC was accepted as dependent. (The level of significance may be found in the Appendices following Chapter V)

SA = the influence on the respondents development of role concept by ministers with whom he had contact as a youth

CC = the level of role conflict management perceived by the respondent with his wife and children

When a variable is statistically accepted as dependent upon another variable, the researcher can assume with some certainty that his knowledge of the first variable will apply to the second variable.

The sign of the correlation between these two variables was negative and rejected as a significant correlation (the significant level being above .10). As the influence of ministers with whom the respondent had contact as a youth decreases, the role conflict management with his wife and children moves toward a more manageable level.

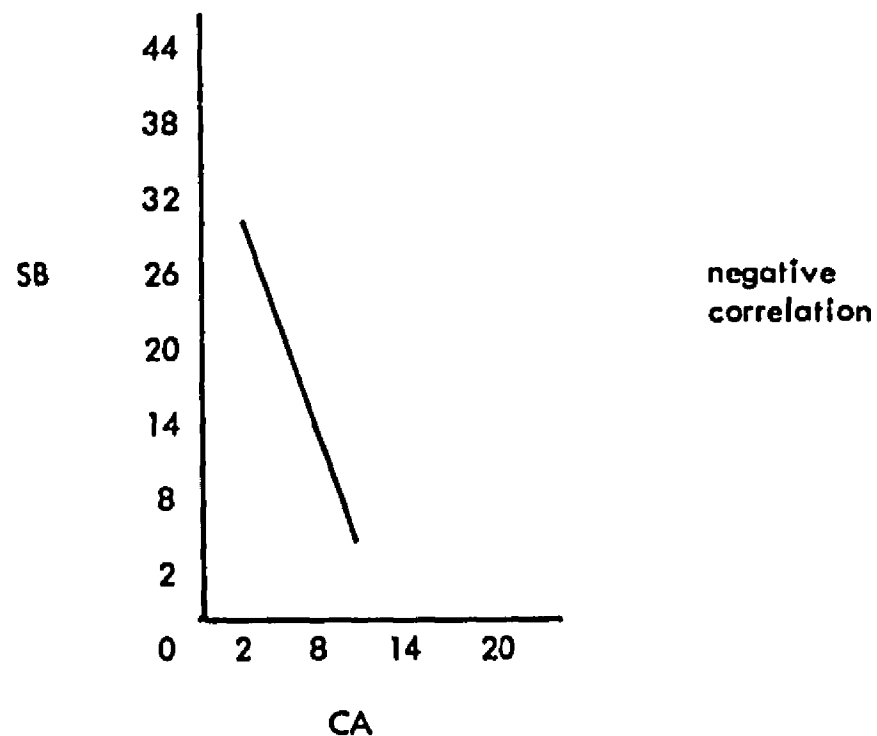


Scale: SA = 2 = greatest influence
 44 = least influence
 CC = 2 = conflict resolved
 20 = conflict unmanageable

SB by CA was accepted as dependent.

SB = the influence on the respondent's development of role concept by his parents

CA = the level of role conflict management with ministers with whom he had contact as a youth



Scale: SB = 2 = greatest influence

44 = least influence

CA = 2 = conflict resolved

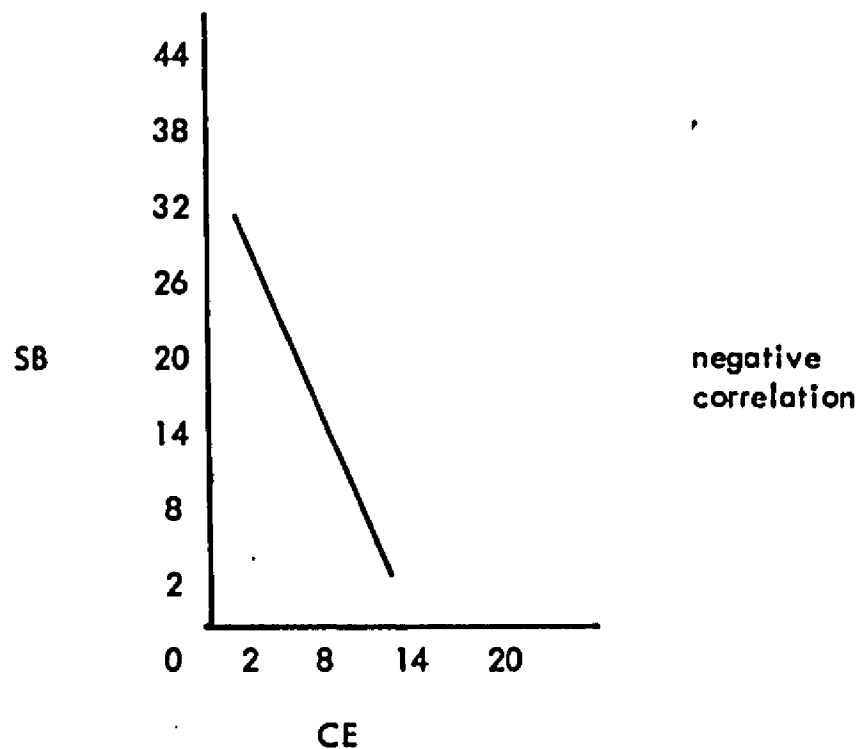
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. As the influence of the parents decreases, the level of role conflict management moves toward a more manageable level.

SB by CE was accepted as dependent.

SB = the influence on the respondent's development of role concept development

CE = the level of role conflict management with the bishop



Scale: SB = 2 = greatest influence

44 = least influence

CE = 2 = conflict resolved

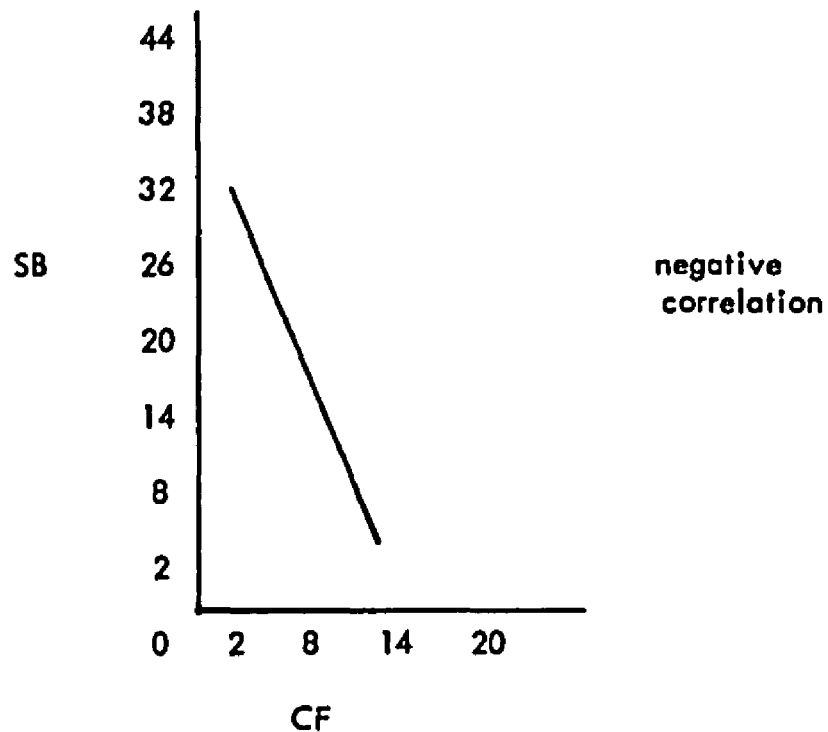
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. It would seem that as the influence on the respondent's development role concept by his parents decreases, his ability to manage role conflict with the bishop increases.

SB by CF was accepted as dependent.

SB = the influence on the respondent's development of role concept with his parents.

CF = the level of role conflict management with colleagues in the ministry



Scale: SB = 2 = greatest influence
 44 = least influence
 CF = 2 = conflict resolved
 20 = conflict unmanageable

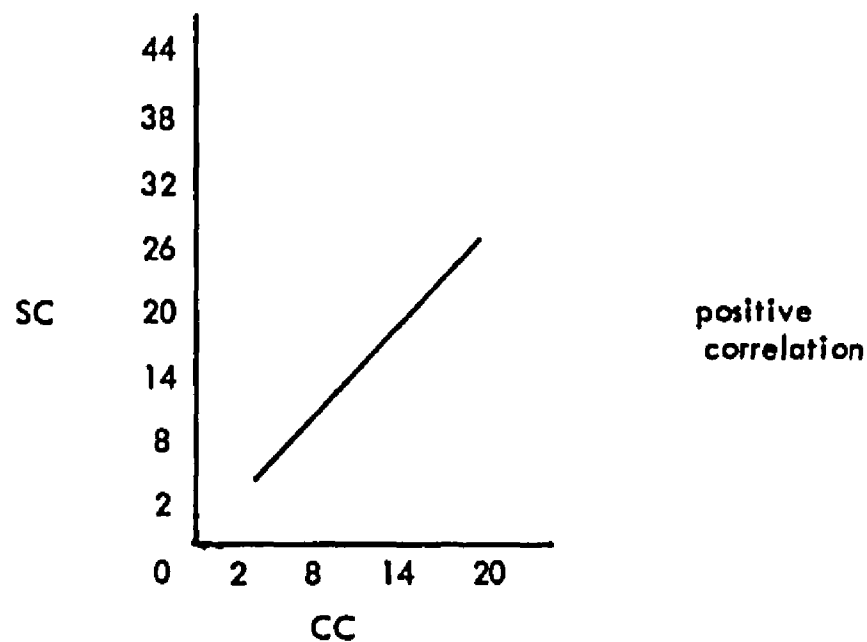
The sign of the correlation was negative and rejected as a significant correlation. Given the scales used and the negative sign that as the influence on the respondent's developmental role concept by parents decreases, his ability to manage role conflict with colleagues in the ministry moves toward a more manageable state.

The dependency of these two variables seems to indicate that as the researcher gains information about SB, he is also gaining information concerning CE because of their interdependency.

SC by CC was accepted as dependent.

SC = the influence on the respondent's development of role concept
by his wife and children

CC = the level of role conflict management with his wife and children



Scale: SC = 2 = greatest influence

44 = least influence

CC = 2 = conflict resolved

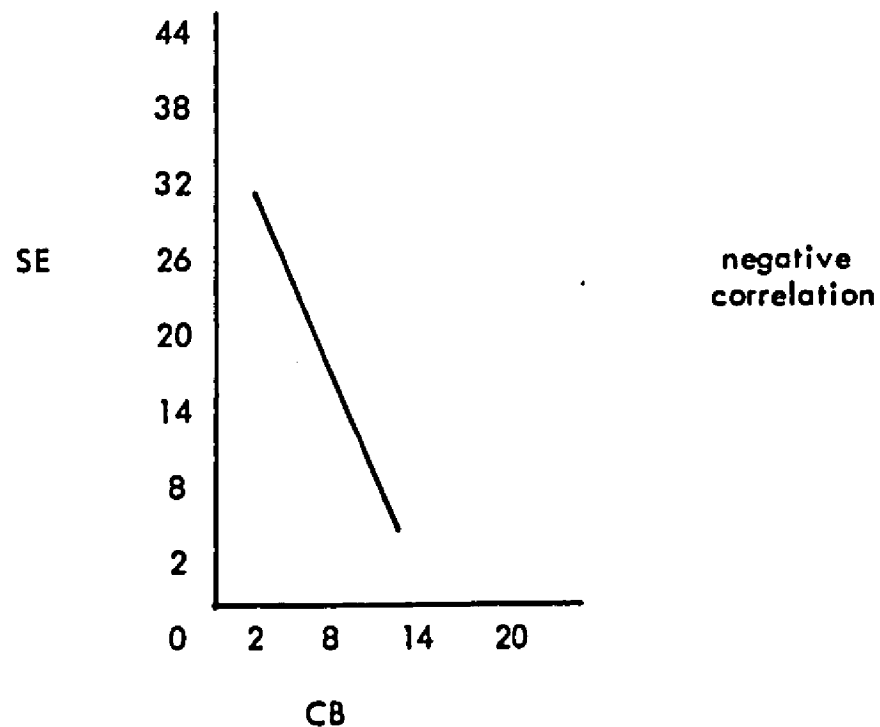
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the respondent's wife and children decreases, so does his ability to manage role conflict with them.

SE by CB was accepted as dependent.

SE = the influence on the respondent's developmental role
concept by the bishop

CB = the level of conflict management with the respondent's
parents



Scale: SE = 2 = greatest influence

44 = least influence

CB = 2 = conflict resolved

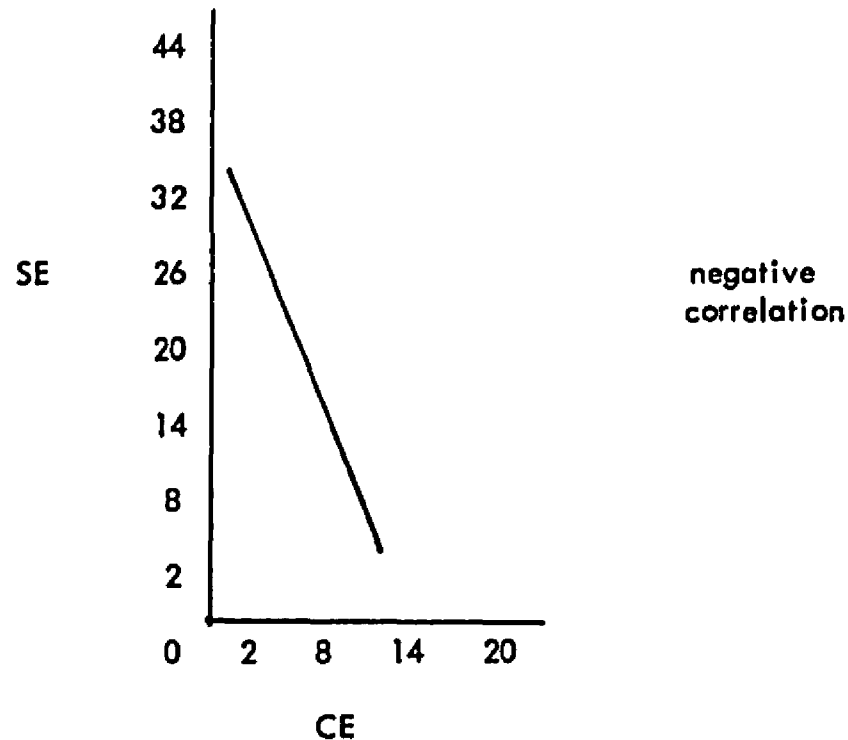
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's developmental role concept by the bishop decreases, the respondent's ability to manage role conflict with his parents seems to move to more manageable levels.

SE by CE was accepted as dependent.

SE = the influence on the respondent's developmental role concept
by the bishop

CE = the level of conflict management of the respondent with his
wife and children



Scale: SE = 2 = greatest influence

44 = least influence

CE = 2 = conflict resolved

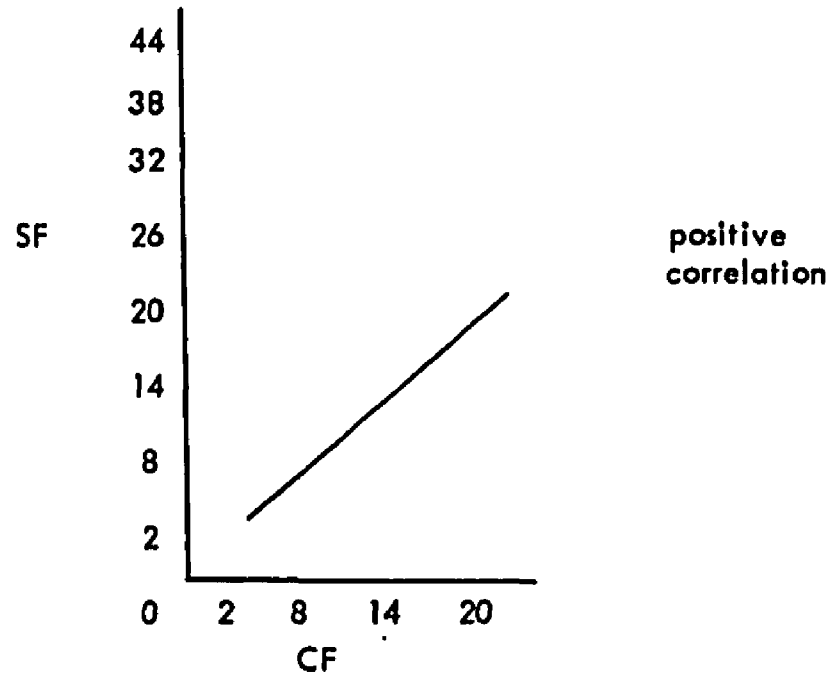
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the bishop on the respondent's developmental role concept decreases, the respondent's ability to manage role conflict with his wife and children moves toward more manageable levels.

SF by CF was accepted as dependent.

SF = the influence on the respondent's developmental role concept
by his colleagues in the ministry

CF = the level of the respondent's role conflict management with
colleagues in the ministry.



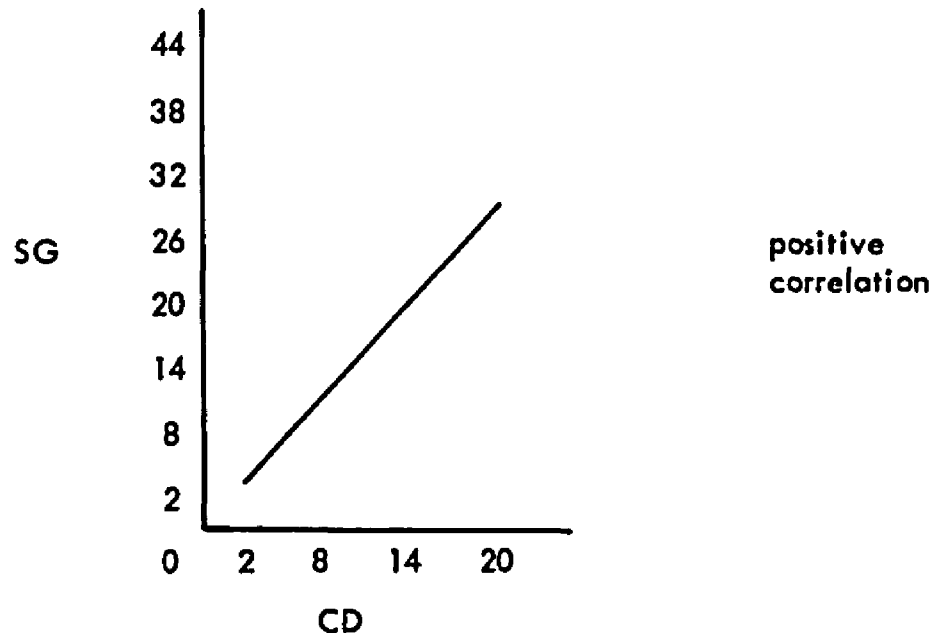
Scale: SF = 2 = greatest influence
44 = least influence
CF = 2 = conflict resolved
20 = conflict unmanageable

The sign of the correlation was positive and was accepted as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the respondent's colleagues in the ministry decreases, so does his ability to manage role conflict with his colleagues.

SG by CD was accepted as dependent.

SG = the influence on the respondent's developmental role concept
by the Pastor-Parish Relations Committee

CD = the level of the respondent's management of role conflict with
the district superintendent



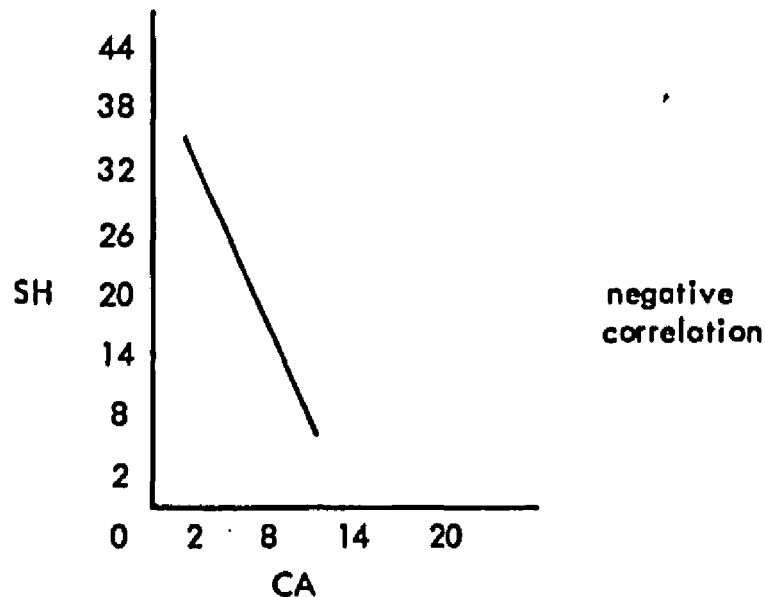
Scale: SG = 2 = greatest influence
44 = least influence
CD = 2 = conflict resolved
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the Pastor-Parish Relations Committee decreases, the respondent's ability to manage role conflicts with the district superintendent moves toward a more unmanageable level.

SH by CA was accepted as dependent.

SH = the influence on the respondent's developmental role concept
by his seminary

CA = the level of the respondent's ability to manage role conflict
with his parents.



