

ANTECEDENTS OF CONFLICT AND AMBIGUITY
IN THE SCHOOL SUPERINTENDENCY

by

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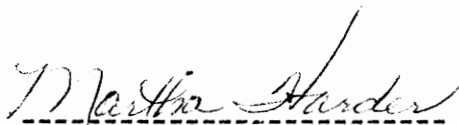
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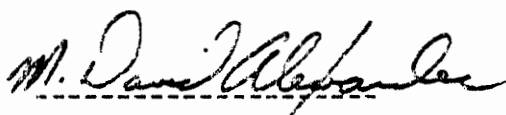
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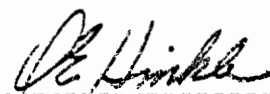
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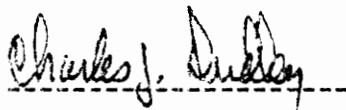
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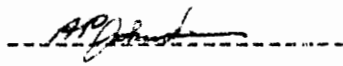
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DEDICATION

This study is dedicated to the
memory of my father,
Charlie J. Fletcher

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TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	viii
Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
OBJECTIVES OF THE STUDY	3
SIGNIFICANCE OF THE STUDY	6
LIMITATIONS	7
DEFINITION OF TERMS	8
Role Conflict	8
Role Ambiguity	9
Personality	9
Organizational Variables	9
Organizational innovation	10
Administrative autonomy	10
Position	10
Contextual factors	10
Job satisfaction	11
ORGANIZATION OF THE STUDY	11
2. REVIEW OF SELECTED RELATED LITERATURE	13
INTRODUCTION	13
ROLE CONFLICT	13

Chapter	Page
ROLE AMBIGUITY	20
PERSONALITY	21
INSTRUMENTS	23
RESULTS OF STUDIES	25
SELECTED ORGANIZATIONAL VARIABLES	27
Organizational Innovation	29
Administrative Autonomy	38
The Position	41
Contextual Factors	42
Per pupil expenditure	43
Annual turnover rate of professional staff	44
Size index of schools	44
Job Satisfaction	47
SUMMARY	49
3. METHODS AND PROCEDURES	53
POPULATION AND SAMPLE	53
OVERVIEW OF INSTRUMENTATION	54
THE GORDON PERSONAL PROFILE, AND INVENTORY	55
ROLE CONFLICT AND ROLE AMBIGUITY	62
ORGANIZATIONAL VARIABLES	63
Organizational Innovation	63
Administrative Autonomy	64
The Position	65
Contextual Factors	65
Job Satisfaction	67

Chapter	Page
ADMINISTRATION OF INSTRUMENTS	69
TREATMENT OF THE DATA	71
SUMMARY	76
4. ANALYSES OF THE DATA	78
PARTICIPANTS	78
AGGREGATION OF THE DATA	82
ANALYSES OF DATA RELATIVE TO THE OBJECTIVES	83
Analyses of Data by Measures of Association	83
Objective one	35
Objective two	35
Objective three	87
Objective four	89
Objective five	91
Objective six	94
Objective seven	96
Objective eight	96
Objective nine	96
Objective ten	99
Objective eleven	102
Objective twelve	102
Analyses of Data by Partial Correlational Techniques	104
Objective thirteen	106
Objective fourteen	106
Objective fifteen	108

Chapter	Page
Objective sixteen	116
SUMMARY	123
5. SUMMARY, DISCUSSION, AND CONCLUSIONS	126
SUMMARY	126
The Problem	126
The Objectives	127
The Methods and Procedures	129
The Findings	129
DISCUSSION	136
Question One	137
Question Two	138
Questions Three and Four	141
CONCLUSIONS AND IMPLICATIONS	142
SUGGESTIONS FOR FURTHER RESEARCH	146
REFERENCE LIST	148
REFERENCE NOTES	158
APPENDIXES	160
A. MEASURES USED IN STUDY	161
B. THE QUESTIONNAIRE	165
C. THE COVER LETTER FOR THE QUESTIONNAIRE	169
D. THE FIRST FOLLOW-UP LETTER FOR THE QUESTIONNAIRE	171
E. THE SECOND FOLLOW-UP LETTER FOR THE QUESTIONNAIRE	173
F. THE MEANS AND STANDARD DEVIATIONS OF THE VARIABLES	175
G. SUMMATED FREQUENCY TABLES OF THE VARIABLES	181
VITA	201