Scale: SH = 2 = greatest influence

44 = least influence

CA = 2 = conflict resolved

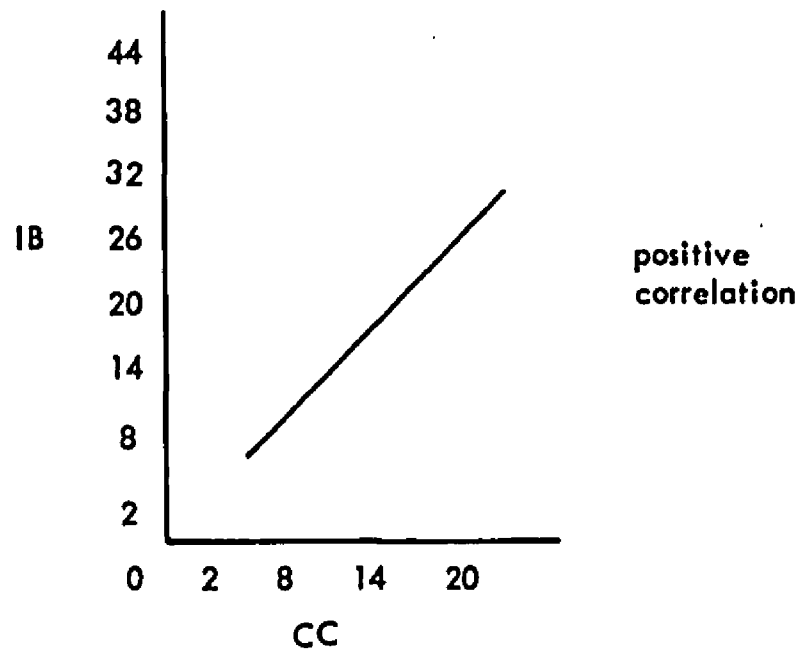
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's developmental role concept by his seminary decreases, his ability to manage role conflict with his parents moves toward a more manageable level.

IB by CC was accepted as dependent.

IB = the influence on the respondent's current role concept by his parents.

CC = the level of the respondent's conflict management with his wife and children



Scale: IB = 2 = greatest influence

44 = least influence

CC = 2 = conflict resolved

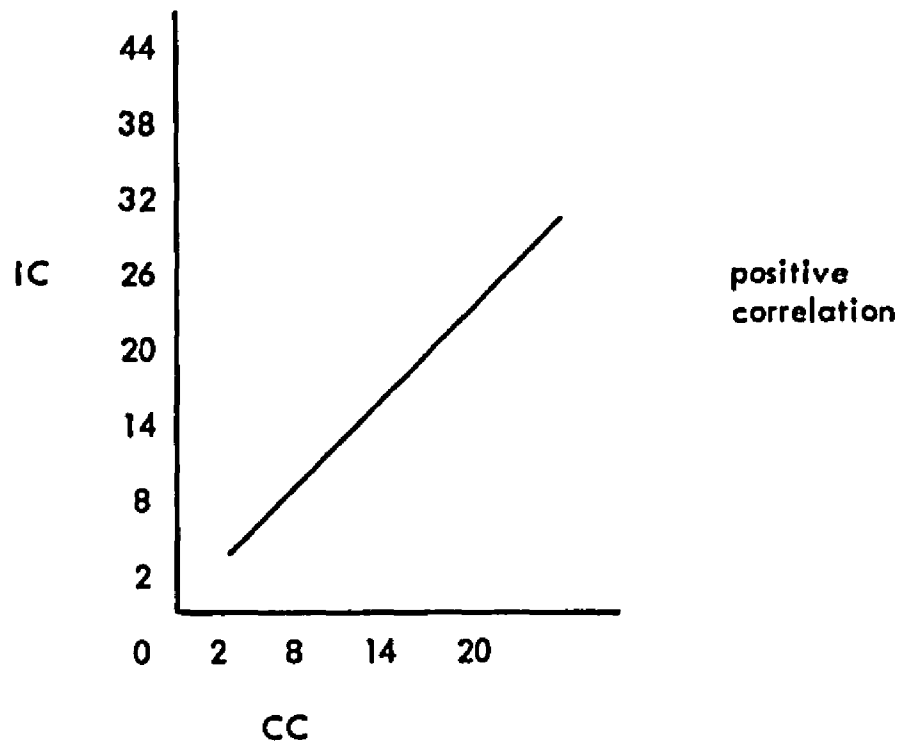
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's current role concept by his parents decreases, his level of management of role conflict with his wife and children moves toward the unmanageable level.

IC by CC was accepted as dependent.

IC = the influence on the respondent's current role concept by his
wife and children

CC = the level of the respondent's role conflict management with
his wife and children



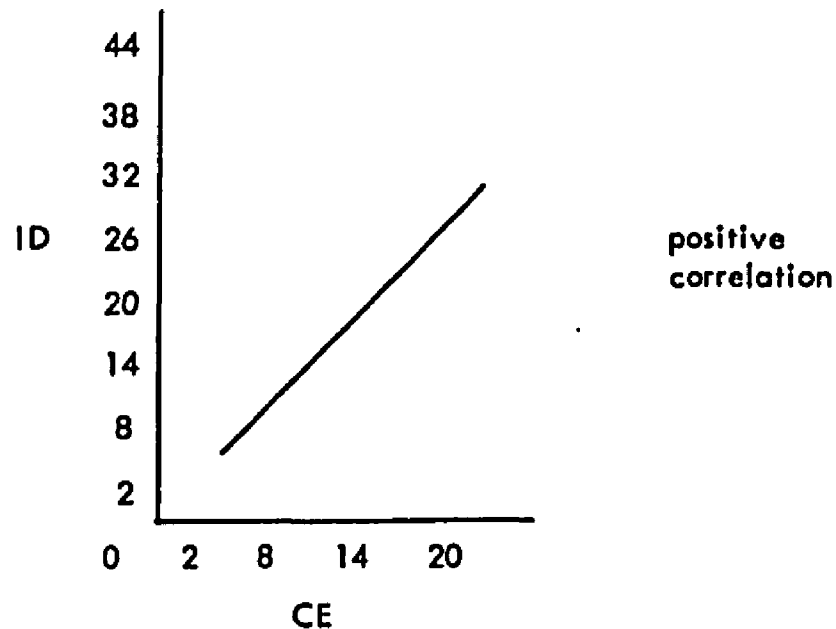
Scale: IC = 2 = greatest influence
44 = least influence
CC = 2 = conflict resolved
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the wife and children decreases, the level of role conflict with the wife and children moves to a more unmanageable level.

ID by CE was accepted as dependent.

ID = the influence on the respondent's current role concept by his
district superintendent

CE = the level of the respondent's role conflict management with
the bishop



Scale: ID = 2 = greatest influence

44 = least influence

CE = 2 = conflict resolved

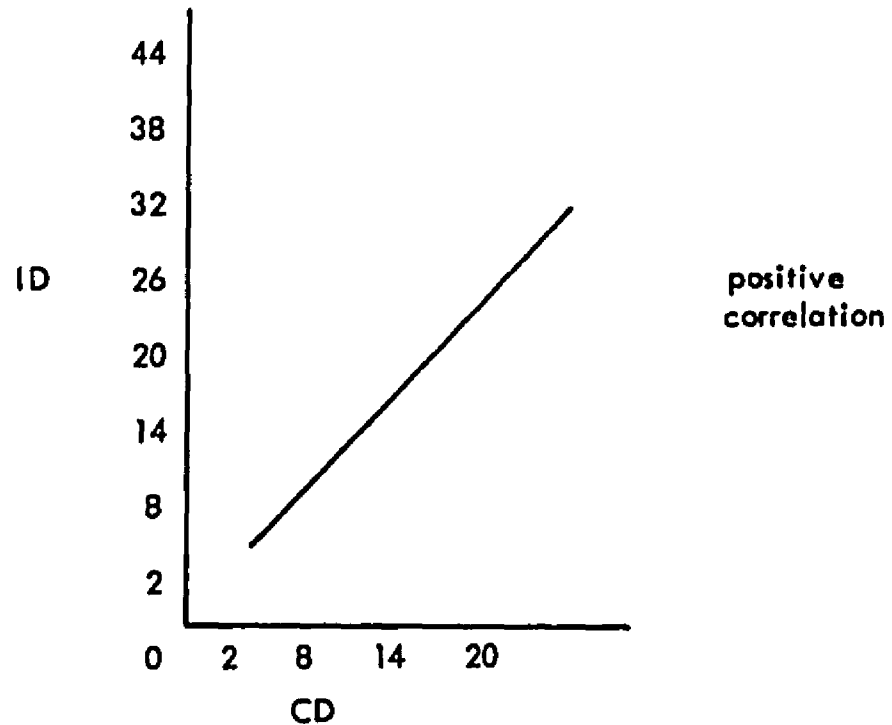
20 = conflict unmanageable

The sign of the correlation was positive and accepted as a significant correlation. The dependency of these two variables seems to indicate that as the influence of the respondent's district superintendent on his current role concept decreases, his ability to manage role conflict with his bishop moves toward a more unmanageable level.

ID by CD was accepted as dependent.

ID = the influence on the respondent's current role concept by his
district superintendent

CD = the level of the respondent's role conflict management with
his district superintendent



Scale: ID = 2 = greatest influence

44 = least influence

CD = 2 = conflict resolved

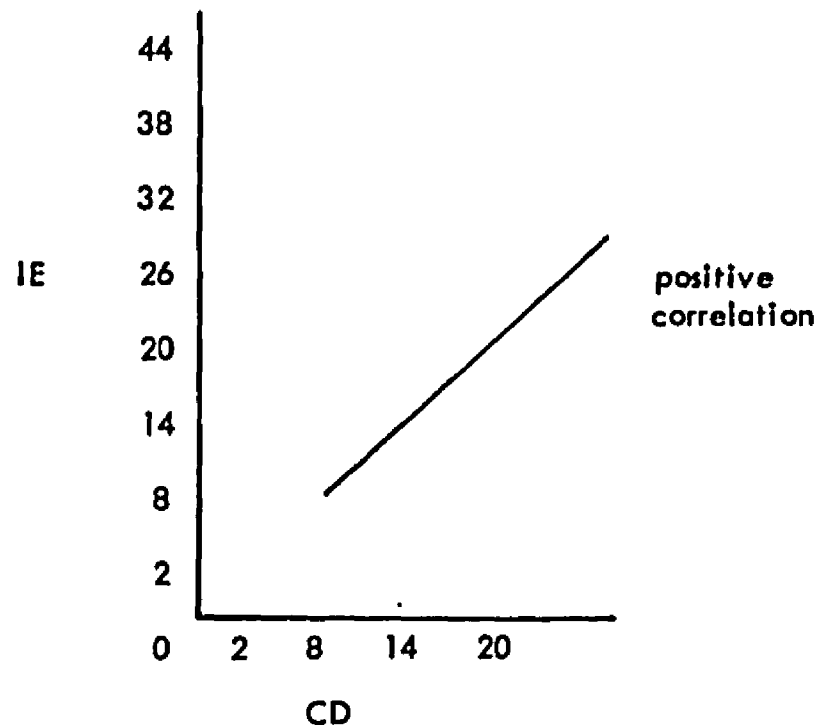
20 = conflict unmanageable

The sign of the correlation was positive and accepted as a significant correlation. The dependency of these variables seems to indicate that as the influence of the district superintendent on the respondent's current role concept decreases, his ability to manage role conflict with the district superintendent moves toward the unmanageable level.

IE by CD was accepted as dependent.

IE = the influence on the respondent's current role concept by the
bishop

CD = the level of the respondent's role conflict management with
his district superintendent



Scale: IE = 2 = greatest influence
44 = least influence

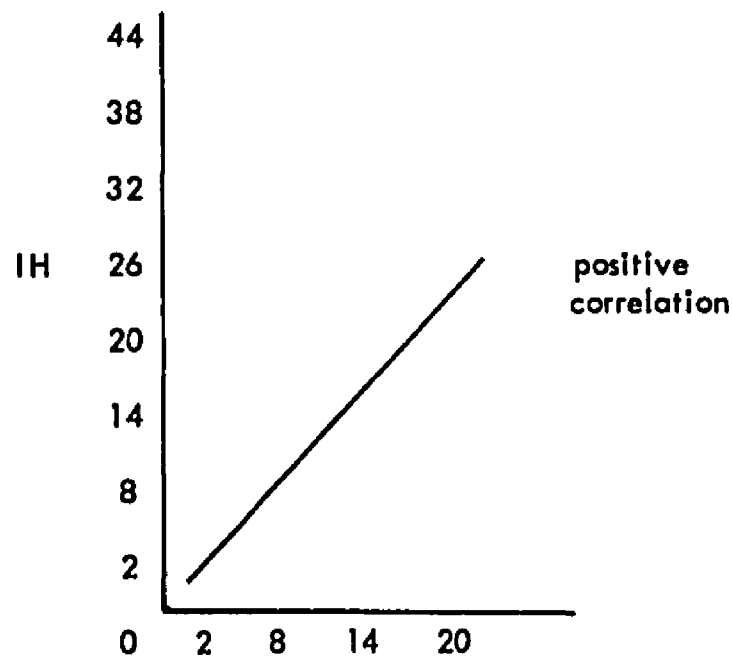
CD = 2 = conflict resolved
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's current role concept by the bishop decreases, his level of role conflict management moves toward the unmanageable level.

IH by CF was accepted as dependent.

IH = the influence on the respondent's current role concept by his
seminary

CF = the level of the respondent's role conflict management with
the district superintendent



Scale: IH = 2 = greatest influence

44 = least influence

CF = 2 = conflict resolved

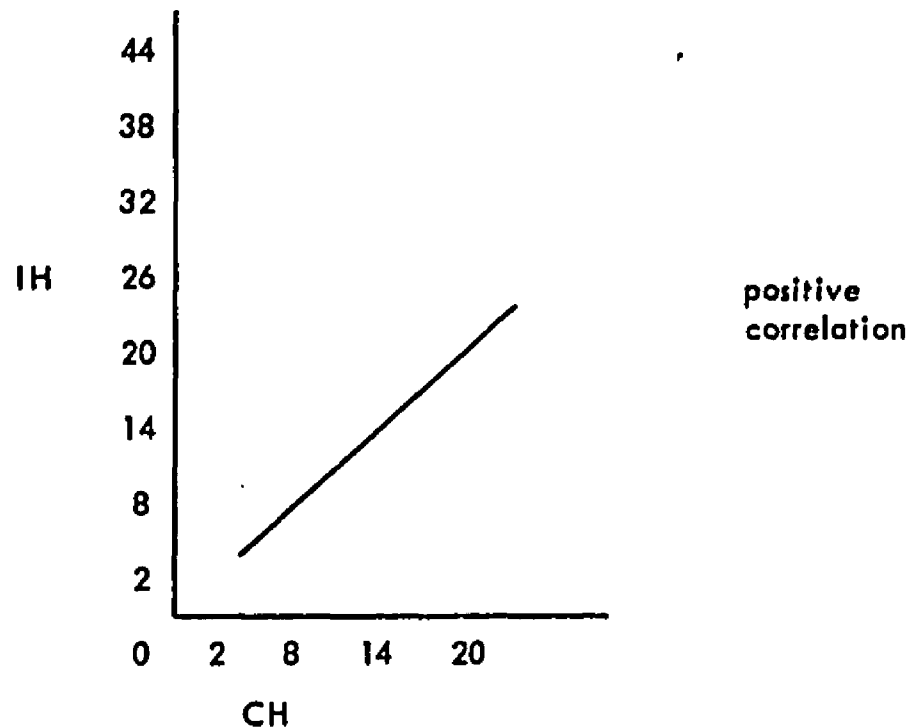
20 = conflict unmanageable

The sign of the correlation was positive and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's current role concept by his seminary decreases, his ability to manage role conflict with his district superintendent moves toward the unmanageable level.

IH by CH was accepted as dependent.

IH = the influence on the respondent's current role concept by
the seminary

CH = the level of the respondent's role conflict management
with his seminary



Scale: IH = 2 = greatest influence
44 = least influence

CH = 2 = conflict resolved
20 = conflict unmanageable

The sign of the correlation was positive and accepted as a significant correlation. The dependency of these two variables seems to indicate that as the influence on the respondent's current role concept by his seminary decreases, his ability to manage role conflict with his seminary moves toward the unmanageable level.

Summary of Question II

Does the minister's perceived source of role concept affect his perceived ability to manage role conflict? The correlational tests seem to indicate 11 significant relationships. The Chi-square test of dependency indicated 17 combinations of variables that were dependent upon each other. It would seem safe to assume that a positive response to Question II would be appropriate.

D. Question III. Is There a Relationship Between the Minister's Agreement with Perceived Role Concept Sources and His Ability to Manage Role Conflicts?

The following variables were tested for possible significant correlation and significant dependency by examination by crosstabulation (chi-squares). Significance for both correlation and crosstabulation was set at the .10 level.

Agreement Level with

AA	Minister with whom he had contact as a youth
AB	Parents
AC	Wife - children
AD	District superintendent pre-June 1977
AE	Bishop pre-June 1977
AF	Colleagues in ministry
AG	Pastor-Parish Relations Committee
AH	Seminary
AI	Other significant sources

Level of Conflict Management

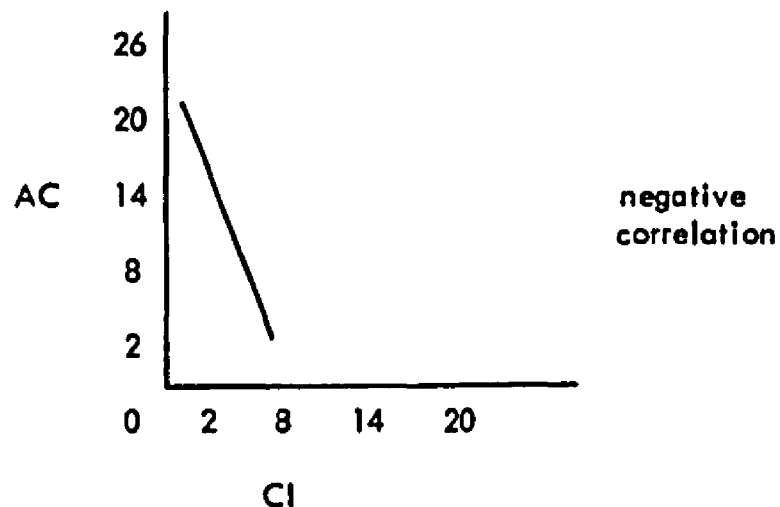
CA	Ministers with whom he had contact as a youth
CB	Parents
CC	Wife - children
CD	District superintendent pre-June 1977
CE	Bishop pre-June 1977
CF	Colleagues in ministry
CG	Pastor-Parish Relations Committee
CH	Seminary
CI	Other sign sources

The significant correlations were:

<u>Variable:</u>	<u>Sign of the Correlation</u>
AC with CF	Negative
AC with CI	Negative
AD with CD	Positive
AD with CE	Positive
AE with CD	Positive
AE with CE	Positive
AF with CD	Positive
AG with CE	Positive
AG with CG	Positive
AG with CH	Positive
AH with CF	Positive
AH with CH	Positive

AC with CI

The linear relationship between AC (the agreement level with the ministerial role concept held by the respondent's wife and children) and CI (the level of the respondent's role conflict management with "other significant sources") seems to be moving in this manner:

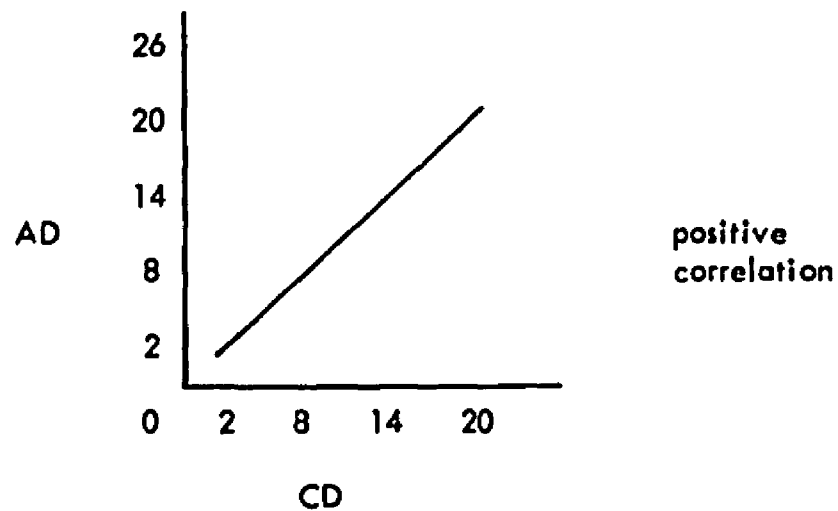


Scale: AC = 2 = greatest agreement
 26 = no agreement
 CI = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with his wife and children move toward the negative, his ability to manage his role conflict with other significant sources seems to move toward more manageable levels.

AD with CD

The linear relationship between AD (the agreement level with the ministerial role concepts held by the district superintendent) and CD (the level of the respondent's role conflict management with the district superintendent) seems to be moving in this manner:

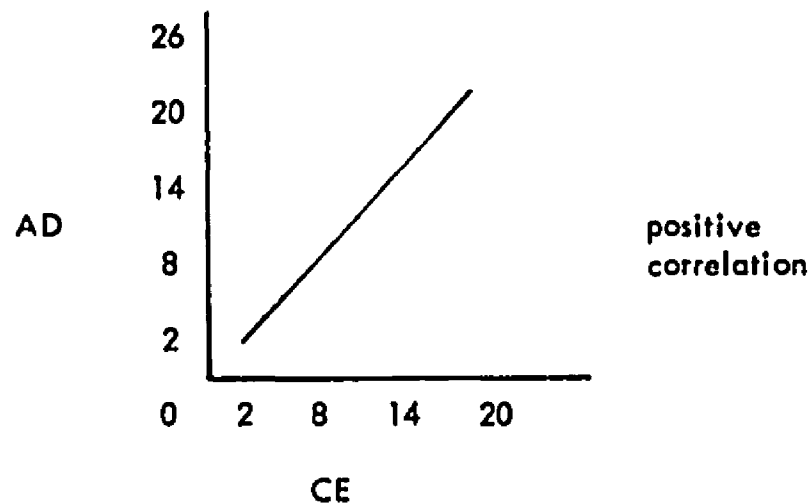


Scale: AD = 2 = greatest agreement
 26 = no agreement
 CD = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the role concept with the district superintendent moves toward the negative, his ability to manage his role conflict with his district superintendent seems to move toward more unmanageable levels.

AD with CE

The linear relationship between AD (the agreement level with the ministerial role concept held by the district superintendent) and CE (the level of the respondent's role conflict management with the bishop) seems to be moving in this manner:

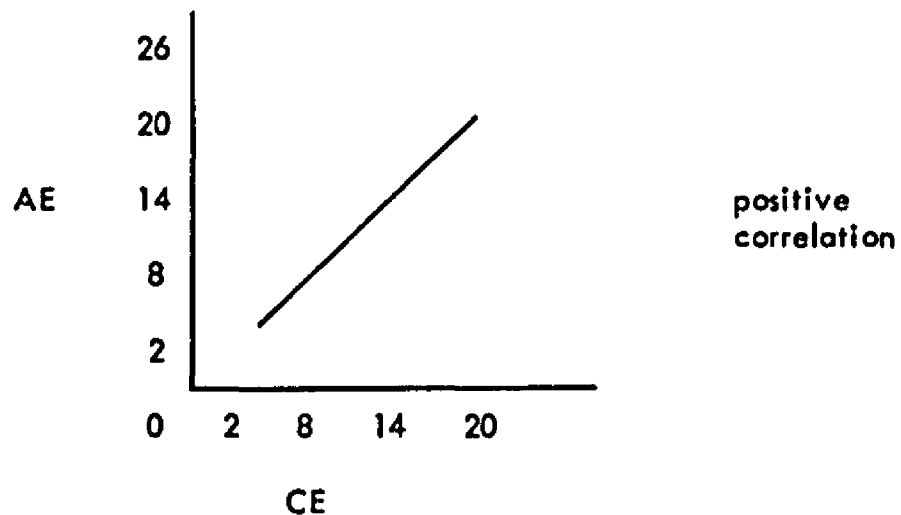


Scale: AD = 2 = greatest agreement
 26 = no agreement
 CE = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level of the respondent with the role concept of the district superintendent moves to the negative, his level of role conflict management with the bishop moves to more unmanageable levels.

AE with CE

The linear relationship between AE (the agreement level with the ministerial role concept held by the bishop) and CE (the level of the respondent's role conflict management with the bishop) seems to be moving in the following manner:

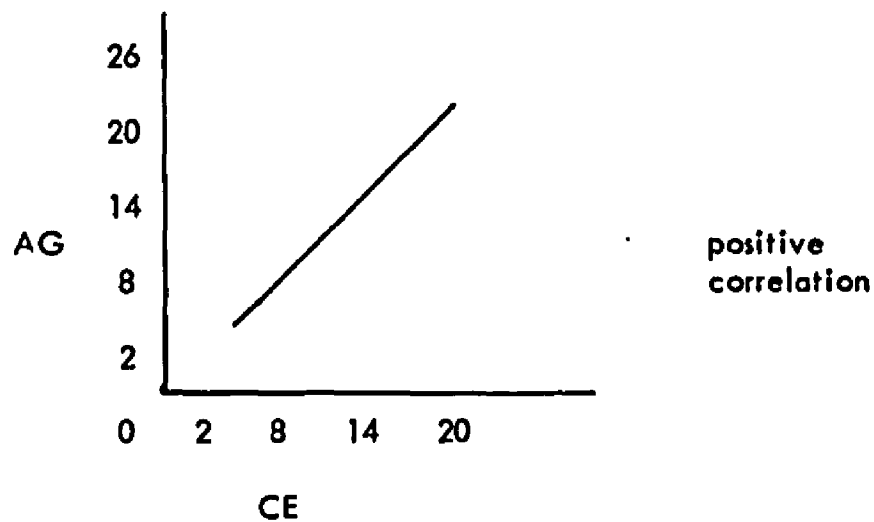


Scale: AE = 2 = greatest agreement
 26 = no agreement
 CE = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement with the ministerial role concept of the bishop by the respondent moves toward the negative levels, the respondent's ability to manage his role conflict with the bishop moves toward more unmanageable levels.

AG with CE

The linear relationship between AG (the agreement level with the ministerial role concept held by the respondent's Pastor-Parish Relations Committee) and CE (the level of the respondent's ability to manage role conflict with the bishop) seems to be moving in the following manner:

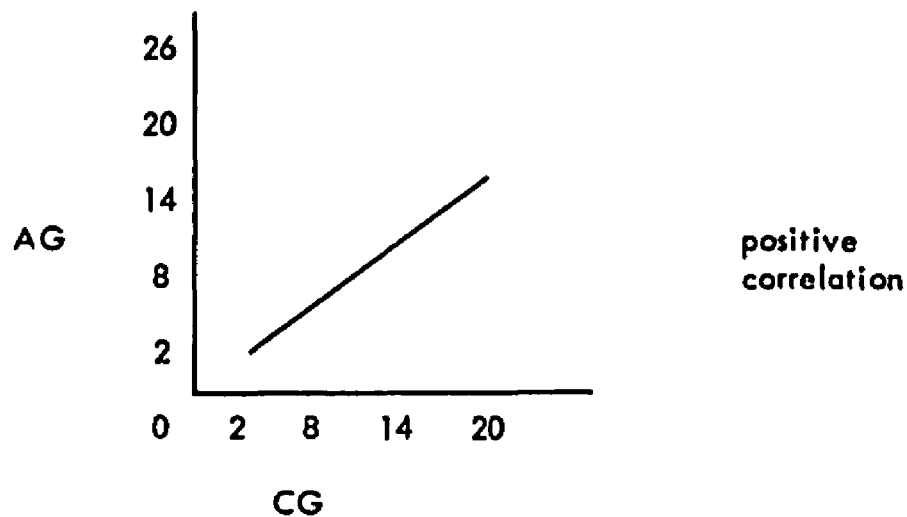


Scale: AG = 2 = greatest agreement
 26 = no agreement
 CE = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the Pastor-Parish Relations Committee moves toward the negative effect level, the respondent's ability to manage role conflict with the bishop seems to move toward the unmanageable level.

AG with CG

The linear relationship between AG (the level of agreement with the ministerial role concepts held by the Pastor-Parish Relations Committee) and CG (the level of conflict management with the Pastor-Parish Relations Committee) seems to be moving in the following manner:

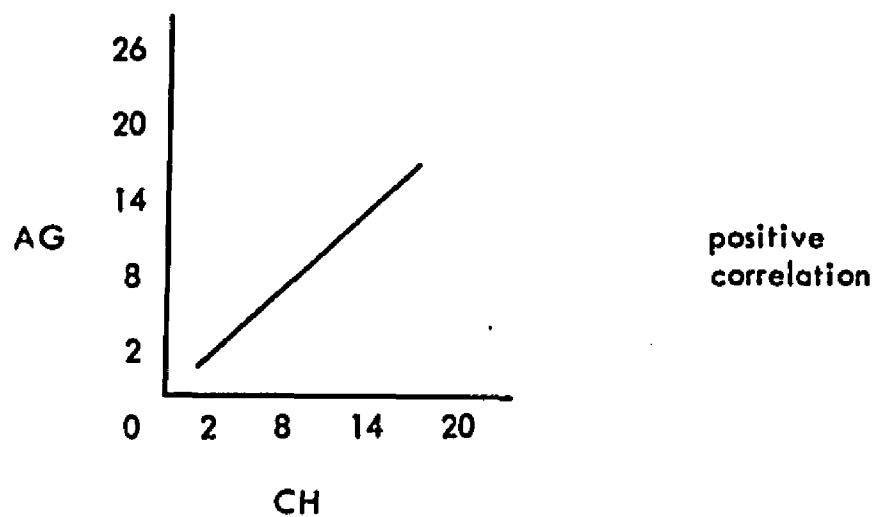


Scale: AG = 2 = greatest agreement
 26 = no agreement
 CG = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the ministerial role concepts held by the respondent's Pastor-Parish Relations Committee decreases, the level of conflict management with them moves toward the unmanageable.

AG with CH

The linear relationship between AG (the level of agreement with the ministerial role concept held by the respondent's Pastor-Parish Relations Committee) and CH (the level of the respondent's ability to manage role conflict with the seminary from which he graduated) seems to be moving in the following manner:

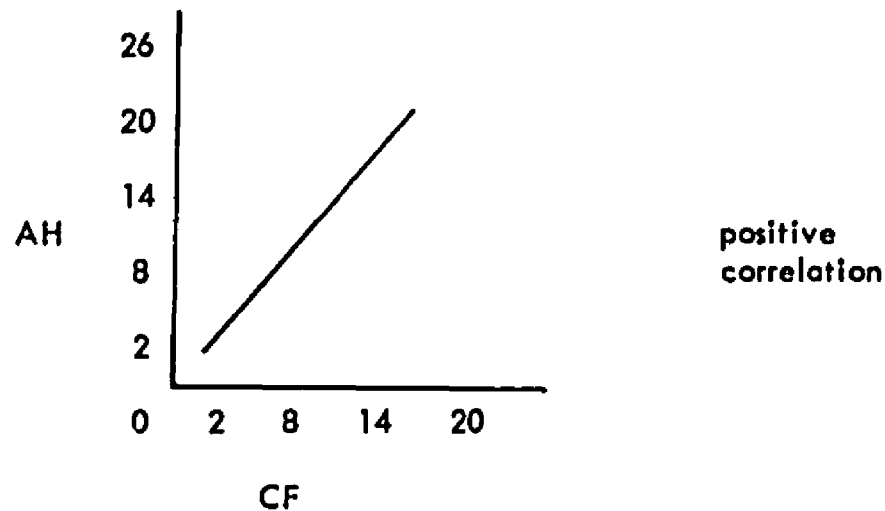


Scale: AG = 2 = greatest agreement
 26 = no agreement
 CH = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the Pastor-Parish Relations Committee moves toward the negative effect level, the respondent's ability to manage role conflict with the seminary from which he graduated seems to move toward the unmanageable level.

AH with CF

The linear relationship between AH (the agreement level with the ministerial role concept held by the respondent's seminary) and CF (the level of the respondent's ability to manage role conflict with his colleagues in the ministry) seems to be moving in the following manner:

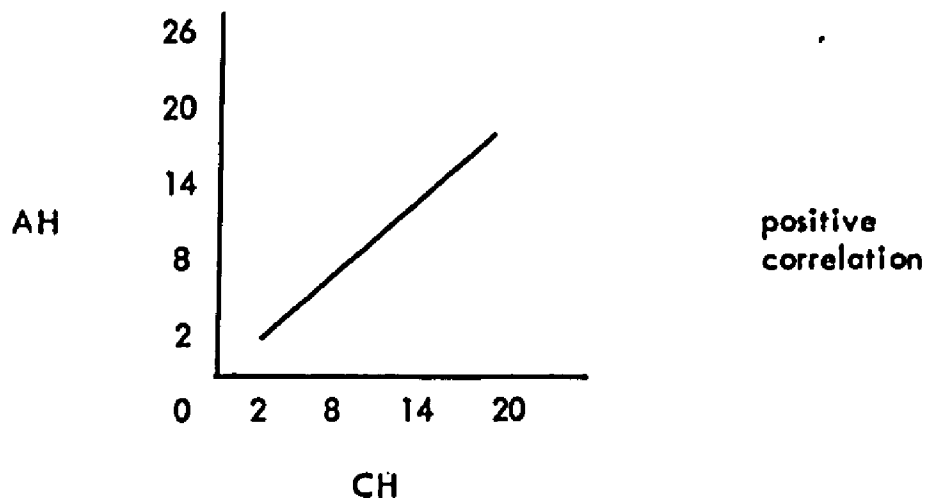


Scale: AH = 2 = greatest agreement
 26 = no agreement
 CF = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the respondent's seminary moves toward the very negative effect, his ability to manage his role conflict with his colleagues in the ministry seems to move toward the unmanageable level.

AH with CH

The linear relationship between AH (the agreement level with the ministerial role concept held by his seminary) and CH (the level of the respondent's ability to manage role conflict with his seminary) seems to move in the following manner:



Scale: AH = 2 = greatest agreement
 26 = no agreement
 CH = 2 = conflict resolved
 20 = conflict unmanageable

As the agreement level with the ministerial role concept held by the respondent's seminary appears to move toward the very negative, the respondent's ability to manage his role conflict with the seminary seems to move toward the unmanageable level.

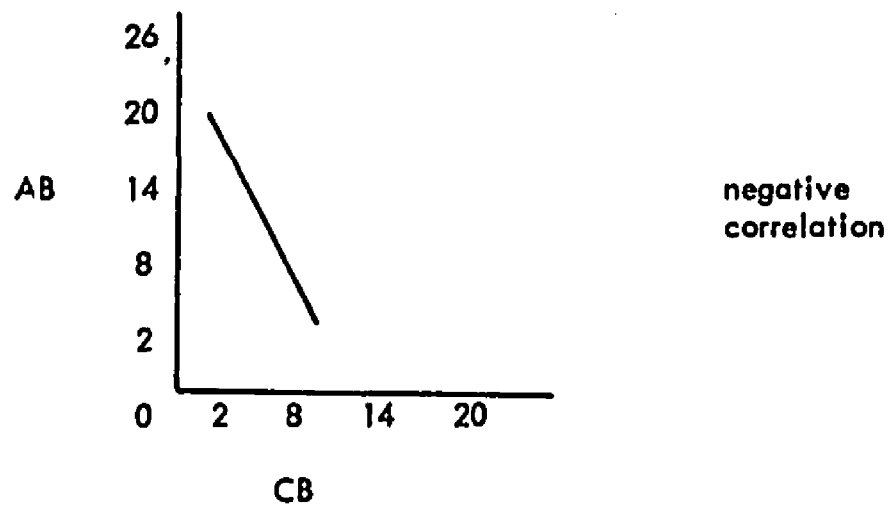
The crosstabulation test (Chi-squares) of dependency of the variables that appear to relate to Question III indicate the following variable combinations to be dependent:

<u>Variable:</u>	<u>Sign of the Correlation</u>
AB by CB	Negative
AA by CH	Negative
AC by CA	Positive
AD by CD	Positive
AD by CE	Positive
AE by CA	Positive
AE by CC	Negative
AE by CD	Positive
AE by CE	Positive
AG by CA	Negative
AG by CG	Positive
AH by CF	Positive

AB by CB was accepted as dependent.

AB = the level of agreement with the role concept held by the
respondent's parents

CB = the level of role conflict management perceived by the
respondent with his parents



Scale:

AB = 2 = greatest agreement

26 = no agreement

CB = 2 = conflict resolved

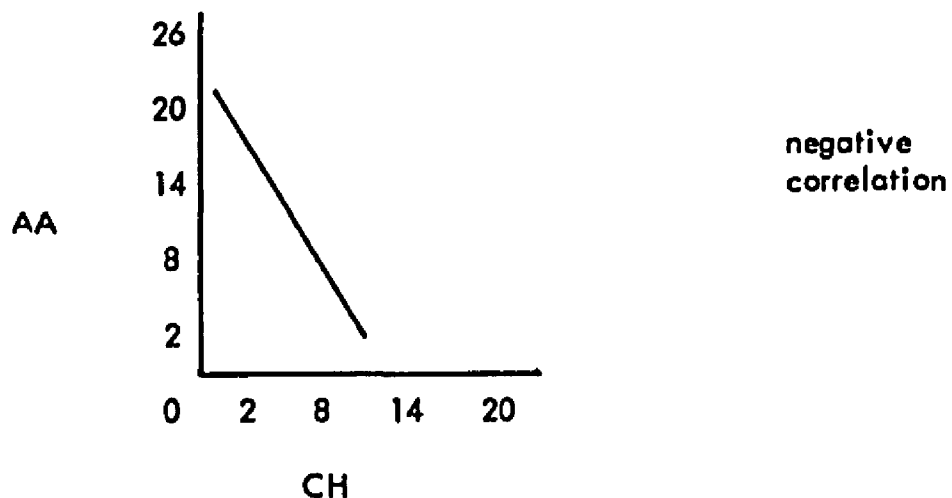
20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the level of agreement with the parents role concept decreases, the level of conflict management moves to a more manageable level.

AA by CH was accepted as dependent.

AA = the level of agreement with the role concept held by the ministers
with whom the respondent had contact as a youth

CH = the level of role concept management by the respondent with the
seminary from which he graduated



Scale: AA = 2 = greatest agreement
 26 = no agreement
 CH = 2 = conflict resolved
 20 = conflict unmanageable

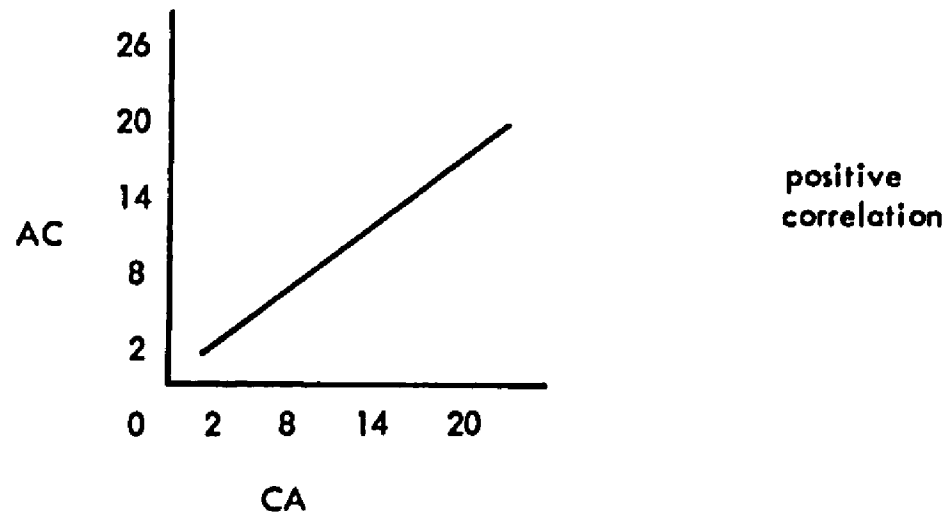
The correlation sign is negative and rejected as a significant correlation.

The dependency of these two variables seems to indicate that as the agreement level with the role concepts held by ministers with whom the minister had contact as a youth moved toward the negative, the ability to manage role conflict with the seminary seems to move towards the more manageable levels.

AC by CA was accepted as dependent.

AC = the level of agreement with the respondent's wife and children

CA = the level of conflict management with the ministers with whom
the respondent had contact as a youth



Scale: AC = 2 = greatest agreement
 26 = no agreement
 CA = 2 = conflict resolved
 20 = conflict unmanageable

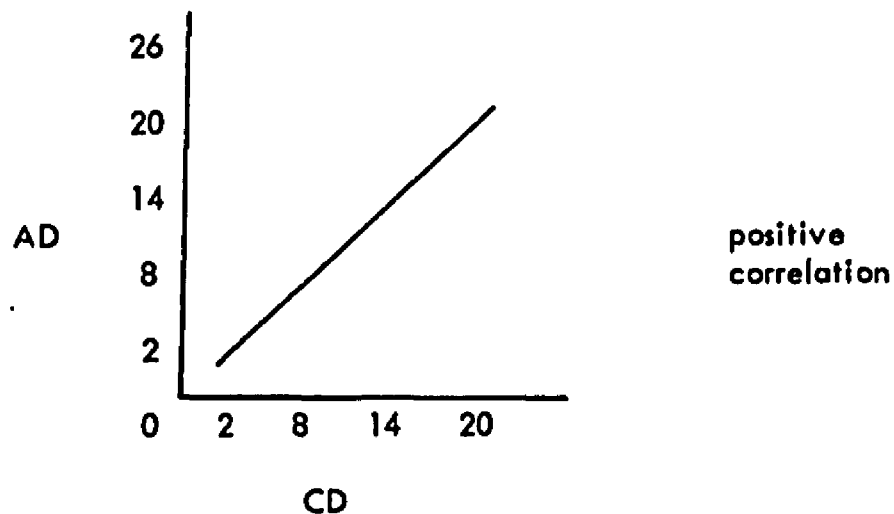
The correlation sign is positive and rejected as a significant correlation.

The dependency of these two variables seems to indicate that as the agreement level with wife and children moves toward the negative, the level of role conflict management with those ministers with whom he had contact as a youth moves towards the unmanageable level.

AD by CD was accepted as dependent.

AD = the level of agreement with the role concept management held by
the respondent's district superintendent

CD = the level of conflict management experienced by the respondent
with his district superintendent.