LIST OF TABLES

Table		Page
1.	Scaling of Per Pupil Expenditure Variable	66
2.	Scaling of Index Measure of Size	68
3.	Scaling of Years in Office Variable	70
4.	Number and Percentage of Responses to the Questionnaires .	80
5.	Useable Responses on the Questionnaires	81
6.	Classification of Correlation Coefficients	84
7.	Measures of Association between Role Conflict and Personality Variables	86
8.	Measures of Association between Role Ambiguity and Personality Variables	88
9.	Measures of Association between Role Conflict and Organizational Innovation Variables	90
10.	Measures of Association between Role Ambiguity and Organizational Innovation Variables	92
11.	Measures of Association between Role Conflict and Administrative Autonomy Variables	93
12.	Measures of Association between Role Ambiguity and Administrative Autonomy Variables	95
13.	Measures of Association between Role Conflict and the Position Variable	97
14.	Measures of Association between Role Ambiguity and the Position Variable	98
15.	Measures of Association between Role Conflict and Contextual Factors	100
16.	Measures of Association between Role Ambiguity and Contextual Factors	101
17.	Measures of Association between Role Conflict and Job Satisfaction Variables	103

Table	Page
18. Measures of Association between Role Ambiguity and Job Satisfaction Variables	105
19. Partial Correlation Coefficients between Role Conflict and Personality Variables, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	107
20. Partial Correlation Coefficients between Role Ambiguity and Personality Variables, Controlling separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	109
21. Partial Correlation Coefficients between Role Conflict and Organizational Innovation Variables, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	110
22. Partial Correlation Coefficients between Role Conflict and Administrative Autonomy and Position Variables, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	111
23. Partial Correlation Coefficients between Role Conflict and Contextual Factors, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	112
24. Partial Correlation Coefficients between Role Conflict and Satisfaction with their Present Positions and Likelihood of Leaving their Positions, Controlling for Years in Office	113
25. Partial Correlation Coefficients between Role Conflict and Satisfaction with their Present Positions and Years in Office, Controlling for Likelihood of Leaving their Positions	114
26. Partial Correlation Coefficients between Role Conflict and Likelihood of Leaving their Positions and Years in Office, Controlling for Satisfaction with their Present Positions	115

Table	Page
27. Partial Correlation Coefficients between Role Ambiguity and Organizational Innovation Variables, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	117
28. Partial Correlation Coefficients between Role Ambiguity and Administrative Autonomy and Position Variables, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	118
29. Partial Correlation Coefficients between Role Ambiguity and Contextual Factors, Controlling Separately for Satisfaction with their Present Positions, Likelihood of Leaving their Positions, and Years in Office	119
30. Partial Correlation Coefficients between Role Ambiguity and Satisfaction with their Present Positions and Likelihood of Leaving their Positions, Controlling for Years in Office	120
31. Partial Correlation Coefficients between Role Ambiguity and Satisfaction with their Present Positions and Years in Office, Controlling for Likelihood of Leaving their Positions	121
32. Partial Correlation Coefficients between Role Ambiguity and Likelihood of Leaving their Positions and Years in Office, Controlling for Satisfaction with their Present Positions	122
33. Summary Table of Pearson Correlations and Coefficients of Determination between Role Conflict and Role Ambiguity and Personality Variables	131
34. Summary Table of Pearson Correlations and Coefficients of Determination between Role Conflict and Role Ambiguity and Organizational Variables	132
35. Means and Standard Deviations of the Dependent and Personality Variables	176
36. Means and Standard Deviations of the Organizational Innovation Variables	177
37. Means and Standard Deviations of the Administrative Autonomy Variables	178

Table	Page
38. Means and Standard Deviations of Contextual Factors	179
39. Means and Standard Deviations of Job Satisfaction Variables	180
40. Summated Frequency Table of Role Conflict	182
41. Summated Frequency Table of Role Ambiguity	183
42. Summated Frequency Table of Ascendancy	184
43. Summated Frequency Table of Responsibility	185
44. Summated Frequency Table of Emotional Stability	186
45. Summated Frequency Table of Sociability	187
46. Summated Frequency Table of Cautiousness	188
47. Summated Frequency Table of Original Thinking	189
48. Summated Frequency Table of Personal Relations	190
49. Summated Frequency Table of Vigor	191
50. Summated Frequency Table of Organizational Innovation . . .	192
51. Summated Frequency Table of Administrative Autonomy and Position Variables	193
52. Summated Frequency Table of the Position Variable	194
53. Summated Frequency Table of Per Pupil Expenditure	195
54. Summated Frequency Table of Turnover Rate of Professional Staff Last Year	196
55. Summated Frequency Table of Size Index of Schools	197
56. Summated Frequency Table of Satisfaction with their Present Positions	198
57. Summated Frequency Table of Likelihood of Leaving their Positions	199
58. Summated Frequency Table of Years in Office	200

CHAPTER 1

In a society with a high degree of social change, problems are continually confronting organizations. The issues emanate from such varied causes as population shifts, technological developments, and changing values and beliefs of societal members. Organizations are open systems which trade with their environment; therefore, changes in the community have an adaptive impact on educational institutions. Shifts in student population, alterations in financing, and parental hues for curriculum modifications must make a combined assault on the stability of the organization. Substantial degrees of ambiguity are almost inevitably the outcome.

Since a school administrator deals with the variety of different groups and interests in the community, he/she is often exposed to conflict in role expectations as various parties present their views. This has been evidenced lately in textbook controversies, increased teacher negotiations, back-to-the-basic movements, and other diverse community issues.

Current management literature and research have concentrated mainly on middle- and lower-level management. A limited amount of research related directly to factors involved in contributing to a better understanding of role conflict and role ambiguity in the office of the school superintendent. Studies on role conflict and role ambiguity have investigated primarily the social-psychological characteristics of role occupants and role senders. They focused on the stress to which an individual is exposed in groups which affected

his/her performance. Components that have received less attention are the organizational contexts in which roles are performed and the effects of personality characteristics that interact with roles to facilitate or impede functioning in a given position.

Rogers and Molnar (1976) explored factors associated with role conflict and role ambiguity in top-level administrators in governmental agencies and suggested that further research should focus on the entire range of intrapsychic, intraorganizational, and interorganizational variables to achieve better prediction of role conflict and role ambiguity. The need for further study of personality variables associated with persons in leadership positions has been pointed out by Fleishman and Hunt (1973), Gowler and Legge (1975), and Kerr, Schriesheim, Murphy, and Stogdill (1974).

Informal observations and anecdotal evidence reveal a wide range of personality among school superintendents. Although personality studies (Perkins, 1966) have been made on school supervisory personnel (superintendents, supervisory principals, district principals, and school principals) there was a paucity of research which related the concept of personality to the level of role conflict and role ambiguity in the office of the school superintendent.

STATEMENT OF THE PROBLEM

The central problem in this investigation was to explore antecedent factors associated with role conflict and role ambiguity in the office of the school superintendent. Specifically, this study

responded to the questions regarding (a) What are the relationships between role conflict and personality variables and between role ambiguity and personality variables? and (b) What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables? and also addressed the questions of (c) What are the relationships between role conflict and personality variables and between role ambiguity and personality variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)? and (d) What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)?

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To determine the relationships between role conflict and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).
2. To determine the relationships between role ambiguity and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).

3. To determine the relationships between role conflict and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant).
4. To determine the relationships between role ambiguity and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant).
5. To determine the relationships between role conflict and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
6. To determine the relationships between role ambiguity and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
7. To determine the relationship between role conflict and the position variable (the office was obtained through [a] an election or [b] an appointment).