Scale: AD = 2 = greatest agreement
 26 = no agreement
 CD = 2 = conflict resolved
 20 = conflict unmanageable

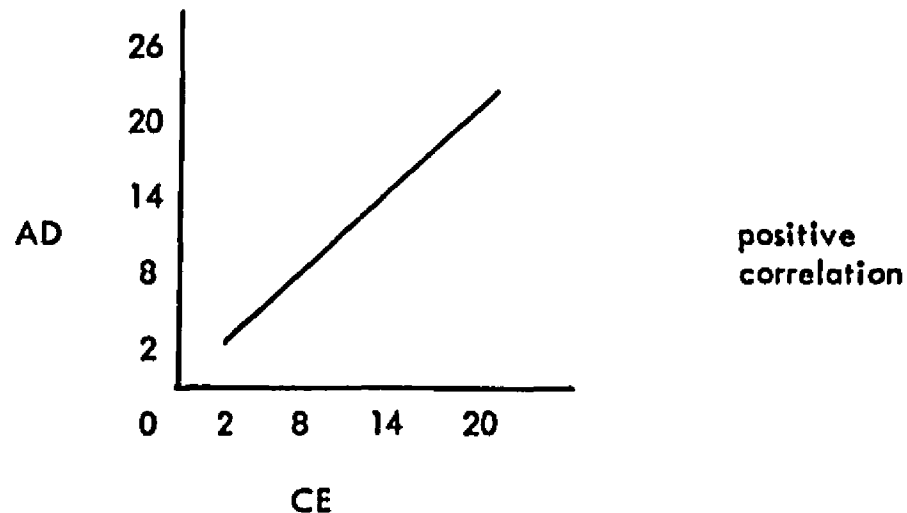
The correlation sign is positive and accepted as a significant correlation.

The dependency of these two variables seems to indicate that as the agreement with the role concept held by the district superintendent moves towards the negative, the level of role conflict moves towards the unmanageable.

AD by CE was accepted as dependent.

AD = the level of agreement with the role concept held by the district
superintendent of the respondent

CE = the level of role conflict management experienced by the respondent
with his bishop



Scale: AD = 2 = greatest agreement
 26 = no agreement
 CE = 2 = conflict resolved
 20 = conflict unmanageable

The correlation sign is positive and accepted as a significant correlation.
The dependency of these two variables seems to indicate that as the level
of agreement with the role concept of the district superintendent moves
towards the negative, the ability to manage role conflict with the bishop
become more unmanageable.

AE by CA was accepted as dependent.

AE = the level of agreement with the role concept of the bishop

CA = the level of conflict management experienced by the respondent with the ministers with whom he had contact as a youth.



Scale: AE = 2 = greatest agreement

26 = no agreement

CA = 2 = conflict resolved

20 = conflict unmanageable

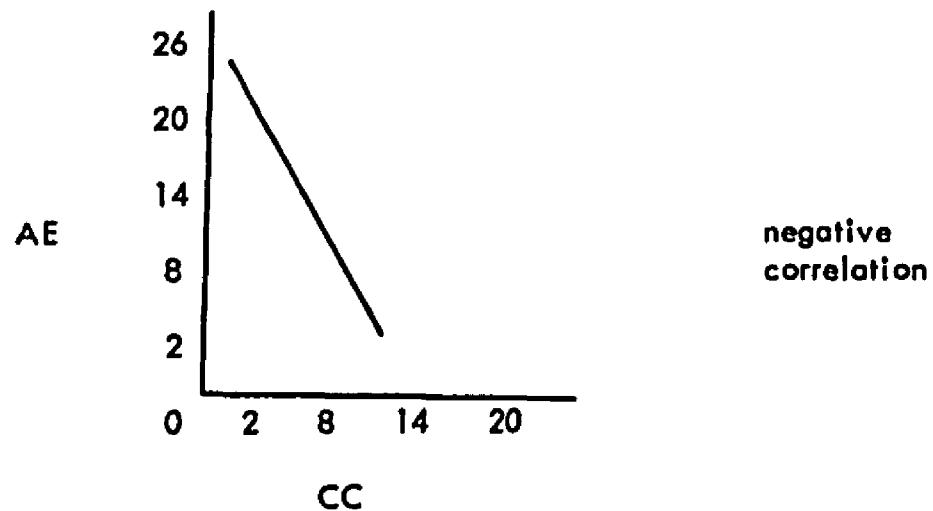
The correlation sign is positive and was not accepted as a significant correlation.

The dependency of these two variables seems to indicate that as the agreement with the role concept held by the bishop moves toward the negative, the role conflict experienced by the respondent with the ministers with whom he had contact as a youth moves toward the unmanageable.

AE by CC was accepted as dependent.

AE = the level of agreement with the role concept held by the bishop

CC = the level of conflict management experienced with the respondent's
wife and children



Scale: AE = 2 = greatest agreement
 26 = no agreement
 CC = 2 = conflict resolved
 20 = conflict unmanageable

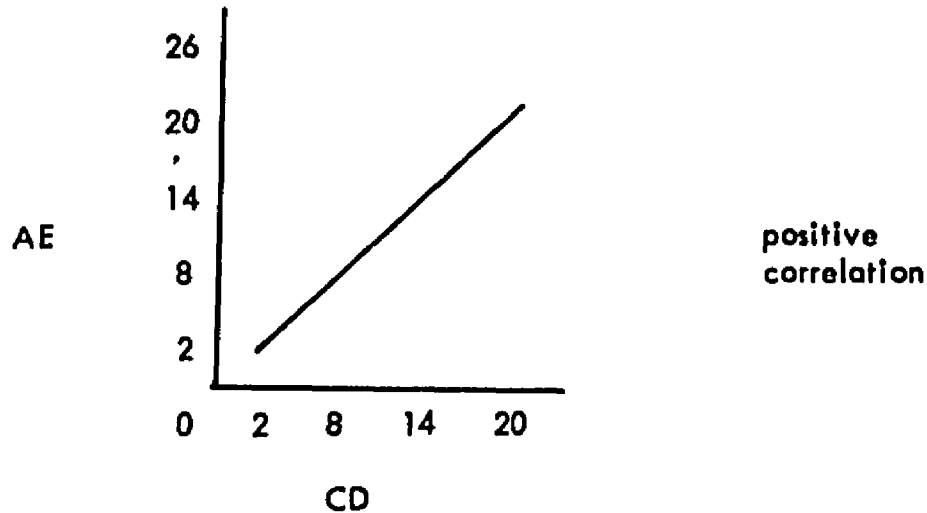
The sign of the correlation is negative and rejected as a significant correlation.

The dependency of these two variables seems to indicate that as the level of agreement with the role concept of the bishop moves toward the negative, the level of role conflict management with the minister's wife and children moves toward conflict resolution.

AE by CD was accepted as dependent.

AE = the level of agreement with the role concept held by the bishop

CD = the level of role conflict management experienced by the respondent with his district superintendent



Scale: AE = 2 = greatest agreement

26 = no agreement

CD = 2 = conflict resolved

20 = conflict unmanageable

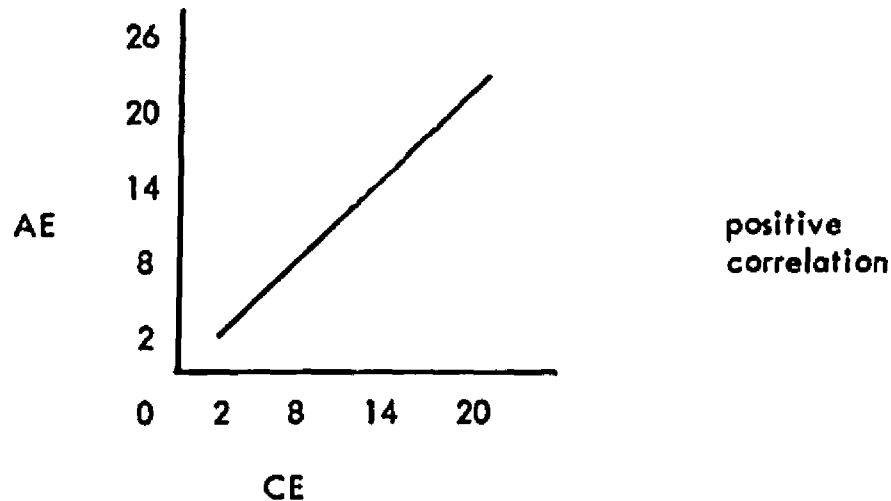
The sign of the correlation is positive and accepted as a significant correlation.

The dependency of these two variables seems to indicate that as the level of agreement with the role concept held by the bishop moves toward the negative, the level of role conflict management with the respondent's district superintendent moves toward the unmanageable level.

AE by CE was accepted as dependent.

AE = the level of agreement with the role concept held by the bishop

CE = the level of conflict management with the bishop



Scale: AE = 2 = greatest agreement
 26 = no agreement
 CE = 2 = conflict resolved
 20 = conflict unmanageable

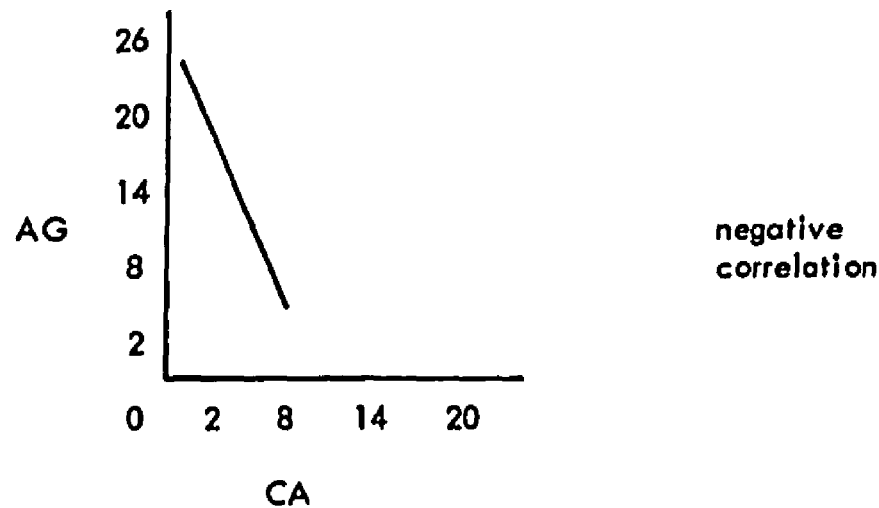
The sign of the correlation is positive.

The dependency of these two variables seems to indicate that as the level of agreement with the role concept held by the bishop moves toward the negative, the level of conflict management with the bishop appears to move toward the unmanageable level.

AG by CA was accepted as dependent.

AG = the level of agreement with the ministerial role concepts held by
the respondent's Pastor-Parish Relations Committee

CA = the level of conflict management experienced by the respondent with
the ministers with whom he had contact as a youth



Scale: AG = 2 = greatest agreement

26 = no agreement

CA = 2 = conflict resolved

20 = conflict unmanageable

The sign of the correlation was negative and rejected as a significant correlation.

The dependency of these two variables seems to indicate that as the level of agreement with the Pastor-Parish Relations Committee moves toward the negative, the level of conflict management experienced by the respondent with the ministers with whom he had contact as a youth moves toward the more manageable levels.

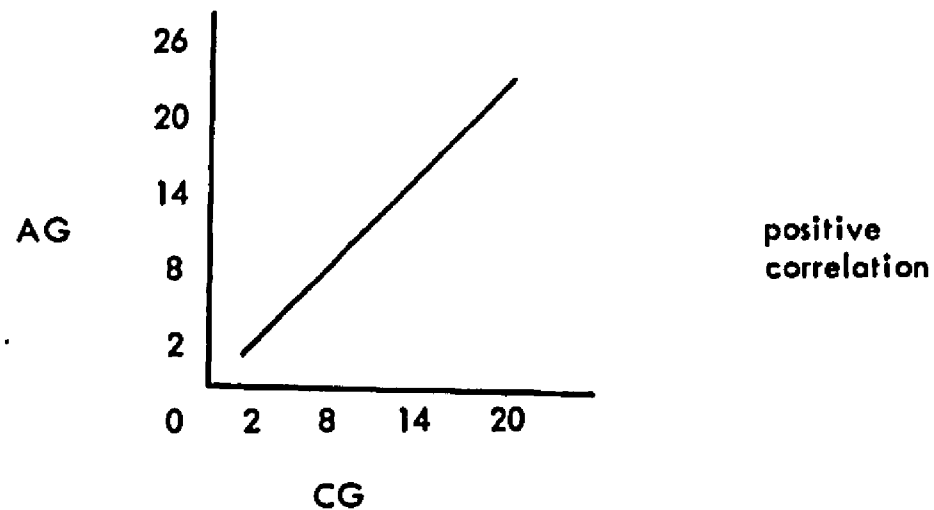
AG by CG was accepted as dependent.

AG = the level of agreement with the ministerial role concepts

held by the respondent's Pastor-Parish Relations Committee

CG = the level of role conflict management with the respondent's

Pastor-Parish Relations Committee



Scale:

AG = 2 = greatest agreement

26 = no agreement

CG = 2 = conflict resolved

20 = conflict unmanageable

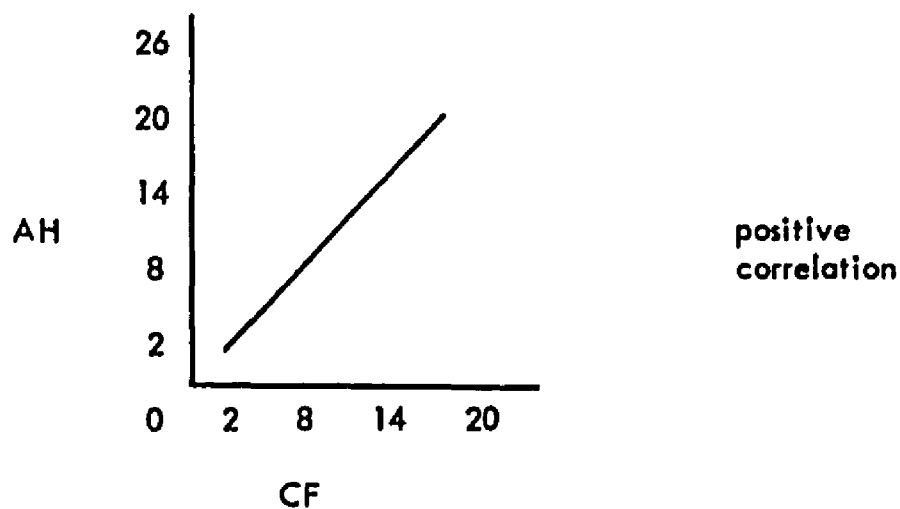
The sign of the correlation was positive and accepted as a significant correlation.

The dependency of these two variables seems to indicate that as the level of agreement with the ministerial role concepts held by the respondent's Pastor-Parish Relations Committee moves toward the negative, the level of role conflict management with the committee seems to become more unmanageable.

AH by CF was accepted as dependent.

AH = the level of agreement with the ministerial role concepts held by
the respondent's seminary

CF = the level of role conflict management with the minister's colleagues
in ministry



Scale: AH = 2 = greatest agreement

26 = no agreement

CF = 2 = conflict resolved

20 = conflict unmanageable

The sign of the correlation was positive and accepted as a significant correlation.

The dependency of these two variables seems to indicate that as the level of agreement with the ministerial role concepts held by the respondent's seminary moves toward the negative, the level of role conflict management with the minister's colleagues in ministry seems to move toward the unmanageable level.

Summary of Question III

Is there a relationship between the minister's agreement with perceived role concept sources and his ability to manage role conflict? The correlation statistical procedures seemed to indicate 12 significant correlations. The Chi-square test for dependency indicated the possibility of 12 combinations of variables that appear to be dependent upon each other. After analysis of the data, it seems justified to assume a positive response to Question iii.

E. Question IV. Is There a Relationship Between the Minister's Level of Involvement in Continuing Education and His Perceived Level of Importance in the Community?

The following variables were tested for possible significant correlation and significant dependency by examination by crosstabulation:

Y = the level of involvement in Continuing Education
with/by

H = the perceived level of importance in the community

X = the perceived level of importance in the community as it should be
according to the minister

There are no significant correlations to report.

The crosstabulation test of dependency of the variables that appear to relate to Question IV indicate that the variables are independent. Further analysis appears to be unjustified.

F. Question V. Is There a Relationship Between the Minister's Perceived Level of Importance in His Community and His Perceived Ability to Manage Perceived Role Conflict?

The following variables were tested for possible significant correlation and significant dependency by examination by crosstabulation:

H = perceived level of importance in the community

Z = perceived level of importance in the community as it should be
according to the minister

with/by

CA-CB-CC-CD-CE-CF-CG-CH-CI

There appears to be no significant correlations to report.

The crosstabulation test (Chi-squares) of dependency or independency of the variables that appear to relate to Question V indicate that these variables appear to be independent. Further analysis appears to be unjustified.

G. Question VI. Is There a Relationship Between the Level of the Minister's Participation in Continuing Education and His Role Concept Sources?

The variables tested against each other were:

Y = the level of involvement in Continuing Education

with/by

Source of Concept (Development)

SA	Ministers with whom he had contact as a youth
SB	Parents
SC	Wife - children
SD	District superintendent

SE	Bishop
SF	Colleagues in ministry
SG	Pastor=Parish Relations Committee
SH	Seminary

Source of Concept (Current)

IA	Ministers with whom he had contact as a youth
IB	Parents
IC	Wife - children
ID	District superintendent
IE	Bishop
IF	Colleagues in ministry
IG	Pastor-Parish Relations Committee
IH	Seminary

Agreement Level with

AA	Minister with whom he had contact as a youth
AB	Parents
AC	Wife - children
AD	District superintendent pre-June 1977
AE	Bishop pre-June 1977
AF	Colleagues in ministry
AG	Pastor-Parish Relations Committee
AH	Seminary
AI	Other significant sources

The frequency distributions and test of possible correlation describing variable P will also be presented. Variable P asked the respondent to indicate the effect Continuing Education had on their role concept. The responses were scaled:

1 = Very positive

2 = Helpful

3 = Neutral

4 = Not helpful

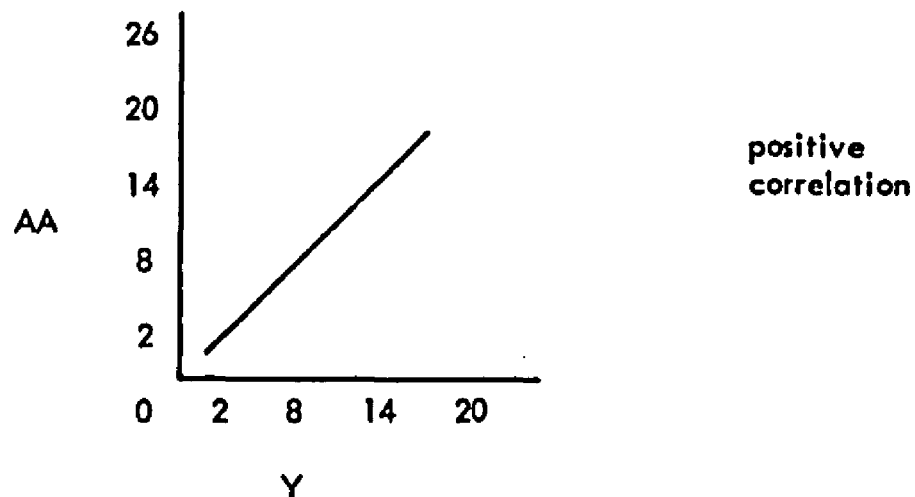
5 = Very negative

The significant correlations appear to be:

<u>Variable</u>	<u>Sign of the Correlation</u>
Y with AA	Positive
Y with IA	Positive
Y with IC	Negative
Y with P	Negative

Y with AA

The linear relationship between Y (the level of involvement in Continuing Education) and AA (the level of agreement with the role concept held by the minister's with whom the respondent had contact as a youth) seems to be moving in this manner:



Scale: AA = 2 = greatest agreement

26 = no agreement

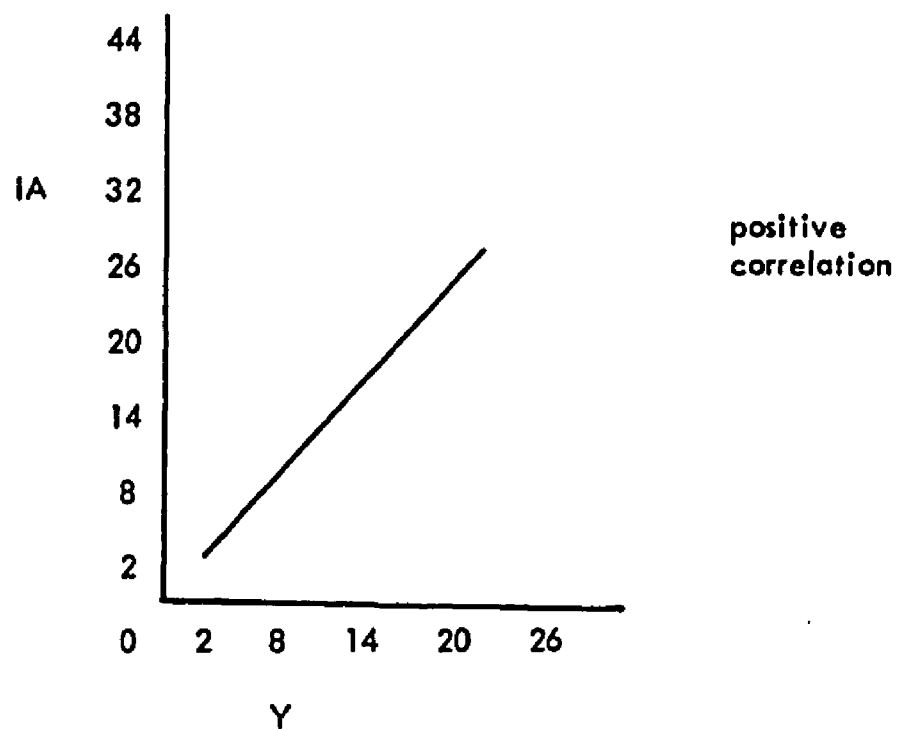
Y = 2 = low level of involvement

20 = highest level of involvement

The sign of the correlation was positive. As the respondent moves toward more participation in Continuing Education, it appears that the level of agreement decreases (moves to a negative level).