8. To determine the relationship between role ambiguity and the position variable (the office was obtained through [a] an election or [b] an appointment).
9. To determine the relationships between role conflict and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
10. To determine the relationships between role ambiguity and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
11. To determine the relationships between role conflict and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
12. To determine the relationships between role ambiguity and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
13. To determine the relationships between role conflict and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
14. To determine the relationships between role ambiguity and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present

positions, likelihood of leaving their positions, and years in office).

15. To determine the relationships between role conflict and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
16. To determine the relationships between role ambiguity and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

SIGNIFICANCE OF THE STUDY

When a superintendency is vacated, there is always much planning which occurs to secure a qualified individual to fill the position. If research dealing with variables which related to role conflict and role ambiguity in the office of the school superintendent were available to top administrators, prospective superintendents, and boards of education, the information could be used by each group to more effectively understand some of the factors which may have an effect on rate of turnover of superintendents. Further, if research were available on areas that create turbulence in the superintendency, educational institutions could provide training to deal with the

situations to perhaps help alleviate the frequency of many administrators being forced to leave their positions.

This study expanded the antecedent factors currently used in the analysis of role conflict and role ambiguity in school superintendents by examining the relative contribution of personality variables and organizational characteristics when controlling separately for the three job satisfaction variables (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office. This research effort also was designed to (a) make a contribution to more general theories about role conflict and role ambiguity and (b) lend direction for future research.

LIMITATIONS

This study was limited to a sample of superintendents chosen from the Southeastern Region of the United States, including the states of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Therefore, any generalization which might be drawn from the study should recognize this limitation.

Because the study used a mailed questionnaire, the following controls were utilized (a) detailed instructions in the form of a cover letter were enclosed with the questionnaires when they were mailed, (b) the instruments were validated on eleven respondents who were either superintendents or former superintendents so that errors could be eliminated in so far as possible, and (c) non-respondents were mailed

two, follow-up packets of information to try to elicit their cooperation. Only males were selected for the study because the Gordon Personal Profile, and Inventory have separate norms for males and females, and, since there were only 59 female superintendents throughout the United States in 1976 (Saunders, 1976), the sample of females that could be drawn was not sufficient in number to be able to draw adequate conclusions and recommendations.

DEFINITION OF TERMS

Scientific study normally demands its domains of inquiry be agreed upon definitions of the subject matter. Role, personality, and organizational theories differed from many of the more scientific field theories in that the subject matter was not as easy to identify succinctly, and there was considerable disagreement concerning what the realm of the topic was. The multiplicity of definitions which confounded the literature meant that attention had to be directed at more clearly defining the terms.

Role Conflict

Role conflict was defined as the simultaneous occurrence of two (or more) role sendings such that compliance with one would make more difficult compliance with the other. Measurement was by an instrument developed from a set of items originally constructed by Rizzo, House, and Lirtzman (1970). The scale measured four basic interrelated types of role conflict, all of which were based on perceptions of inconsistent demands being made on an individual in a given role

position (a) intersender, (b) interrole, (c) intrasender, and (d) person-role (Rizzo et al.).

Role Ambiguity

Role ambiguity referred to the incompleteness of prescriptions for behavior in a role and was determined by a scale developed by Rizzo et al. (1970). This instrument was designed to reflect an inability to predict the responses of others to behavior and a lack of clarity about role expectations (Rizzo et al.).

Personality

Personality, defined as the predetermined needs disposition of a person to behave in certain ways because of genetic, cultural and/or individual factors, was operationalized by the Gordon Personal Profile, and Inventory. The Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor Scales from the tests were used in order to obtain a broad coverage of personality factors to determine their influence on the level of role conflict and role ambiguity.

Organizational Variables

Organizational variables were the internal structural characteristics of the system. The sets of variables that were investigated were (a) organizational innovation, (b) administrative autonomy, (c) the position, (d) contextual factors, and (e) job satisfaction.

Organizational innovation. Organizational innovation was the types of programs or services that the school system offered to the community. Operationally this was determined by asking the superintendents if their school system offered any of the following programs or services (a) educational programs for adults or the community, (b) educational television services, (c) pupil personnel services--psychologists, social workers and/or attendance workers, or dental care, (d) programs for exceptional children--retarded, learning disabled, behaviorally disordered, blind, deaf, or multiply handicapped, (e) planning and technical support services to community agencies, and (f) innovative or exemplary programs obtained either through a federal or state grant.

Administrative autonomy. Administrative autonomy was measures of the locus of control over decision making that set the goals of the organization. This was assessed by the superintendent's perceptions about whether (a) the school system is able to determine its own course of action and (b) the school system is under too much pressure from outside sources to determine its own course of action.

Position. The position was the method by which the school superintendents obtained their terms in office. This was determined by whether the position was obtained through (a) an election or (b) an appointment.

Contextual factors. Contextual factors were the scale of operations of the school system which related to amount of expenditure

per student, the annual turnover rate of professional staff in percentage terms, and a size index of schools. Operationally this was assessed by the superintendent's knowledge about (a) per pupil expenditure, (b) turnover rate of professional staff last year, (c) number of students in the school system, and (d) number of schools in the school system.

Job satisfaction. Job satisfaction was the degree of morale among the occupants of the school superintendency position. This was ascertained by the superintendent's perceptions about (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office.

ORGANIZATION OF THE STUDY

This dissertation has been divided into five chapters. The content of the chapters is stated below as a guide to the reader.

Chapter 1 contains the introduction, statement of the problem, objectives, significance of the study, limitations, and definition of terms.

Chapter 2 includes a review of related research by major topical areas of role conflict, role ambiguity, personality, instruments, results of studies, selected organizational variables, and summary.

The methodology of the study is described in Chapter 3. The design, selection of the sample, description of the measures and

statistical procedures, and analytical techniques are explained in this chapter.

Chapter 4 includes a discussion and further delineation of participants in the study, the aggregation of the samples, and analyses of data relative to the objectives.

Finally, a summary of the study, a discussion of the findings, the conclusions and recommendations based on the results, and the implications for further research are presented in Chapter 5.

CHAPTER 2

REVIEW OF SELECTED RELATED LITERATURE

INTRODUCTION

An extensive attempt was made to locate and review all significant literature and research on the effects of personality and organizational variables on the development of role conflict and role ambiguity. This chapter presents the conceptual framework and empirical development of the study along with the results of a review of selected related literature in seven sections (a) role conflict, (b) role ambiguity, (c) personality, (d) instruments, (e) results of the studies, (f) selected organizational variables, and (g) summary.

ROLE CONFLICT

Most conceptions of role conflict pertain to incompatibilities of the requirements placed upon a member occupying a position. Since a leadership role is determined by the expectations of the leader and of the group members, role behavior becomes a result of what he/she and others think he/she ought to do, and what he/she can do in view of the kinds of behavior that are required, prohibited, and allowed (Clark, 1956).

In 1936 the eminent anthropologist Ralph Linton proposed a classic distinction between position (status) and role.

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses or statuses without roles. Just as in the case of status, the term role is used with a double significance. Every individual has a series of roles deriving from the various patterns in which he participates and at the same time a role, general, which represents the sum total of these roles and determines what he does for his society and what he can expect from it. (Linton, 1936, pp. 113-114)

Role conflict research has adopted various approaches to the examination of role incompatibilities. A necessary preliminary, therefore, was to attempt some clarification of what can be meant by role conflict and to present some theoretical constructs.

1. Some behavioral scientists are concerned with conflict which is seen to exist in a situation by an outside observer. This is sometimes known as objective role conflict. Seeman's (1953) analysis of the school superintendent's role is concerned with "situations in which the observer notes what appear to be conflicting sets of expectations" (p. 373).
2. Theoretical formulations of role conflict have been influenced by the application of Talcott Parsons' (1951) "pattern variables" to various role situations. Role occupants are viewed as being faced with potential conflict which arises out of value choices which they have to make. Important among these are (a) the degree to which they become emotionally involved in role relationships (affectivity versus

affectivity neutrality), (b) the extent to which they put their own interests before those of the group or organization (self-orientation versus collectivity), and (c) the degree to which they employ universal standards in specific local situations (universalism versus particularism).