Y with IA

The linear relationship between Y (the level of involvement in Continuing Education) and IA (the level of influence on the respondent's current role concept by ministers with whom he had contact as a youth) appears to be moving in this manner:



Scale: IA = 2 = greatest influence

44 = least influence

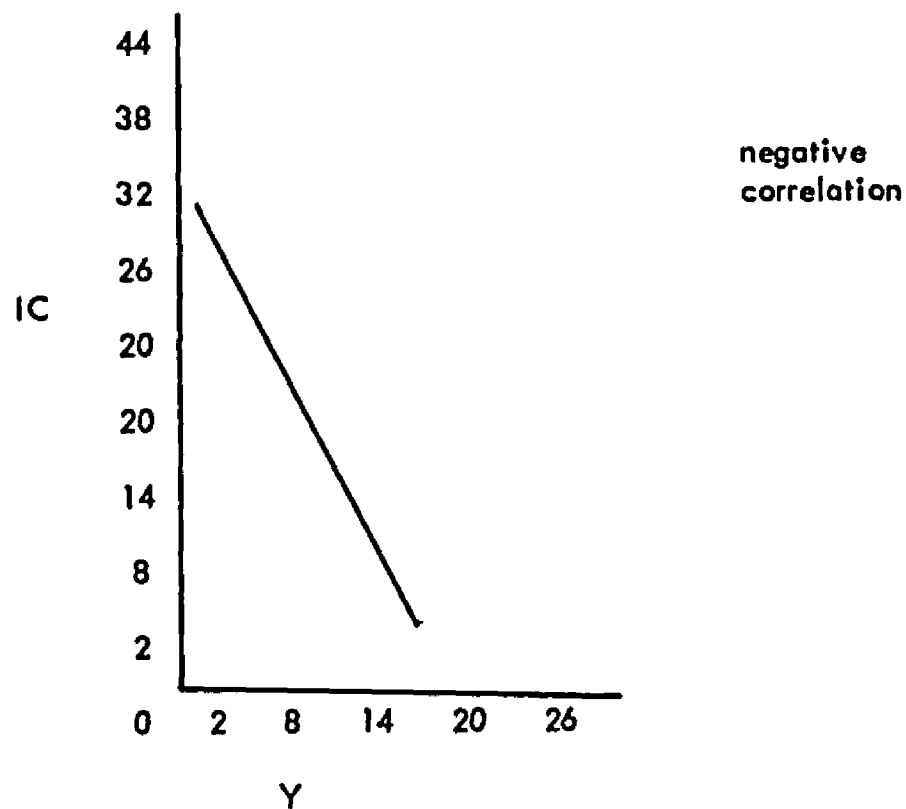
Y = 2 = lowest level of involvement

26 = highest level of involvement

The correlation sign was positive. As the respondent increases his participation in Continuing Education, the influence of ministers with whom he had contact as a youth seems to decrease.

Y with IC

The linear relationship between Y (the level of involvement in Continuing Education) and IC (the level of influence on the respondent's current role concept by his wife and children) seems to be moving in this manner:



Scale: IC = 2 = greatest involvement

44 = least involvement

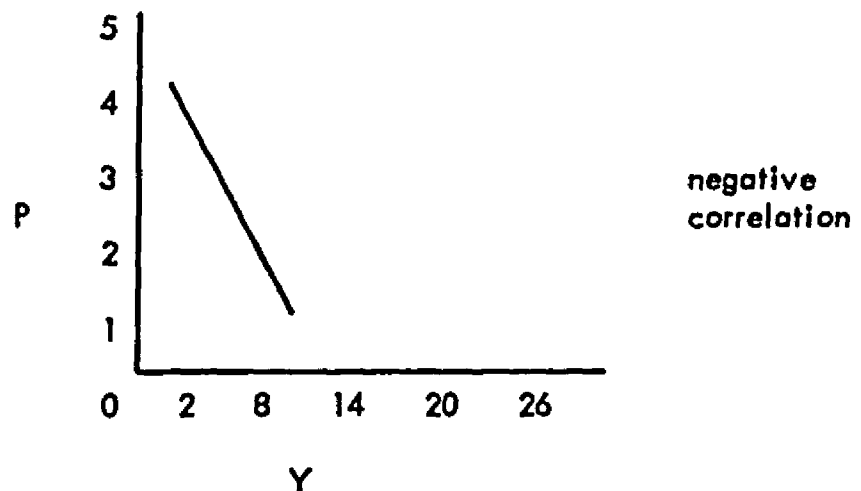
Y = 2 = lowest level of involvement

26 = highest level of involvement

The sign of the correlation was negative. As the respondent's level of participation in Continuing Education lessens, the influence of his wife and children decreases.

Y with P

The linear relationship between Y (the level of involvement in Continuing Education) and P (the perceived effect Continuing Education has had on the respondent's role concept) seems to be moving in this manner:



Scale: P = 1 = very positive effect

5 = very negative effect

Y = 2 = lowest level of involvement

26 = highest level of involvement

The sign of the correlation is negative. As the level of involvement in Continuing Education decreases, the respondent perceives Continuing Education to have a more negative effect on his role concept.

The frequency distributions for P indicate the following:

	Absolute	Rdative	Cumulative
Very positive effect	24	35.8%	35.8%
Helpful	38	56.7%	92.5%
Neutral	4	6.0%	98.5%
Not helpful	1	1.5%	100.0%
Very negative	<u>0</u>	<u>0</u>	
	67	100.0%	

The frequency distribution seems to indicate that 35.8% of this sample perceived Continuing Education had a very positive effect on their role concept. Over half, 56.7%, felt Continuing Education was helpful. Only 6% felt that it was neutral and 1.5% felt it was not helpful. No one in the sample felt that Continuing Education had a very negative effect on their role concept.

Summary of Question VI

Is there a relationship between the level of the minister's participation in Continuing Education and his role concept sources? The tests of correlation seem to indicate four significant correlations. The Chi-square tests of dependency appears to indicate independency among the variables. Ninety-two and five-tenths percent of the respondents felt Continuing Education had a positive effect on their concept. It appears there is weak evidence to support a positive response to this question.

H. Question VII. Is There a Relationship Between the Minister's Perceived Level of Participation in Continuing Education and His Perceived Relationship with the Minister's District Superintendent?

The variables that were tested against each other were:

Y = the level of participation in Continuing Education
with/by

AD = the agreement level the ministerial role concept held by the
district superintendent

CD = the level of role conflict management with the district superintendent

The test of possible correlation seems to indicate that no significant correlations exist. The crosstabulation or Chi - square procedure seems to show these variables as independent.

I. Question VIII. Is There a Relationship Between the Minister's Level of Participation in Continuing Education and His Perceived Relationship with the Local Church's Pastor-Parish Relations Committee?

These variables were tested against each other:

with/by

Y/CG,SG,AG,IG

There appears to be no significant correlations to report. The cross-tabulation test (Chi-square) of dependency or independency of the variables that appear to relate to Question VIII indicate that the variables Y by CG, SG, AG appear to be independent.

Y by IG was accepted as dependent.

Y = the level of participation in Continuing Education

IG = the level of influence on the respondent's current role concept by
his Pastor-Parish Relations Committee

The sign of the correlation is negative and rejected as a significant correlation. The dependency of these two variables seems to indicate that as the respondent becomes more involved in Continuing Education, the level of influence of his Pastor-Parish Relations Committee seems to increase.



Scale: Y = 2 = lowest level of involvement
26 = highest level of involvement
IG = 2 = greatest influence
44 = least influence

J. Question IX. Is There a Relationship Between the Minister's Level of Participation in Continuing Education and His Perceived Ability to Manage His Perceived Role Conflict with His Wife and Children?

The variables tested against each other were:

Y with SC

Y with AC

Y with CC

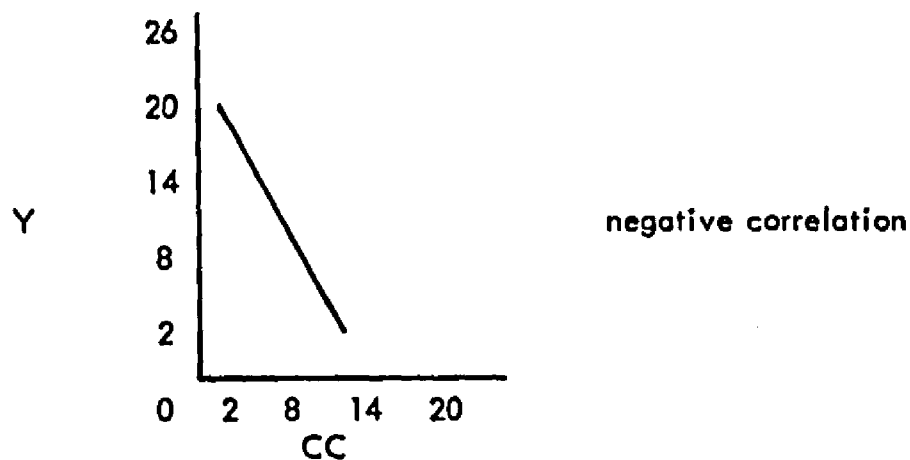
Y with IC

The variables Y with SC and AC were rejected as significant correlations.

The following variables were accepted as significant:

Y with CC

The linear relationship between Y (the level of participation in Continuing Education) and CC (the level of role conflict management with wife and children) appears to be moving in this manner:



Scale: Y = 2 = Level 0

26 = Level IV

CC = 2 = conflict resolved

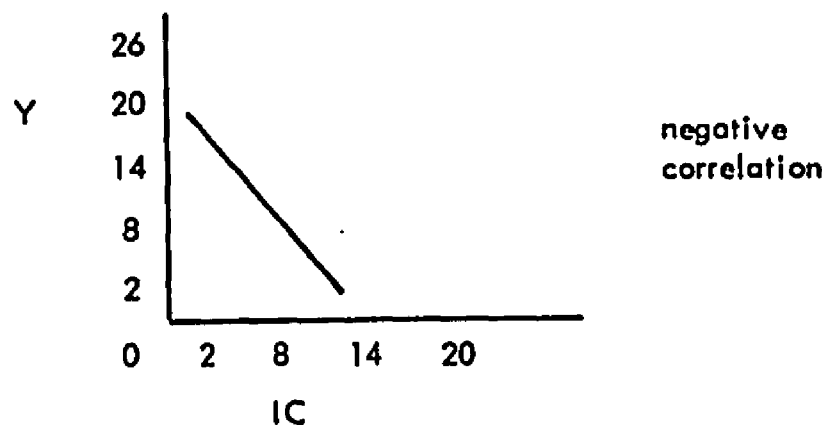
20 = conflict unmanageable

The correlation sign is negative. As the role conflict between the respondent and his wife and children moves toward the unmanageable level, the respondent's participation level in Continuing Education appears to move toward lesser involvement.

These variables appear to be independent.

Y with IC

The linear relationship between Y (the level of participation in Continuing Education) and IC (the level of influence on the respondent's current role concept by his wife and children) appears to be moving in this manner:



Scale: Y = 2 = Level O
 26 = Level IV
 IC = 2 = conflict resolved
 20 = conflict unmanageable

The correlation sign is negative. As the influence on the respondent's current role concept by his wife and children decreases, the level of his participation in Continuing Education seems to move toward less involvement.

These variables appear to be independent.

Summary of Question IX

Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage his perceived role conflict with his wife and children? The analysis of the data seems to indicate that weak evidence points toward a positive response.

K. Question X. Is There Incongruity Between the Respondent's Definition of Continuing Education and the Definition Used in this Paper?

The respondents indicate Continuing Education was a learning experience that would enrich their professional competence and/or personal lives. The distance between the definition of this paper and the respondents appears to be the intentional programming that the research definition assumes:

Four Major Categories from the Research Definition of Continuing Education

	<u>n</u>	<u>% of n</u>
I. Respondents perceiving Continuing Education as a learning experience	67	100% do 0 do not
II. Respondents perceiving Continuing Education as meeting personal and/or professional needs	52	77.6% do 22.4% do not
III. Respondents appearing to have goals for their Continuing Education	29	43.3% do 56.7% do not
IV. Respondents appearing to have an intentional program for the completion of their Continuing Education goals	22	32.8% do 67.2% do not

After analysis of this data, it would seem that 56.7% of the sample do not have goals related to Continuing Education. Sixty-seven and two-tenths percent of this sample appear not to have an intentional program of Continuing Education. Twenty-two and four-tenths percent of this sample do not seem to perceive Continuing Education as meeting personal and/or professional needs. One hundred percent of the sample perceived Continuing Education as a learning experience.

Summary of Question X

Is there incongruity between the respondent's definition of Continuing Education and the definition used in this paper?

The respondents seem to have a good understanding of Continuing Education as a part of the learning enterprise, but have a decreasing interest in intentionally using Continuing Education as a part of their professional improvement and/or personal enrichment process. The distances between their definitions and the working definition of this paper seemed to fall mainly in Categories II, III, and IV. There appeared to be an increasing number of the respondents that do not perceive their Continuing Education to include:

- II. meeting personal and/or professional needs (22.4%)
- III. having a goal(s) for Continuing Education (56.7%)
- IV. having an intentional program of Continuing Education (67.2%)

Continuing Education seems to be an untried possibility. Perhaps the respondents are not convinced that Continuing Education is a service to themselves they are able to afford -- time or moneywise.

L . A Brief Summation of Chapter IV**Question I**

The sample seems to perceive Continuing Education as valuable in assisting them in their management of role conflict. They report feeling some conflict with certain persons, however statistically there seems to be only weak evidence supporting this perception.

Question II

It would seem safe to assume a positive response to this question would be appropriate. The research affirmed the assumption that a minister's perceived sources of role concept do indeed affect his perceived ability to manage perceived role conflicts.

Question III

This question was also seemingly answered positively by the research. It would seem safe to assume that a minister's agreement level with his role concept sources does affect his ability to manage perceived role conflicts.

Question IV

It would appear that a positive response to this research question is not justified. A respondent's level of involvement in Continuing Education does not seem to affect his perceived level of importance in his community.

Question V

The research did not produce any information that could be used to justify a positive answer to this question. A minister's perceived level of importance in his community does not affect his perceived ability to manage perceived role conflict.

Question VI

The respondents seem to perceive that Continuing Education is a positive influence on their role concept. It would appear however, that there is only weak evidence to support a positive response to this question.

Question VII

There seems to be no evidence to support a positive response to the question of a minister's perceived level of participation in Continuing Education affecting his perceived relationship with his district superintendent.

Question VIII

The Chi-square procedure seems to indicate that the level of participation in Continuing Education is dependent upon the influence on the respondent's current role concept. This analysis would seem to indicate it is safe to assume a positive response to this question.

Question IX

The analysis of the data seems to indicate that weak evidence points toward a positive response to the question of does a minister's level of participation in Continuing Education affect his perceived ability to manage his perceived role conflict with his wife and children.

Question X

There appears to be incongruity between the research definition and the respondents' definition of Continuing Education. All of the respondents perceived Continuing Education as a learning situation, however, 22.4% did not feel it met personal and/or professional needs. Fifty-six and

seven-tenths percent did not feel they had goals for their Continuing Education process. Sixty-seven and two-tenths percent did not feel they had an intentionally planned program for their Continuing Education.

In Chapter V of this paper, conclusions drawn from the analysis of the data and a discussion pointing toward the need for future research will be presented.

CHAPTER V

CONCLUSION

A. Introduction

This project has attempted to discover information concerning a sample of United Methodist ministers. Data illustrating their role concept sources, their agreement levels with these sources, and their perceived levels of role conflict management with the sources of their role concepts were collected and analyzed. This project attempted to test for possible relationships between these variables and their level of involvement in Continuing Education.

Through my research there appeared to be only a limited number of studies related to this project. The literature I was able to assemble for review seemed to promise a correlation between Continuing Education and the development of role concept and the ability to manage role conflicts. It was hoped that this study would answer some of the questions raised by that literature, raise some questions of its own, and stimulate further research regarding the affect of Continuing Education on the professional and personal lives of ministers in the West Michigan Annual Conference of the United Methodist Church.

B. Conclusions Drawn From the Research

This section of Chapter V will contain a restatement of the research questions and discuss the conclusions that were drawn in the summary of Chapter IV.

Question I

Is there a relationship between the minister's level of involvement in Continuing Education and his perceived ability to manage perceived role conflict?

It would appear that the ministers of the sample perceive Continuing Education as a positive influence in assisting them in the management of their perceived role conflicts. The tests of correlation seem to point toward this conclusion. The crosstabulations (Chi-squares), however, seem to indicate that the variables tested were not accepted as dependent at the .10 level.

The conclusion of this researcher is that while these ministers seem to perceive Continuing Education as a positive influence assisting them in the management of their role conflict, the actual effect is statistically questionable. There is incongruity between their perceptions and the statistical evidence relating to the dependency of the variables tested.

The cause for this incongruity may be a stimulus for further research. Evidence leading toward a conclusion drawn from this research is limited, although the data relating to Question X does offer some possibilities.

It would seem that the ministers in this sample recognize Continuing Education as a learning process and that many have participated in some form of it. It also seems evident that many of the respondents do not recognize Continuing Education as an intentional learning process that should result in the meeting of needs as its goals. In the subjective portion

of the questionnaire, which did not undergo computer analysis, there did seem to be evidence within the sample that there is an increasing awareness among the ministry that Continuing Education can be a vehicle for personal and professional growth when it is approached in an intentional state of mind. A relatively small proportion of these men, however, seem to have taken advantage of Continuing Education opportunities with this goal in mind. This data will be discussed in greater detail in the discussion of Question X.

Question II

Is there a relationship between the minister's perceived source of role concept and his perceived ability to manage perceived role conflicts?

After the analysis of the tests of correlation and the crosstabulations, it would seem appropriate to assume the source of the minister's role concept, both the developmental and current, does seem to affect his ability to manage perceived role conflicts.

Because of the number of correlations that appear to be significant and the number of variable combinations that were accepted as dependent, it would seem appropriate to accept a positive response to this question.

There appeared to be role concept sources that seemed to have more influence upon the minister than others. His colleagues, those ministers with whom he interacts, and who strongly influence his development

role concept also appear to be among those with whom he is most able to manage role conflicts.

This same relationship appears to hold true for those respondents whose district superintendents and seminaries strongly influence their current role concepts. As either the district superintendent's or the seminary's influence on current role concept increases, the respondent's level of conflict management with these sources increases. The same relationship appears to hold true for the influence on current role concept by the district superintendent with the ability to manage role conflict with the bishop.

Question III

Is there a relationship between the minister's agreement with perceived role concept sources and his ability to manage role conflicts?

It seems justified to assume a positive response to this question. There was strong evidence that when a minister agrees with the ministerial role concepts of his district superintendent, bishop, and Pastor-Parish Relations Committee, he has little difficulty with role conflict management with them. The apparent strong relationship between a high level of agreement with the ministerial role concepts of a man's seminary and his ability to manage role conflicts with his ministerial colleagues was also very evident.

Question IV

Is there a relationship between the minister's level of involvement in Continuing Education and his perceived level of importance in the community?

It would seem that it is not appropriate to accept a positive response to this question. The apparent lack of significant correlations and the lack of apparent dependency among the variables relating to the question seems to validate this conclusion.

Question V

Is there a relationship between the minister's perceived level of importance in his community and his perceived ability to manage perceived role conflict?

The data related to this question, as in Question IV, showed no significant correlations or dependent variable combinations. There seemed to be no significant evidence to support a positive response to this question.

Question VI

Is there a relationship between the level of the minister's participation in Continuing Education and his role concept sources?

It would appear that the level of participation in Continuing Education variable does significantly correlate with the level of agreement with the ministerial role concepts and the influence on his current role concept of the ministers with whom he had contact as a youth. This variable also

strongly correlated with the influence level of his wife and children on his current role concept.

Of the total sample, 92.5% indicated that Continuing Education positively influenced their role concept. A positive response to this research question appears appropriate.

Question VII

Is there a relationship between the minister's perceived level of participation in Continuing Education and his perceived relationship with his district superintendent?

The analysis of the data relating to this question, as with Question IV and V, showed no significant correlations or dependent variable combinations. There seemed to be no significant evidence to support a positive response to this question.

Question VIII

Is there a relationship between the minister's level of participation in Continuing Education and his perceived relationship with the local church's Pastor-Parish Relations Committee?

It would appear that there were no significant correlations among the variables. The test of dependency (Chi-squares) however, showed the relationship between a man's level of participation in Continuing Education and the level of influence on his current role concept by the Pastor-Parish Relations Committee to be dependent. This might possibly suggest that

Pastor-Parish Relations Committees are supportive of their ministers continuing their education.

In the subjective portion of the questionnaire, which was not subjected to computer analysis, the ministers were asked to discuss their involvement in Continuing Education. Of the 67 men in the sample, 49 (73%) indicated that they regularly plan to attend Pastors School. Although not asked specifically, 25 (37%) of the sample indicated that they try to participate in learning experiences that take them away from the parish for two days or longer each year. This data also points toward support of the Pastor-Parish Relations Committee for Continuing Education for their minister. This area suggests further investigation.