3. A major distinction in role conflict research has been made between interrole and intrarole conflicts. The former, according to Sarbin (1954), "occur when a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the other" (p. 228).

Gross, Mason, and McEachern (1958) investigated the extent to which school superintendents were concerned about incompatibilities in their role both from an intrarole as well as interrole point of view. Role conflict was defined in terms of school administrators' perceptions of conflicting prescriptions held for them by others.

Gross et al. (1958) were concerned with factors affecting the resolution of role conflict in school superintendents. Role conflict resolution was stated in terms of what the administrators said they chose to do under given situations. Types of behavior, identified as possible courses of action when confronted with conflict, were (a) preferential selection of one alternative or the other, (b) compromise, or (c) avoidance. Three factors were identified as possible sources of influence in determining the mode of resolving role

conflict (a) the legitimacy of the expectations, (b) the perception of the sanctions that others might apply for nonconformity, and (c) the personal tendency of the administrators to respond differently to legitimacy and sanctions. It was found that a high proportion of the specific modes of resolving role conflict could be predicted from the knowledge of these three components.

4. The research of Getzels-Guba (1957) has been important for stressing the need to go beyond simple perceptions of incompatibilities to consider the extent to which such situations actually trouble role occupants. The Getzels-Guba model of administration as a social process delineates three major types of conflict (a) role-personality conflict, (b) role conflict, and (c) personality conflict. Role-personality conflicts are described (Getzels & Guba, 1957) as conflicts between the two dimensions of the role to be filled and the personality of the individual filling the role. Conflicts occur as a consequence of a discongruence between the pattern of expectations attached to a given role and the pattern of need-dispositions of a given incumbent of that role. Role conflicts are believed to occur whenever a role incumbent is required to conform simultaneously to contradictory expectations. At least three main sources of role conflict are identified by Getzels and Guba (a) disagreement within the referent group defining the role, (b) disagreement among two or more referent groups, each

having a right to define expectations for the same role, and
(c) disagreement in expectations of two or more roles which one individual is occupying at the same time.

5. Borgatta and Lambert (1968) conceptualize role conflict more into externality and internality and indicate that incompatible role expectations may be externally imposed, may involve some expectations external to the person which conflict with other internalized role expectations, or, in extreme cases, may involve sets of internalized incompatible expectations in which the external sources of these expectations are either no longer visible or even currently operative.
6. Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) outline four types of role conflicts and emphasize conflict in an organizational context. Conflict is divided into four types (a) different members of the role set may hold different and conflicting expectations for the focal person's role behavior, (b) pressures from one role sender oppose pressures from another sender, (c) the role pressures associated with membership in one organization are in conflict with expectancies which stem from membership in other groups, and (d) conflict which occurs when role requirements violate moral values. Rizzo et al. (1970) have developed operational measures of these constructs. However, neither of these researchers has reported results on the basis of these more specific operational measures.

Kahn et al. (1964) found strikingly high frequencies of perceived role conflict in work situations. In a survey of 725 individuals, representing a portion of the labor force employed in 1961 in the United States, it was found that nearly half of the male wage and salary workers believed they were confronted with some form of role-based tension.

The individual characteristics of a position holder are believed by Kahn et al. to be important for several reasons. These individual characteristics affect the expectations role senders hold toward the focal persons and, thus, the kinds of pressures that are exerted on the position holder. Some persons elicit from their associates strong and conflicting role pressures while other persons perform their roles in ways which seldom evoke pressures of magnitude (Kahn et al., 1964).

The effects of role conflict were summarized by Kahn et al. in the following manner:

Contradictory role expectations . . . give rise to opposing role pressures (role conflicts), which generally have the following effects on the emotional experience . . . of the focal persons: intensified internal conflicts, increased tension associated with various aspects of the job, reduced satisfaction with the job and its various components, and decreased confidence in superiors and in the organization as a whole. . . .