Question IX

Is there a relationship between the minister's level of participation in Continuing Education and his perceived ability to manage perceived role conflict with his wife and children?

In the Chi-square test procedure, the variable combinations relating to this question appeared to be independent. In the test of correlation, two of the four variable combinations were accepted as significant. On the basis of this evidence it would seem appropriate to assume that a positive response to this question would be in order. The respondents level of participation in Continuing Education seemed to correlate with the variables concerning both the level of conflict management with and the influence on the current role concept of the wife and children.

Question X

Is there incongruity between the respondent's definition of Continuing Education and the definition used in this paper?

All of the respondents appeared to be in agreement with the first point of the researcher's definition, that of Continuing Education being a learning experience. The percentage of respondents who perceived Continuing Education as having a role in meeting personal and/or professional needs dropped to 77.6%. When the criteria of having intentional goals for their Continuing Education was added, the percentage whose definition included this point dropped to 56.7%. Only 32.8% of the sample included having an intentional plan in their definition. Perhaps if the respondents were to experience these three concepts at work in their personal and/or professional lives, Continuing Education would become a more effective reality in their lives.

C. Suggestions for Further Research

As a result of the findings of the research project, the following suggestions for further research are presented:

1. Research into the affect of Continuing Education on the personal and/or professional lives of ministers.

A future researcher might use an experimental design to test two equal size groups of respondents, teaching one group a definition of Continuing Education containing the four categories previously used in the chapter.

Give the second group no definition. Offer to both groups a collection of Continuing Education experiences. After two years, test the two groups for differences.

2. Research into the affect of parents on the future professional role concepts of their children.

3. Research into the sources of role conflict and its affects on the ministers' personal and/or professional lives.

The role concept/conflict sources used in this paper were arrived upon through informal discussions with lay and clergy persons and through my reading. The data indicated that ministerial role conflict does indeed exist and affects the ministers' personal and professional lives. Further research exploring other sources of role conflict than examined in this paper and a more complete study of their influences on the minister seems to be needed.

4. Research into the affect of the relationship between the minister's spouse and family and his district superintendent and bishop in relation to his professional life.

The variable combinations relating to the affect of the church's heirarchy on the professional life of the minister and the variable combinations relating to the affect of the minister's wife and children on his personal and professional lives appears to be dependent. This dependency appears to suggest further research.

D. Implications for Further Consideration

Eight role concept sources were tested against each other according to their influence on the respondents' role concept development and their current role concept. According to both the correlational procedures and the tests of Chi-squares, those variables representing the bishop's and the district superintendent's influence appear to be moving inversely to those variables representing the respondents' parents and wives and children.

According to this collective perception by the sample, the minister's role concept is developed out of tension between these four variables. This tension may be the actual source of role conflict experienced by the ministers of this sample and may also be experienced by the total population.

The implication behind this may still be cloudy, but the possibility of incongruity between these role concept sources is a cause for concern. This researcher wonders if this apparent tension can be programmed out of existence. Being aware of this possible tension might enable parents to become more aware of the problems and possibilities of the profession of ministry. This incongruity may be caused by ignorance on the part of parents as to the demands related to the tasks of the minister. Perhaps they do not completely comprehend the role of preacher, teacher, priest, organizer, and administrator. The church and its related functions may be romantized by the parents, causing the role concept of their children to be unrealistic. This research does lay claim to the cause of the incongruity, it only claims the existence of the inverse relationship with the bishop and the district superintendent.

The implications for the wife are not clear. It would seem logical, however, to assume that she might be more aware of the demands of the ministry. She views the church and its operation from the parsonage and this observation point may tend to color her opinions of the church, its officials and heirarchy.

The district superintendent and the bishop are powerful forces in the life of the minister and his family. Their salary, living conditions, and prestige are apparently dependent on an appointive system. The minister and his family are assigned churches by the bishop and the district superintendent. Perhaps this situation has something to do with the inverse relationship between the wife and children, the bishop, and the district superintendent.

It may be helpful if bishops and district superintendents open direct communication with the minister's spouse during those times of decision. The relationship between the wife (spouse), the bishop and the district superintendent is apparently important to the personal and professional effectiveness of the minister. Conflict between these role concept sources can only enable the minister to experience inner tension and pressure. This may cause him and his profession a dangerous disservice.

It was hoped that Continuing Education would play a strong role in the management of role conflict and the continuing development of his role concept. While Continuing Education is perceived to be a positive influence in role conflict management and continuing growth in role concept, tension between role concept sources seems to be a block to positive growth.

Those data seem to indicate that recognition of this tension is appropriate. If a solution is to be realized, the bishop would seem to have a responsibility, the

parents have a role to play, the wife and children have their responsibility. The minister is called to serve God by serving through the church. To do this, clarity of role is essential. It is hoped that this clarity can soon become apparent. Perhaps clarity of role concept can produce a reduction in role conflict and this in turn enable the minister to function free of the negative effects of role conflict.

SUMMARY OF DISSERTATION

1. Problem

Ministerial role conflict seems to have a destructive effect on the professional and personal lives of clergypersons. It has been reported by numerous authors that role conflict is one of the reasons for men and women leaving the Christian ministry. This study attempts to discover what affect Continuing Education has had on a randomly selected sample of United Methodist ministers serving pastoral charges (churches) in the West Michigan Annual Conference.

2. Design

A series of ten research questions were formulated and a sample of 67 was randomly selected. Two data collection instruments, a questionnaire and a personal interview, were administered.

The data was organized and the questionnaire portion was analyzed by computer. The principal measures chosen were frequency distributions, tests of correlations, and crosstabulations to indicate dependency or independency among the variables.

3. Conclusions

It appears that a minister's ability to function in his profession is affected by many factors, among which include his perceived sources of role concept and his agreement with them.

There appears to be a lack of congruency among the ministers of the sample as to what Continuing Education really means. The research definition contained four specific aspects of Continuing Education:

- as a learning experience
- as meeting personal and/or professional needs
- as having specific goals
- as following an intentional program

Only 28.4% of the sample included all of these points in their personal definition.

The data obtained and analyzed in this project did not clearly indicate that Continuing Education is helpful to the minister's management of role conflicts in his personal or professional lives. It did affirm that ministers tend to perceive Continuing Education as helpful in their role conflict management, particularly with their Pastor-Parish Relations Committee and with their wives and children. The extent to which a minister tends to participate in Continuing Education seems to be dependent upon his current feelings about and agreement with ministers with whom he had contact as a youth. There was also a strong correlation with his level of participation in Continuing Education and the influence his wife and children have on his current role concept.

4. Suggestions for Further Research

Research into the affect of Continuing Education on the personal and/or professional lives of ministers.

Research into the affect of parents on future professional role concepts of their children.

FOOTNOTES

FOOTNOTES

¹Jeffrey Hadden, The Gathering Storm in the Churches, (New York: Doubleday & Co., 1969), Chapter 1.

²Gerald R. Miller and Mark Steinberg, Between People, (Chicago: Science Research Associates, Inc., 1975).

³Ellis L. Larsen, Some Sociological Insights into the State of the Ministry, (Unpublished paper presented to the Study Commission on the Ministry, The United Methodist Church, October 1974), p. 1.

⁴ibid.

⁵Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, "Educational Administration as a Social Process" in Theory, Research, Practice (Evanston: Harper & Row, 1968), pp. 56-78.

⁶Mark Rouch, Competent Ministry, A Guide to Effective Continuing Education, (Nashville, Tennessee: Abingdon Press, 1974), pp. 34-46.

⁷ibid., pp 41-47.

⁸Ellis L. Larsen, Some Sociological Insights into the State of the Ministry, (Unpublished paper presented to the Study Commission on the Ministry, The United Methodist Church, October 1974), p. 1.

⁹ibid.

¹⁰ibid., p. 2.

¹¹Continuing Education is defined as organized and intentional learning that takes place after the formal education has been completed. Refer to statement on Continuing Education in the definition of terms in Section III of this chapter.

¹²Ellis L. Larsen, Some Sociological Insights into the State of the Ministry in West Michigan. (Unpublished paper. Systems Facilitation Association, Evanston, December 1974).

¹³Paul S. Minear, "The Idea of Church," The Interpreter's Dictionary of the Bible, (Nashville, Tennessee: Abington Press, 1962), Vols. A - D, pp.607-616.

¹⁴M. H. Shepard, Jr., "Christian Ministry," The Interpreter's Dictionary of the Bible, (Nashville, Tennessee: Abington Press, 1962), Vols. K - Q, pp.386-390.

¹⁵Book of Discipline of the United Methodist Church, ed. John E. Procter, (Nashville, Tennessee: United Methodist Publishing House, 1973), p. 566.

¹⁶Arthur W. Munk, A Synoptic Philosophy of Education, (Nashville: Abington Press, 1965), p. 85.

¹⁷Russell J. Kleis, An Area Approach to Continuing Education, (Unpublished paper. Address - Michigan Area Study, 1967).

¹⁸Russell J. Kleis, Towards A Definition of Continuing Education, (Unpublished paper, Michigan State University, 1971).

¹⁹*ibid.*

²⁰John Biersdorf, Creating An Intentional Ministry, (Nashville: Abingdon Press, 1976), Chap. 3.

²¹Jacob W. Getzels, James M. Lipham, and Roald F. Campbell, "Educational Administration as a Social Process," in Theory, Research, Practice, (Evanston: Harper & Row, 1968), pp. 182-202.

²²*ibid.*

²³World Book Encyclopedia Dictionary, ed. Clarence L. Barnhart, (Chicago: Doubleday Publishing, 1969), Vol. 2, p. 1790.

²⁴*ibid.*, Vol. 1, p. 436.

²⁵Ellis L. Larsen, Some Sociological Insights into the State of the Ministry in West Michigan, (Unpublished paper. Systems Facilitation Association, Evanston, December 1974).

²⁶Elton Mayo, The Human Problems of an Industrial Civilization, (New York: Macmillan Publishing Company, 1933).

²⁷Jacob Getzels and E. G. Guba, "Social Behavior and the Administrative Process," in The School Review, (Winter, 1957), Vol. LXV, pp. 423-441.

²⁸Malcolm S. Knowles, The Modern Practice of Adult Education, (New York: Association Press, 1972), pp. 22-29.

²⁹*ibid.*

³⁰Gustaf Aulen, The Faith of the Christian Church, (Philadelphia: Muhlenberg Press, 1948), p. 408.

³¹Matthew 28: 19-20

³²1 Cor. 4: 1-2

³³The Book of Discipline 1976, (Nashville: The United Methodist Publishing House), p. 166.

³⁴James D. Glasse, Profession - Minister, (Nashville and New York: Abingdon Press, 1968), pp. 25-26.

³⁵Mark Rouch, Competent Ministry - A Guide to Effective Ministry, (Nashville and New York: Abingdon Press, 1976), pp. 31-32.

³⁶*Ibid.*

³⁷Samuel Blizzard, "The Protestant Parish Minister's Integrating Role," in The Minister's Own Mental Health, ed. Wayne Oates, (Great Neck, New York: Channel Press, 1961), pp. 144-145.

³⁸James Glasse, Profession: Minister, (Nashville: Abingdon Press, 1968), pp. 25-26.

³⁹*Ibid.*, pp. 14-15.

⁴⁰*Ibid.*, p. 16.

⁴¹H. Richard Niebuhr, The Purpose of the Church and Its Ministry, (New York: Harper & Brothers, 1956), Chap. 2, pp. 48-95.

⁴²James Glasse, Profession: Minister, (Nashville: Abingdon Press, 1968), pp. 14-19.

⁴³David S. Schuller, Milo L. Brekke and Merton P. Stromen, Readiness for Ministry, (The Association of Theological Schools in the United States and Canada, 1975), p. 12.

⁴⁴ *Ibid.*, p. 15.

⁴⁵ James Glasse, Profession: Minister, (Nashville: Abingdon Press, 1968), pp. 32-56.

⁴⁶ *Ibid.*, p. 58.

⁴⁷ *Ibid.*, pp. 69-70.

⁴⁸ *Ibid.*, p. 71.

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*

⁵¹ *Ibid.*, pp. 73-74.

⁵² *Ibid.*

⁵³ *Ibid.*, p. 75.

⁵⁴ *Ibid.*, p. 40.

⁵⁵ *Ibid.*

⁵⁶ Taped interview, 1978.

⁵⁷ George Gallup, Jr. and John O. Davies, III, ed., "Religion in America," in The Gallup Opinion Index, (April 1971), Report No. 70.

⁵⁸ *Ibid.*

⁵⁹ Taped interview, 1978.

⁶⁰ David S. Schuller, Milo L. Brekke, Merton P. Strommen, Readiness for Ministry, (The Association of Theological Schools in the U.S. and Canada, 1975), p. 11.

⁶¹ *ibid.*, p. 28.

⁶² *ibid.*, p. 32.

⁶³ *ibid.*, p. 75.

⁶⁴ *ibid.*, p. 30.

⁶⁵ *ibid.*, p. 76.

⁶⁶ Jacob W. Getzels, James M. Lipham and Roald F. Campbell, Educational Administration as a Social Process, (New York: Harper and Row, 1968), pp. 56-59.

⁶⁷ Taped interview, 1978.

⁶⁸ David S. Schuller, Milo L. Brekke and Merton P. Strommen, Readiness for Ministry, Volume I - Criteria, (The Association of Theological Schools in the U.S. and Canada, 1975), p. 16.

⁶⁹ *ibid.*, p. 17.

⁷⁰ Jacob W. Getzels, James M. Lipham and Roald F. Campbell, Educational Administration as a Social Process, (New York: Harper and Row, 1968), pp. 59-60.

⁷¹ Gary W. Hesser and Edgar W. Mills, "An Empirical Study of Protestant Clergymen: With Special Attention to their Involvement in Continuing Education," in Donald P. Smith's Clergy in the Cross Fire, (Philadelphia, The Westminster Press, 1974).

⁷² Connally C. Gamble, Jr., "A Lifelong Process of Learning," in Creating an Intentional Ministry, ed. Biersdorf, (Nashville: Abingdon Press, 1976), pp. 105-109.

⁷³ Russell Kleis, "Objectives of Continuing Education for Ministers," unpublished paper presented to SACM and The National Council of Churches.

⁷⁴ Mary Ellen McSweeney, School of Education, Michigan State University.

⁷⁵ Norman H. Nie, Hadlia C. Hull, Jean C. Jenkins, Karin Stentrenner, Dale A Brent, Statistical Package for the Social Sciences, 2nd ed. (New York: McGraw Hill, Inc., 1970).

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APPENDICES

APPENDIX A

Variable Code, Mean, and Standard Deviation Chart

VARIABLE CODE, MEAN, AND STANDARD DEVIATION

VARIABLE	CASES	MEAN	STD DEV
SY	67	17.2985	10.2691
US	67	12.5672	8.8800
SM	67	4.6716	4.7335
XA	67	2.4925	1.0706
XB	67	1.9403	.7152
XC	67	2.1791	1.3918
SZ	67	4.9403	.4887
YI	67	6.1493	2.2037
LA	51	2.7843	.6423
TO	51	4.4706	.7029
IR	51	2.9412	.8582
CR	51	2.3529	.9127
FR	50	1.6800	.5869
HA	16	1.5000	1.0954
MA	16	1.8750	.5000
TA	16	2.3750	1.0878
SA	67	1.9254	.7031
BA	67	1.6418	.5135
CA	67	14.2537	13.4078
DA	67	21.5224	14.8205
EA	67	18.3284	11.0129
FA	67	27.7015	18.6643
GA	67	34.4179	18.3954
HA	67	17.9403	9.7170
IA	67	31.1642	10.3347
JA	67	14.8657	11.0219
KA	67	27.7612	15.0213
LA	67	30.0299	14.1828
MA	67	14.9552	10.9896
NA	67	22.9552	10.1466
IF	67	30.2985	10.4346
IG	67	13.0149	9.9415
IH	67	22.9254	13.0840
PI	66	20.5152	12.6798
Q171	67	1.7313	.6415
Q172	67	2.1045	.5809
Q173	67	4.2388	.9226
Q174	67	1.1642	.6419
Q175	67	3.0000	.7688
AA	67	4.2388	.9226
AB	67	12.4478	.8544
AC	67	12.7761	.8857
AD	67	7.2836	.4788
AE	67	9.5821	.1585
AF	67	10.4179	.3319
AG	67	10.3881	.7767
AH	67	11.5224	.6144
AI	67	10.5075	.5706
CA	12	5.5000	.7578
CB	67	5.4030	.3397
CC	67	5.3134	.8067
CE	67	5.9552	.5224
CF	67	5.8507	.5729
CG	67	6.4776	.9552
CH	67	6.2985	.4344
CI	67	7.1045	.2109
BY	67	5.8507	.0047
	10	6.2000	.9396
	67	1.8209	.6496
	67	11.3731	8.0994

APPENDIX B

Report of Significant Pearson Correlations Coefficients

Report of Significant Pearson Correlations Coefficients

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
SY with XA	-.2961	.015
SY with XC	-.5073	.000
SY with R	.7115	.002
SY with AD	.2581	.035
SY with AI	.5516	.063
SY with CB	-.2257	.066
US with SF	-.2357	.055
US with IC	-.2413	.049
US with AB	-.2670	.029
US with CD	.2482	.043
SM with XB	-.2520	.040
SM with XC	.3149	.009
SM with D	-.2853	.042
SM with AF	.2255	.067
SM with CB	.3085	.011
SM with Y	-.2552	.037
XA with XC	.5876	.000
XA with SZ	-.2047	.012
XA with A	-.2953	.066
XA with T	-.2935	.037
XA with SF	.2964	.015
XA with IF	.3532	.003
XA with Q172	.2111	.086
XA with Q175	.2111	.086
XA with AE	.2456	.045

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
XA with CF	.2947	.015
XB with XC	-.2497	.043
XB with SZ	-.5306	.000
XB with YI	-.2827	.020
XB with SF	.2175	.077
XB with IA	.2497	.042
XB with IB	.2302	.061
XB with ID	-.2760	.024
XB with IF	-.2130	.084
XB with IG	-.2757	.024
XB with AA	.2181	.076
XB with AI	.6288	.029
XB with CB	-.2935	.016
XC with SG	.2149	.081
XC with IF	.2274	.069
XC with P	.2074	.092
XC with AF	.2127	.084
XC with CA	.2580	.035
XC with CB	.4525	.000
XC with CF	.3311	.006
XC with CG	.3225	.008
SZ with YI	.2335	.057
SZ with A	.2988	.033
SZ and SD	.2291	.062
SZ and SF	-.2560	.037

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
SZ with ID	.2561	.036
SZ with Q171	.2358	.055
SZ with AA	-.2225	.070
SZ with CE	-.2358	.055
SZ with CH	-.2524	.039
YI with A	-.2988	.033
YI with IA	-.3935	.001
YI with ID	.3906	.001
YI with IE	.0087	.063
YI with CA	-.2059	.095
YI with Y	-.6025	.000
L with T	.3756	.007
L with I	.3477	.013
L with IA	-.2460	.082
L with P	.4123	.003
L with Q174	.2737	.052
L with CC	.2331	.100
L with Y	-.5094	.000
A with T	.4115	.003
A with AE	-.3089	.027
A with CB	.2580	.068
A with CE	-.2569	.069
A with Y	-.3109	.026
T with H	-.2450	.083
T with Z	-.3143	.025
T with IF	-.2989	.033

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
T with P	.5050	.000
T with Q171	-.3335	.017
T with AE	-.3365	.016
T with CB	.2412	.088
T with CH	.3202	.022
T with Y	-.4640	.001
D with SE	.2473	.080
D with IE	.3765	.006
D with AI	-.7454	.013
D with CF	-.2721	.053
D with B	.3360	.016
I with SH	.4680	.001
I with P	.5340	.000
I with AG	.2700	.058
I with AH	.4045	.004
I with CD	-.2677	.060
I with Y	-.4480	.003
R with SC	.5353	.033
R with IC	.6073	.013
R with P	-.5345	.033
R with AB	.4352	.092
R with AI	1.000	.000
C with IG	-.5090	.044
C with AA	-.6210	.010
C with AB	-.5634	.023
C with AI	1.000	.000

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
E with H	.5061	.045
E with Q171	-.5822	.018
E with Q173	.6435	.007
E with Q174	.6271	.009
E with AI	-1.000	.000
E with B	.5472	.028
H with Z	.5543	.000
H with IA	.2737	.025
H with Q173	.2290	.062
Z with Q171	.2798	.022
Z with AD	.2515	.040
SA with SE	-.2699	.027
SA with SF	-.3239	.008
SA with IA	.4532	.000
SA with AA	.3199	.008
SB with SD	-.2237	.069
SB with SF	-.3112	.010
SB with SG	-.3073	.011
SB with SH	-.4267	.000
SB with IB	.5620	.000
SB with IF	-.2895	.017
SB with Q173	.2505	.041
SB with AB	.3248	.007
SB with AG	-.2271	.065
SB with CH	-.2473	.044

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
SC with SD	-.2123	.085
SC with IB	.2754	.024
SC with IC	.6323	.000
SC with Q173	.2966	.015
SC with AC	.4288	.000
SC with CF	-.2495	.042
SD with SH	-.2246	.068
SD with ID	.5493	.000
SD with Q173	-.2141	.082
SD with AH	-.2493	.042
SD with CD	.3122	.010
SE with SG	-.3194	.008
SE with IE	.4609	.000
SE with IG	-.2881	.018
SE with Q173	-.2511	.040
SE with AE	.2374	.053
SE with CI	.7846	.007
SF with IF	.3909	.001
SF with Q174	.3082	.011
SF with AC	-.3560	.003
SF with CF	.2857	.019
SG with ID	-.2084	.091
SG with IG	.5670	.000
SG with AB	-.2175	.091
SG with AG	.3993	.001
SG with AI	.6393	.025

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
SH with IA	-.2356	.055
SH with IB	-.3367	.005
SH with IE	.2501	.041
Sh with IF	.2153	.080
SH with IG	.2091	.089
SH with IH	.2864	.020
SH with P	.2777	.023
SH with AE	.2423	.048
SH with AH	.2919	.017
IA with IB	.2546	.038
IA with ID	-.4009	.001
IA with IE	-.3727	.002
IA with IF	-.3559	.003
IA with IG	-.2311	.060
IA with AA	.2616	.032
IA with Y	.2747	.024
IB with IC	.2712	.026
IB with ID	-.2735	.025
IB with IE	-.2257	.066
IB with IF	-.5865	.000
IB with IG	-.2213	.072
IB with AB	.3295	.006
IB with AC	.2483	.043
IC with IH	-.2811	.022
IC with Q172	-.2739	.025

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
IC with Q173	.2610	.033
IC with Q175	-.2739	.025
IC with AB	.2523	.039
IC with AC	.3950	.001
IC with AI	.5385	.071
IC with Y	-.2124	.084
ID with IE	.3007	.013
ID with IF	.2077	.092
ID with IH	-.2825	.022
ID with P	-.2114	.086
ID with AD	.2914	.017
ID with CD	.4336	.000
ID with CE	.3312	.006
IE with IF	.2412	.049
IE with AE	.2221	.071
IE with AI	-.5208	.083
IE with CG	-.2090	.090
IE with CH	-.2716	.026
IF with Q173	-.2307	.060
IF with Q174	.2290	.062
IF with AE	.3235	.008
IF with AF	.3183	.009
IG with IH	-.3385	.005
IG with AG	.4244	.000
IH with P	.2204	.075
IH with AE	.2510	.042
IH with AH	.2161	.081

A10

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
IH with CH	.2212	.074
P with Q174	.2490	.042
P with AG	.2415	.049
P with CD	.2583	.035
P with CH	.2318	.059
P with B	.3191	.008
P with Y	-.4178	.000
Q171 with Q173	-.4937	.000
Q171 with Q174	-.4469	.000
Q171 with B	-.2307	.060
Q172 with Q173	-.3742	.002
Q172 with Q174	-.2597	.034
Q172 with Q175	1.0000	.000
Q172 with AF	.2331	.058
Q172 with CG	.2431	.047
Q173 with Q174	.2178	.077
Q173 with Q175	-.3742	.002
Q173 with AD	-.2444	.046
Q173 with AE	-.2506	.041
Q173 with B	.2533	.039
Q174 with Q175	-.2597	.034
Q174 with AB	-.2796	.022
Q174 with CF	.2094	.089
Q174 with B	.2459	.045
Q174 with Y	-.2663	.029
Q175 with AF	.2331	.058
Q75 with CG	.2431	.047

A11

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
AA with AB	.4380	.000
AA with AC	.2494	.042
AA with AE	.2120	.085
AA with AF	-.2434	.047
AA with CA	.2918	.017
AA with Y	.2414	.049
AB with AC	.3015	.013
AB with AF	-.2645	.031
AC with AH	.2035	.099
AC with CF	-.2397	.051
AC with CI	-.5833	.077
AD with AE	.4868	.000
AD with AF	.2576	.035
AD with AH	.2688	.028
AD with CD	.3945	.001
AD with CE	.4139	.000
AE with AF	.2267	.065
AE with AH	.2175	.077
AE with CD	.3056	.012
AE with CE	.4358	.000
AF with AH	.2629	.032
AF with CD	.2094	.089
AG with AH	.3095	.011
AG with CE	.3351	.006
AG with CG	.3661	.002
AG with CH	.2447	.046
AG with B	.2753	.024

<u>Variables</u>	<u>Coefficient</u>	<u>Significance</u>
AH with CF	.2760	.024
AH with CH	.2989	.014
AI with CC	.5181	.084
AI with B	-.5994	.039
CA with CD	.2581	.035
CB with CC	.2756	.024
CB with CG	.2900	.017
CB with Y	-.2265	.065
CC with CD	.2956	.015
CC with CF	.2417	.049
CC with CG	.2179	.076
CC with CH	.3411	.005
CC with Y	-.2209	.072
CD with CE	.6526	.000
CD with CH	.2822	.021
CD with CI	.6199	.056
CE with CF	.2080	.091
CE with CG	.2771	.023
CE with CH	.3412	.005
CF with CG	.3457	.004
CF with CH	.4441	.000
CG with CH	.3370	.005
CH with CI	.5867	.075
CI with Y	.7243	.018
B with Y	-.2232	.069

APPENDIX C

Frequency Response Chart

Question X

FREQUENCY RESPONSE CHART

QUESTION X

Respondent Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Level I	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level II	x	x	x	x	x	x		x	x	x	x					x	x	x	x	x	x	x
Level III	x	x		x	x			x			x	x					x				x	x
Level IV		x						x			x						x					x

Respondent Number	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Level I	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level II	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	
Level III	x		x	x					x	x	x	x				x	x	x	x
Level IV	x			x	x			x	x	x	x					x	x	x	

Respondents Number	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Level I	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level II		x	x	x	x	x	x						x		x	x	x	x	x
Level III					x	x		x		x									x
Level IV					x	x		x		x									x

(x indicates the respondent included a particular level of the reserachers definition in his personal definition of Continuing Education)

Frequency Response Chart, Question X cont.

Respondent Number	61	62	63	64	65	66	67
Level I	x	x	x	x	x	x	x
Level II	x	x	x	x	x	x	
Level III	x	x		x			
Level IV	x						

APPENDIX D

Table of Significant Crosstabulations (Chi-Squares)

TABLE OF SIGNIFICANT CROSS-TABULATIONS
(CHI-SQUARES)

Y by IG	SH by AE
SA by AA	SH by CA
SA by AC	AA by CA
SA by CC	AA by CC
SB by CA	AA by CH
SB by CE	AB by CB
SB by CF	AC by CA
SC by AC	AD by CD
SC by AD	AD by CE
SC by CC	AE by CA
SD by AC	AE by CD
SD by AD	AE by CE
SD by AH	AG by CA
SE by CF	AG by CC
SE by CC	AH by CF
SE by CI	Y by Q173
SF by I	IB by CC
SF by	IC by CC
SF by AP	ID by CD
SF by AC	ID by CE
SF by CF	IE by CD
SG by CC	IE by CI
SH by AP	IH by CF
SH by AC	IH by CH

APPENDIX E

Variable Identification

VARIABLE INDENTIFICATION

Source of Concept (Developmental)

SA	Ministers with whom he had contact as a youth
SB	Parents
SC	Wife - children
SD	District Superintendent
SE	Bishop
SF	Colleagues in Ministry
SG	Pastor-Parish Relations Committee
SH	Seminary

Source of Concept (Current)

IA	Ministers with whom he had contact as a youth
IB	Parents
IC	Wife - children
ID	District Superintendent
IE	Bishop
IF	Colleagues
IG	Pastor-Parish Relations Committee
IH	Seminary

Variable identification cont.

Level of Conflict Management with:

CA	Ministers with whom he had contact as a youth
CB	Parents
CC	Wife - children
CD	District Superintendent
CE	Bishop
CF	Colleagues in ministry
CG	Pastor-Parish Relations Committee
CH	Seminary
CI	Other significant sources
.	
P	The level of effect Continuing Education is perceived by this sample to have had on their role concept.
H	The perceived level of importance in the community
Z	The perceived level of importance in the community as it should be according to the minister.
B	Did the ministers perceive Continuing Education experiences assisted them in the management of their role conflicts?
Y	The level of involvement in Continuing Education.

APPENDIX F

Crosstabulation Reports

TOTAL 7.5 24.0 2.5 13.4 26.6 11.9 3.0 24.3 18.0 100.0
 RAD CHL SOURCE 03.00:1 WITH 40 DEGREES OF PRECISION SIGNIFICANCE = .0102 2012

SCOUT		C										ECY
104 26		2	4	6	8	10	12	14	16	18	20	TOTAL
2	2.7	2.7	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0
4	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
6	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
8	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
10	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
12	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
14	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
16	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
18	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
20	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
COLUMN	5	11	1	8	11	8	6	11	11	7	1	57

RAM CHI SQUARE = 54.59232 WITH 40 DEGREES OF FREEDOM. SIGNIFICANCE = .0230

SA	AC					TOTAL
	1.	2.	3.	4.	5.	
1.	13. 13. 13.					13.
2.	17. 17. 17.	20. 20. 20.	22. 22. 22.			34.3
3.	16. 16. 16.	16. 16. 16.	22. 22. 22.			16.1
4.	17. 17. 17.	16. 16. 16.		17. 17. 17.		14.9
5.	16. 16. 16.	16. 16. 16.			16. 16. 16.	4.6
6.		17. 17. 17.	22. 22. 22.			6.1
7.	17. 17. 17.	16. 16. 16.				6.1
8.		16. 16. 16.				6.1
9.	25. 25. 25.	25. 25. 25.	17. 17. 17.			6.1
TOTAL	62.3	37.5	17.1	1.7	1.6	100.2

ROW C-1 SOURCE = 43.6159% WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = .0027

SA

		CC			ROW TOTAL
COUNT FOR ROW	PCT FOR ROW	2.	3.	20.	
1.		0.00	100.00	0.00	1.00
2.	100.00	0.00	0.00	0.00	1.00
3.	0.00	0.00	0.00	0.00	0.00
4.	0.00	0.00	0.00	0.00	0.00
5.	0.00	0.00	0.00	0.00	0.00
6.	0.00	0.00	0.00	0.00	0.00
7.	0.00	0.00	0.00	0.00	0.00
8.	0.00	0.00	0.00	0.00	0.00
9.	0.00	0.00	0.00	0.00	0.00
10.	0.00	0.00	0.00	0.00	0.00
11.	0.00	0.00	0.00	0.00	0.00
12.	0.00	0.00	0.00	0.00	0.00
13.	0.00	0.00	0.00	0.00	0.00
14.	0.00	0.00	0.00	0.00	0.00
15.	0.00	0.00	0.00	0.00	0.00
16.	0.00	0.00	0.00	0.00	0.00
17.	0.00	0.00	0.00	0.00	0.00
18.	0.00	0.00	0.00	0.00	0.00
19.	0.00	0.00	0.00	0.00	0.00
20.	0.00	0.00	0.00	0.00	0.00
21.	0.00	0.00	0.00	0.00	0.00
22.	0.00	0.00	0.00	0.00	0.00
23.	0.00	0.00	0.00	0.00	0.00
24.	0.00	0.00	0.00	0.00	0.00
25.	0.00	0.00	0.00	0.00	0.00
26.	0.00	0.00	0.00	0.00	0.00
27.	0.00	0.00	0.00	0.00	0.00
28.	0.00	0.00	0.00	0.00	0.00
29.	0.00	0.00	0.00	0.00	0.00
30.	0.00	0.00	0.00	0.00	0.00
31.	0.00	0.00	0.00	0.00	0.00
32.	0.00	0.00	0.00	0.00	0.00
33.	0.00	0.00	0.00	0.00	0.00
34.	0.00	0.00	0.00	0.00	0.00
35.	0.00	0.00	0.00	0.00	0.00
36.	0.00	0.00	0.00	0.00	0.00
37.	0.00	0.00	0.00	0.00	0.00
38.	0.00	0.00	0.00	0.00	0.00
39.	0.00	0.00	0.00	0.00	0.00
40.	0.00	0.00	0.00	0.00	0.00
41.	0.00	0.00	0.00	0.00	0.00
42.	0.00	0.00	0.00	0.00	0.00
43.	0.00	0.00	0.00	0.00	0.00
44.	0.00	0.00	0.00	0.00	0.00
45.	0.00	0.00	0.00	0.00	0.00
46.	0.00	0.00	0.00	0.00	0.00
47.	0.00	0.00	0.00	0.00	0.00
48.	0.00	0.00	0.00	0.00	0.00
49.	0.00	0.00	0.00	0.00	0.00
50.	0.00	0.00	0.00	0.00	0.00
51.	0.00	0.00	0.00	0.00	0.00
52.	0.00	0.00	0.00	0.00	0.00
53.	0.00	0.00	0.00	0.00	0.00
54.	0.00	0.00	0.00	0.00	0.00
55.	0.00	0.00	0.00	0.00	0.00
56.	0.00	0.00	0.00	0.00	0.00
57.	0.00	0.00	0.00	0.00	0.00
58.	0.00	0.00	0.00	0.00	0.00
59.	0.00	0.00	0.00	0.00	0.00
60.	0.00	0.00	0.00	0.00	0.00
61.	0.00	0.00	0.00	0.00	0.00
62.	0.00	0.00	0.00	0.00	0.00
63.	0.00	0.00	0.00	0.00	0.00
64.	0.00	0.00	0.00	0.00	0.00
65.	0.00	0.00	0.00	0.00	0.00
66.	0.00	0.00	0.00	0.00	0.00
67.	0.00	0.00	0.00	0.00	0.00
68.	0.00	0.00	0.00	0.00	0.00
69.	0.00	0.00	0.00	0.00	0.00
70.	0.00	0.00	0.00	0.00	0.00
71.	0.00	0.00	0.00	0.00	0.00
72.	0.00	0.00	0.00	0.00	0.00
73.	0.00	0.00	0.00	0.00	0.00
74.	0.00	0.00	0.00	0.00	0.00
75.	0.00	0.00	0.00	0.00	0.00
76.	0.00	0.00	0.00	0.00	0.00
77.	0.00	0.00	0.00	0.00	0.00
78.	0.00	0.00	0.00	0.00	0.00
79.	0.00	0.00	0.00	0.00	0.00
80.	0.00	0.00	0.00	0.00	0.00
81.	0.00	0.00	0.00	0.00	0.00
82.	0.00	0.00	0.00	0.00	0.00
83.	0.00	0.00	0.00	0.00	0.00
84.	0.00	0.00	0.00	0.00	0.00
85.	0.00	0.00	0.00	0.00	0.00
86.	0.00	0.00	0.00	0.00	0.00
87.	0.00	0.00	0.00	0.00	0.00
88.	0.00	0.00	0.00	0.00	0.00
89.	0.00	0.00	0.00	0.00	0.00
90.	0.00	0.00	0.00	0.00	0.00
91.	0.00	0.00	0.00	0.00	0.00
92.	0.00	0.00	0.00	0.00	0.00
93.	0.00	0.00	0.00	0.00	0.00
94.	0.00	0.00	0.00	0.00	0.00
95.	0.00	0.00	0.00	0.00	0.00
96.	0.00	0.00	0.00	0.00	0.00
97.	0.00	0.00	0.00	0.00	0.00
98.	0.00	0.00	0.00	0.00	0.00
99.	0.00	0.00	0.00	0.00	0.00
100.	0.00	0.00	0.00	0.00	0.00
COLUMN TOTAL		53.7	44.8	1.5	100.0

RAW CHI SQUARE = 27.30358 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = .0392

58

COUNT FROM DO	CA			FROM TOTAL
	2.	8.	14.	
2.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 20.9
8.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	7.5
14.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7
21.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	13.9
28.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	7.5
32.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	11.9
38.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	9.8
44.	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7 14.7 14.7 14.7	14.7
COLUMN TOTAL	46.7	50.7	4.0	100.0

RAW CHI SQUARE = 22.68618 WITH 14 DEGREES OF FREEDOM. SIGNIFICANCE = .0656

58

COUNT		CE				ROW TOTAL
FC1	FC2	2.	8.	14.	20.	
2.	20.	20.7	20.7	7.1		20.9
8.	10.	10.7	20.7			7.5
14.	10.	10.7	10.7	20.7		14.0
20.	22.	22.7	20.7	10.7		13.9
26.	20.	20.7	20.7		20.7	7.5
32.	12.	12.7	20.7			11.0
38.	10.	10.7	20.7			9.0
44.	7.	20.7	20.7			14.0
COLUMN TOTAL		35.8	55.2	7.5	1.0	67

RAW CHI SQUARE = 31.11109 WITH 21 DEGREES OF FREEDOM. SIGNIFICANCE = .0710

CF	COMPUTED TOTAL	2.	1.	1.	2.	2.	3.	4.	ROW TOTAL
2.	20.9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	20.9
2.	7.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	7.5
1.	14.6	2.0	2.0	2.0	2.0	2.0	2.0	2.0	14.6
2.	13.2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	13.2
2.	7.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	7.5
3.	11.9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	11.9
3.	9.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	9.0
4.	14.6	2.0	2.0	2.0	2.0	2.0	2.0	2.0	14.6
COMPUTED TOTAL	100.2	20.0	20.0	20.0	20.0	20.0	20.0	20.0	100.2

RAW CHI SQUARE = 30.8108 WITH 21 DEGREES OF FREEDOM SIGNIFICANCE = .0767

SC	AC	ROW TOTAL
2.	12.7	12.7
6.	14.4	14.4
12.	3.3	3.3
18.	2.1	2.1
24.	2.1	2.1
30.	9.7	9.7
36.	14.0	14.0
42.	6.0	6.0
48.	1.3	1.3
COLUMN TOTAL	40.3	100.0

RAD CHI SQUARE = 40.53418 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = .0001

SC

COUNT		AD						TOTAL
ROW	COL	2.	8.	12.	14.	20.	26.	
2.		14.3 10.3 10.3	42.3 10.3 10.3		42.3 12.3 12.3			10.7 10.7
6.		7.3 8.3 10.3	20.3 20.3 9.3		50.3 37.3 37.3			19.7 19.7
12.			5.3 1.3 1.3		7.3 1.3 1.3			3.0 3.0
16.		15.3 15.3 15.3	15.3 15.3 15.3		27.3 27.3 27.3	15.3		16.4 16.4
2.		15.3 15.3 15.3	25.3 25.3 25.3		27.3 27.3 27.3			19.7 19.7
26.		15.3 15.3 15.3	35.3 35.3 35.3		27.3 27.3 27.3			9.0 9.0
32.		25.3 25.3 25.3	15.3 15.3 15.3		17.3 17.3 17.3	15.3	15.3	16.0 16.0
36.		15.3 15.3 15.3	25.3 25.3 25.3			27.3		6.0 6.0
44.				17.3 17.3 17.3				1.0 1.0
COLUMN TOTAL		17.0	44.0	1.0	29.0	4.0	2.0	76.0

RAW CHI SQUARE = 90.6432 WITH 40 DEGREES OF FREEDOM. SIGNIFICANCE = .0000

SC	CC			ROW TOTAL
	2.	8.	23.	
2.	85.7 16.7 5.0	15.0 3.0 5.0	0.0 0.0 0.0	10.7
4.	53.0 10.0 10.0	25.0 5.0 5.0	0.0 0.0 0.0	10.5
12.	5.0 1.5 1.5	5.0 1.5 1.5	0.0 0.0 0.0	3.0
14.	5.0 1.5 1.5	3.0 1.5 1.5	0.0 0.0 0.0	10.5
20.	2.0 0.5 0.5	3.0 1.5 1.5	0.0 0.0 0.0	10.5
24.	5.0 1.5 1.5	5.0 1.5 1.5	0.0 0.0 0.0	9.0
32.	7.0 1.5 1.5	3.0 1.5 1.5	0.0 0.0 0.0	10.5
36.	50.0 5.0 3.0	25.0 5.0 1.5	10.0 1.5 1.5	6.0
40.	0.0 0.0 0.0	10.0 1.5 1.5	0.0 0.0 0.0	1.5
COLUMN TOTAL	53.7	66.0	10.5	130.2

MIN CHI SQUARE = 26.91800 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = .0436

ROW TOTAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465
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80

ROW	1	2	3	4	5	ROW TOTAL
1				100		100
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50						
COLUMN TOTAL	9.7	47.8	35.2	7.7	100.0	

ROW 24 EQUIPE = 36.948% WITH 24 DEGREES OF FREEDOM SIGNIFICANCE = .0443

SE

COUNT		Cd				ROW TOTAL
0	1	2	3	4	5	
0.	3	6				9
1.	6		5			11
2.	1					1
3.						
4.						
5.						
6.						
7.						
8.						
9.						
COLUMN TOTAL	10	6	5			21

RAW CHI SQUARE = 29.17466 WITH 16 DEGREES OF FREEDOM, SIGNIFICANCE = .0463

SE

COUNT		CC				ROW TOTAL
FOR	FC	1	2	3	20	
FOR	FC					
FOR	FC					
8.		33.3	66.7			100.0
		11.1	22.2			
16.		33.3	66.7			100.0
		11.1	22.2			
20.		100.0				100.0
		33.3	66.7			
24.		33.3	66.7			100.0
		11.1	22.2			
32.		33.3	66.7			100.0
		11.1	22.2			
36.		33.3	66.7			100.0
		11.1	22.2			
44.		33.3	66.7			100.0
		11.1	22.2			
COLUMN TOTAL		33.3	66.7	100.0		200.0

RAW CHI SQUARE = 26.10829 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = .0104

SE

COUNT FCI FCI FCI	CI			ROW TOTAL
	1.	2.	3.	
14.	12.0 12.0 12.0			12.0
26.	18.0 18.0 18.0			36.0
38.	18.0 18.0 18.0	6.0 6.0 6.0		36.0
44.		33.0 33.0 33.0	166.0 166.0 166.0	36.0
COLUMN TOTAL	53.0	36.0	20.0	109.0

RAW CHI SQUARE = 31.08669 WITH 6 DEGREES OF FREEDOM, SIGNIFICANCE = .0919
 NUMBER OF MISSING OBSERVATIONS = 57

SE

COUNT FCI FCI FCI	M				ROW TOTAL
	1.	2.	3.	4.	
2.	2.0 2.0 2.0	6.0 6.0 6.0			7.5
8.		8.0 8.0 8.0	12.0 12.0 12.0		17.0
14.	2.0 2.0 2.0	8.0 8.0 8.0	12.0 12.0 12.0		25.0
20.	2.0 2.0 2.0	8.0 8.0 8.0			20.0
26.	2.0 2.0 2.0	2.0 2.0 2.0	8.0 8.0 8.0	8.0 8.0 8.0	16.0
32.	2.0 2.0 2.0		2.0 2.0 2.0		6.0
38.		10.0 10.0 10.0			7.5
COLUMN TOTAL	25.0	59.0	11.0	3.0	97.0

RAW CHI SQUARE = 35.49613 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .0082

SF	COUNT		TOTAL		TOTAL
	1	2	1	2	
2.	2	0	0	0	7.8
8.	1	0	0	0	17.2
14.	1	0	0	0	29.17
20.	1	0	0	0	20.4
26.	1	0	0	0	14.0
32.	1	0	0	0	6.0
38.	0	0	0	0	7.8
COLUMN TOTAL		17.1	11.2	1.8	100.0

RAW CHI SQUARE = 21.87446 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = .0389

SF	COUNT		TOTAL		TOTAL
	1	2	1	2	
2.	2	0	0	0	7.8
8.	1	0	0	0	17.2
14.	1	0	0	0	29.17
20.	1	0	0	0	20.4
26.	1	0	0	0	14.0
32.	1	0	0	0	6.0
38.	0	0	0	0	7.8
COLUMN TOTAL		9.0	12.0	1.0	100.0

RAW CHI SQUARE = 44.3162 WITH 30 DEGREES OF FREEDOM. SIGNIFICANCE = .0446

AC

ROW	COUNT	ROW PCT	COL PCT	ROW TOTAL
2.	4.	2.0	2.0	7.5
6.	31.	14.8	12.0	17.9
10.	5.	2.3	2.0	25.6
20.	27.	12.5	2.0	20.9
26.	9.	4.1	1.0	14.9
32.	110.	50.0	6.0	6.0
38.	6.	2.8	1.0	7.5
COLUMN TOTAL	43.3	37.3	17.9	3.0
				1.9
				100.0

RAW CHI SQUARE = 33.85034 WITH 24 DEGREES OF FREEDOM. SIGNIFICANCE = .0074

CF

ROW	COUNT	ROW PCT	COL PCT	ROW TOTAL
2.	20.	9.1	8.0	7.5
6.	31.	14.8	12.0	17.9
14.	5.	2.3	2.0	25.6
20.	1.	0.5	1.0	20.9
26.	1.	0.5	1.0	14.9
32.	25.	11.4	7.0	6.0
38.	6.	2.8	1.0	7.5
COLUMN TOTAL	32.8	64.3	1.0	1.0
				100.0

RAW CHI SQUARE = 30.76757 WITH 19 DEGREES OF FREEDOM. SIGNIFICANCE = .0311

SM	AC						ROW TOTAL
	COUNT OBS PCT	2.	8.	14.	20.	26.	
2.	23. 11.5 5.0	31. 15.5 7.0	7. 3.5 1.0	0000	100. 50.0 20.0		19.3
4.	35. 17.5 8.0	35. 17.5 8.0	24. 12.0 5.0	0000	0000		25.7
12.	18. 9.0 4.0			0000	0000		1.3
14.	20. 10.0 4.0	27. 13.5 5.0	16. 8.0 3.0	0000	0000		17.3
20.	14. 7.0 3.0	10. 5.0 2.0	27. 13.5 5.0	0000	0000		14.0
26.	7. 3.5 1.0	25. 12.5 5.0	0000	0000	0000		6.0
32.	28. 14.0 6.0	28. 14.0 6.0	28. 14.0 6.0	0000	0000		10.7
38.			0000	0000	0000		1.3
44.	9. 4.5 1.0	50. 25.0 10.0	0000	0000	0000		3.0
COUNT TOTAL	42.5	37.5	17.0	3.0	1.0		100.0

ROW CHI SQUARE = 52.87200 WITH 32 DEGREES OF FREEDOM. SIGNIFICANCE = .0116

SH

COUNT	10	20	30	40	ROW TOTAL
10	10	20	30	40	100
20	20	40	60	80	200
30	30	60	90	120	300
40	40	80	120	160	400
50	50	100	150	200	500
60	60	120	180	240	600
70	70	140	210	280	700
80	80	160	240	320	800
90	90	180	270	360	900
100	100	200	300	400	1000
COLUMN TOTAL	100	200	300	400	1000

RAW CHI SQUARE = 36.28132 WITH 24 DEGREES OF FREEDOM. SIGNIFICANCE = .0519

SH

COUNT ROW FC COL FC TOT FC	CA	2.	7.	12.	ROW TOTAL
2.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	19.6
8.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	25.4
12.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	1.8
14.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	17.9
20.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	14.9
24.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	6.5
32.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	17.9
36.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	1.8
44.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	3.0
COLUMN TOTAL	46.3	50.7	57.7	100.0	

RAW CHI SQUARE = 24.3994 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = .0074

AL

COUNT ROW FC COL FC TOT FC	CA	2.	8.	12.	ROW TOTAL
2.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	19.6
8.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	26.1
12.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	1.8
14.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	17.9
20.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	26.1
28.	53. 22. 17. 10.	53. 22. 17. 10.	57. 21. 15. 10.	0	7.8
COLUMN TOTAL	46.3	50.7	57.7	100.0	

RAW CHI SQUARE = 34.26951 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .0002

11

[illegible]

11

CM	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
101	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
102	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
103	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
104	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
105	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
106	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
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111	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
112	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
113	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
114	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
115	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124																																																																												

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[illegible]

ATM CASE NUMBER = 294387 WITH 29.4387 MILES OF TRAVEL TIME = 30.00 HOURS. SIGNIFICANCE = .014.

[illegible]

RAW CHY SCUFFE • 21.6:75: WITH 10 DIGRES OF FREEDOM. SIGNIFICANCE * .0172

[illegible]

RAW CMT ? 20-17 = 22.35% WITH MICHIGAN \$:
SCHEDULED IN 2009. DISTANCE = .090

AE

		CA			
COUNT		2.	8.	14.	Row TOTAL
10.	16.				
2.	10.	5.0	5.0		10.0
8.	16.	5.0	5.0		10.0
14.	16.	5.0	5.0		10.0
20.	16.	5.0	5.0		10.0
COLUMN TOTAL		15.0	15.0	0.0	30.0

RAW CHI SQUARE = 15.25424 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0104

AE

		CC			
COUNT		2.	8.	20.	Row TOTAL
10.	16.				
2.	10.	10.0	5.0	10.0	25.0
8.	16.	10.0	5.0	10.0	25.0
14.	16.	10.0	5.0	10.0	25.0
20.	16.	10.0	5.0	10.0	25.0
COLUMN TOTAL		40.0	20.0	40.0	100.0

RAW CHI SQUARE = 14.63653 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0233

AE

		CD			
COUNT		2.	8.	14.	Row TOTAL
10.	16.				
2.	10.	10.0	10.0		20.0
8.	16.	10.0	10.0		20.0
14.	16.	10.0	10.0		20.0
20.	16.	10.0	10.0		20.0
COLUMN TOTAL		40.0	40.0	0.0	80.0

RAW CHI SQUARE = 14.89733 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0206

COUNT ROW PCT COL PCT TOT PCT	CE				ROW TOTAL
	2.	7.	14.	20.	
2.	70.0 29.7	31.3 12.5	0.0 0.0	0.0 0.0	14.9
8.	13.3 52.2	1.7 3.7	0.0 0.0	0.0 0.0	41.8
14.	19.0 12.7	31.3 12.5	60.0 23.1	1.7 0.7	31.3
20.	0.0 0.0	2.7 10.5	12.5 20.0	0.0 0.0	11.9
COLUMN TOTAL	35.0	55.2	7.5	1.7	107.8

RAW CHI SQUARE = 16.71210 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = .0334

COUNT ROW PCT COL PCT TOT PCT	CA				ROW TOTAL
	2.	7.	14.		
2.	17.4 6.7	37.7 13.7	50.0 18.5		11.9
8.	15.0 10.0	10.0 7.0	0.0 0.0		35.7
14.	0.0 0.0	10.0 7.0	50.0 18.5		3.7
20.	15.0 10.0	10.0 7.0	0.0 0.0		29.9
2.	17.4 6.7	37.7 13.7	50.0 18.5		14.3
COLUMN TOTAL	46.3	52.7	3.7		100.0

RAW CHI SQUARE = 20.51370 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = .0026

COUNT ROW PCT COL PCT TOT PCT	CG				ROW TOTAL
	2.	7.	14.		
2.	23.7 9.5	21.0 8.0	22.7 8.7		11.9
8.	15.0 10.0	10.0 7.0	0.0 0.0		35.6
14.	0.0 0.0	10.0 7.0	0.0 0.0		3.7
20.	15.0 10.0	10.0 7.0	0.0 0.0		29.9
2.	23.7 9.5	21.0 8.0	22.7 8.7		19.3
COLUMN TOTAL	32.8	49.3	17.7		100.0

RAW CHI SQUARE = 17.7453, WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = .0232

SC

COUNT		CD				ROW TOTAL
ROW	CCT	2.	8.	14.		
2.			10.			10.
8.			10.			10.
14.				10.		10.
20.	10.					10.
26.	10.		10.			10.
32.	10.					10.
38.	10.					10.
44.	10.					10.
COLUMN TOTAL		40.	20.	10.		100.

RAW CHI SQUARE = 25.47293 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = .0619

AM

COUNT		CF				ROW TOTAL
ROW	CCT	2.	10.	14.	20.	
2.		10.	10.			20.
8.		10.	10.			20.
14.		10.	10.			20.
20.			10.	10.		20.
COLUMN TOTAL		20.	20.	10.	10.	100.

RAW CHI SQUARE = 16.86294 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = .0509

7

COUNT ROW COL TOTAL	013	1	2	4	5	TOTAL
2	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
14	0.0	0.0	0.0	0.0	0.0	0.0
20	0.0	0.0	0.0	0.0	0.0	0.0
24	0.0	0.0	0.0	0.0	0.0	0.0
COLUMN TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

944 CHI SQUARE = 32.5813 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = .0054

18

COUNT ROW COL TOTAL	CC	2	4	20	TOTAL
2	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0
14	0.0	0.0	0.0	0.0	0.0
20	0.0	0.0	0.0	0.0	0.0
26	0.0	0.0	0.0	0.0	0.0
32	0.0	0.0	0.0	0.0	0.0
38	0.0	0.0	0.0	0.0	0.0
44	0.0	0.0	0.0	0.0	0.0
COLUMN TOTAL	0.0	0.0	0.0	0.0	0.0

944 CHI SQUARE = 21.84612 WITH 24 DEGREES OF FREEDOM. SIGNIFICANCE = .0041

4

MAN CHI SQUARE = 75.13767, 17M 16 DEGREES OF FREEDOM. SIGNIFICANCE = .0000

33

107

III: PC

[illegible]

WFO - 021210 - 41M

10

9100.

Hot PC

•

[illegible]

30.48736, 42.4

001.

1250.

II	CO				ROW TOTAL
	COUNT FOR COL	FCV FOR COL	FCV FOR COL	FCV FOR COL	
1E	25.0	75.0	0.0	0.0	100.0
14.	25.0	75.0	0.0	0.0	100.0
20.	37.5	51.5	25.0	0.0	114.0
26.	75.0	17.5	25.0	0.0	117.5
32.	75.0	17.5	0.0	0.0	92.5
36.	37.5	51.5	0.0	0.0	89.0
44.	15.0	75.0	10.0	0.0	100.0
	COLUMN TOTAL	41.8	52.2	6.0	100.0

RAW CHI SQUARE = 19.77643 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = .0941

II	CI				ROW TOTAL
	COUNT FOR COL	FCV FOR COL	FCV FOR COL	FCV FOR COL	
8.	0.0	100.0	0.0	0.0	100.0
26.	33.3	70.0	10.0	0.0	113.3
32.	133.3	10.0	0.0	0.0	143.3
38.	0.0	100.0	0.0	0.0	100.0
44.	0.0	100.0	0.0	0.0	100.0
	COLUMN TOTAL	50.0	30.0	0.0	100.0

RAW CHI SQUARE = 15.33333 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = .0530
NUMBER OF MISSING OBSERVATIONS = 57

IN	CF				TOTAL
	2.	8.	14.	20.	
7.	10.0 10.0 10.0	50.0 50.0 50.0	0.0 0.0 0.0	0.0 0.0 0.0	12.0
8.	10.0 10.0 10.0	50.0 50.0 50.0	0.0 0.0 0.0	0.0 0.0 0.0	16.0
12.	100.0 100.0 100.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	1.0
14.	10.0 10.0 10.0	50.0 50.0 50.0	0.0 0.0 0.0	0.0 0.0 0.0	16.0
20.	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	10.0 10.0 10.0	12.0
24.	20.0 20.0 20.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	7.0
32.	10.0 10.0 10.0	50.0 50.0 50.0	0.0 0.0 0.0	0.0 0.0 0.0	21.0
34.	10.0 10.0 10.0	50.0 50.0 50.0	0.0 0.0 0.0	0.0 0.0 0.0	6.0
44.	0.0 0.0 0.0	0.0 0.0 0.0	10.0 10.0 10.0	0.0 0.0 0.0	4.0
COUNT	33.3	63.6	1.0	1.0	100.0

ROW CHI SQUARE = 38.474-5 WITH 24 DEGREES OF FREEDOM. SIGNIFICANCE = .0109
 NUMBER OF MISSING OBSERVATIONS = 1

APPENDIX G

Questionnaires

OBJECTIVE QUESTIONNAIRE

1. How long have you been an elder? _____
2. What undergraduate school did you graduate from?
3. What seminary did you graduate from?
4. Using one term from each of the following columns, please describe the church you are now serving or left as of this Conference (1977)

A. Inner City
Suburban
Small Town
Rural

C. 1977 Budget:
\$51,000 or above
\$41,000 - 50,000
\$31,000 - 40,000
\$21,000 - 30,000
less than \$20,000

B. Conservative
Middle of the Road
Liberal
Charismatic

A. _____
B. _____
C. _____

5. Do you feel Continuing Education should be a part of a minister's activities?

_____ yes

_____ no

6. Are you involved in Continuing Education?

_____ yes

_____ no

If you answered Yes to the above question (number 6), please answer questions 7A through 11A.

If you answered No to the above question (number 6), please answer questions 7B through 9B, beginning on page 2.

7A. Indicate your level of involvement in Continuing Education:

- ☐ a. I spend a great deal of time
- ☐ b. I spend alot of time
- ☐ c. I spend some time
- ☐ d. I spend hardly any time

8A. How many Continuing Education activities do you participate in per year?
(Do not include Annual Conference: do include Pastor's School)

- ☐ a. More than 12
- ☐ b. 10 - 12
- ☐ c. 7 - 9
- ☐ d. 4 - 6
- ☐ e. 1 - 3

9A. How much time do you spend in Continuing Education?

- ☐ a. 10 hrs. per week
- ☐ b. 6 hrs. per week
- ☐ c. 2 hrs. per week
- ☐ d. _____ hours/days per _____

10A. Is Continuing Education more of a personal enrichment experience or a professional demand for you?

- ☐ a. personal enrichment
- ☐ b. professional demand
- ☐ c. equally both

11A. Indicate the importance of Continuing Education to you:

- ☐ a. Very important
- ☐ b. Important
- ☐ c. Neutral
- ☐ d. Not very important
- ☐ e. Unimportant

7B. Indicate which of the following statements best describes the primary reason you are not involved in Continuing Education?

- ☐ a. It takes away from my ministerial duties.
- ☐ b. It takes time away from my family.
- ☐ c. It costs too much money.
- ☐ d. I see no value in Continuing Education.
- ☐ e. My congregation would not approve.

8B. Indicate the importance of Continuing Education to you:

- ☐ a. Very important
- ☐ b. Important
- ☐ c. Neutral
- ☐ d. Not very important
- ☐ e. Unimportant

9B. Do you spend time in enrichment study other than that study you do for sermon preparation? ☐ Yes ☐ No

If yes,

- ☐ a. 10 hours per week
- ☐ b. 6 hours per week
- ☐ c. 2 hours per week
- ☐ d. _____ hours/days per _____

EVERYONE PLEASE COMPLETE THE REMAINDER OF THE QUESTIONNAIRE

12. How important do you perceive the minister's role to be in your community?

- ☐ a. Most important
- ☐ b. Important
- ☐ c. Neutral
- ☐ d. Not very important
- ☐ e. Unimportant

13. How important do you think the minister's role in the community should be in your community?

- ☐ a. Most important
- ☐ b. Important
- ☐ c. Neutral
- ☐ d. Not very important
- ☐ e. Unimportant

14. Scale these influences on the development of your role concept:
(Assign a number to each - #1 = greatest influence; #8=least influence)

- ☐ a. Ministers with whom you had contact as a youth
- ☐ b. Parents
- ☐ c. Wife - children
- ☐ d. District superintendent (pre-June, 1977)
- ☐ e. Bishop (Drs. Loder or Ammons)
- ☐ f. Colleagues in ministry
- ☐ g. Pastor-Parish relations committee
- ☐ h. Seminary

15. Using the #1 - #8 scale from above, scale these influences on your current role concept:

- a. ☐ Ministers with whom you had contact as a youth
- b. ☐ Parents
- c. ☐ Wife - children
- d. ☐ District superintendent (pre-June, 1977)
- e. ☐ Bishop (Drs. Loder or Ammons)
- f. ☐ Colleagues in ministry
- g. ☐ Pastor-Parish relations committee
- h. ☐ Seminary

16. What effect has Continuing Education had on your role concept?

- a. ☐ Very Positive
- b. ☐ Helpful
- c. ☐ Neutral
- d. ☐ Not Helpful
- e. ☐ Very Negative

17. Do you feel the ministry is primarily a service toward:
(Scale in order of importance: #1 = greatest importance to #5 = least importance)

- a. ☐ Local church
- b. ☐ United Methodist Church Conference
- c. ☐ God
- d. ☐ Local community
- e. ☐ United Methodist Church District

18. Do you agree with the ministerial role concepts held by:

- | | Yes | | | | No |
|---|-----|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 |
| a. Ministers with whom you had contact as a youth | | | | | |
| b. Parents | 1 | 2 | 3 | 4 | 5 |
| c. Wife - children | 1 | 2 | 3 | 4 | 5 |
| d. District superintendent (pre-June 1977) | 1 | 2 | 3 | 4 | 5 |
| e. Bishop (Drs. Loder or Ammons) | 1 | 2 | 3 | 4 | 5 |
| f. Colleagues in ministry | 1 | 2 | 3 | 4 | 5 |
| g. Pastor-Parish relations committee | 1 | 2 | 3 | 4 | 5 |
| h. Seminary | 1 | 2 | 3 | 4 | 5 |
| i. Other significant sources (please list:) | 1 | 2 | 3 | 4 | 5 |

19. Using the following scale, indicate your level of conflict management with these influences:
- | | | |
|----|--|---|
| a. | Ministers with whom you had contact as a youth | 1. <u>Conflict has been resolved</u> (able to resolve disagreement) |
| b. | Parents | 2. <u>Manageable</u> (the respondent acknowledges the existence of role conflict but is able to deal with its source(s) in a satisfying manner. |
| c. | Wife - children | 3. <u>Manageable, but uncomfortable</u> (the respondent is able to manage his conflict(s) by assuming a subordinate role which appears to be uncomfortable) |
| d. | District superintendent (pre-June 1977) | 4. <u>Unmanageable</u> -The respondent's role conflict(s) cannot be contained in what he considers to be a manageable level) |
| e. | Bishop (Drs. Loder or Ammons) | |
| f. | Colleagues in Ministry | |
| g. | Pastor-Parish Relations Comm. | |
| h. | Seminary | |
| i. | Other significant sources (please list:) | |
20. Have you received benefits from your Continuing Education experiences that have assisted you in managing conflicts between yourself and the concepts others hold concerning your tasks? Please indicate _____
- | | |
|----|-------------------|
| a. | Yes, very much so |
| b. | Yes, some |
| c. | I don't know |
| d. | No, not much |
| e. | No, none at all |
21. In what areas would you recommend ministers continue their education. Please list three:
- 1.
 - 2.
 - 3.

Thank you very much for your time and cooperation in this study. It is my goal that my research will be of use to each of you in the furthering of our common goal -- that of serving our God. There is a second part of this questionnaire, a personal interview, during which I will need to sit down with each of you and discuss some questions that

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could not be handled in this type of format. It will be very short, and might possibly take the form of a phone call. If you would please list your summer office hours and the phone number(s) where I would be able to reach you, I would be most appreciative. LFW

PERSONAL INTERVIEW QUESTIONS

1. Please define Continuing Education as you perceive it.
2. Do you have a Continuing Education plan? If you do, describe it.
3. Do you have a goal or set of goals for your plan? If so, describe them.
4. Do you attend district ministerial meetings? If so, why? If not, why not?
5. In what areas do you believe ministers should continue their education?