The strain experienced by those in conflict situations lead to various coping responses--social and psychological withdrawal (reduction in communication and attributed influence) among them.

Finally, the presence of conflict in one's role tends to undermine his relations with his role senders, to produce weaker bonds of trust, respect, and attraction. . . .

It is quite clear that role conflicts are costly for the person in emotional and interpersonal terms. They may also be costly to the organization, which depends on effective coordination and collaboration within and among its parts. (p. 171)

Evidence has been reported of direct relationships between the degree of role conflict a focal person experiences on the job and various work-related outcomes, including job-related tension and anxiety, job dissatisfaction, futility, propensity to leave, lack of confidence in the organization, inability to influence decision making, and unfavorable attitudes toward other employees (House & Rizzo, 1972; Kahn et al., 1964; Rizzo et al., 1970; Tosi, 1971). Thus, role conflict appears to be associated with a variety of undesirable individual outcomes which are regarded as dysfunctional for the organization. Relatively high levels of role conflict have also been thought to characterize managerial positions (Charters, 1952; Roethlisberger, 1945).

Scientific study normally demands its domains of inquiry be agreed upon definitions of the subject matter. However, role conflict theory differed from many of the more mature scientific field theories in that the subject matter was not as easy to identify concretely, and there was considerable disagreement concerning what the realm of the topic was.

Sociologists have concentrated their attention on determinants of conflict arising from the context in which a role is performed while psychologists have focused upon the characteristics of the person occupying the role. There has been a large amount of overlapping among the various formulations of role conflict. The viewpoints have

represented not so much analytically distinct categories but rather problem situations viewed from different perspectives and with different emphases.

ROLE AMBIGUITY

A review of the literature in the area of role ambiguity indicated that it had been theoretically viewed in various ways. Role ambiguity, like role conflict, is a condition of the prescriptive system that may create problems for organizational members. It has been defined as uncertainty about what the individual is to do (task ambiguity), or uncertainty about how one is evaluated by others (social-emotional ambiguity) (Carroll & Tosi, 1977). Two conditions are believed (Carroll & Tosi) to generate role ambiguity in dynamic organizations (a) organizational complexity and (b) rate of organizational change. Role ambiguity has been found to be associated with (a) increased tension, (b) dissatisfaction with work, (c) reduced self-confidence, and (d) poorer relations with others (Kahn et al., 1964).

Hamner and Tosi (1974) suggest that role ambiguity is more likely to be troublesome for higher organizational levels than for the lower ranks, since top management jobs tend to be less structured. However, Carroll and Tosi (1977) infer that, in a bureaucratic organization, there is likely to be less task ambiguity even at higher levels than is normally found in comparable jobs in dynamic organizations.

Lyons (1971) viewed role ambiguity as resulting if position incumbents lacked adequate role-relevant information, as when

information was restricted or when position expectations were not clearly defined. This concept indicates that there is a discrepancy between the information available to a person and that which is required for adequate performance of the job. Ambiguity can arise, according to Rizzo et al. (1970), about (a) the scope of one's responsibilities, (b) the limits of one's authority, (c) rules, sanctions, and their application, (d) which authorities are legitimate, (e) job security and opportunities, and (f) evaluations of oneself by others.

Role ambiguity has not been elaborately defined in the literature. The conceptualizations of role ambiguity covered in the review have been primarily theoretical ones, and Rizzo et al. (1970) developed an operational measure of role ambiguity based on the extensive research work of Kahn et al. (1964).

PERSONALITY

Allison (1971) has said that "the amount and nature of the responsibility men shoulder influences what they see, how they hear, and what actions they take" (p. 144).

The players are also people. The core of the bureaucratic politics mix is personality. How each man manages to stand the heat in his kitchen, each player's basic operating style, and the complementarity or contradiction among personalities and styles in the inner circles are irreducible pieces of the policy blend. Moreover, each person comes to his position with baggage in tow, including sensitivities to certain issues, commitments to various programs (Allison, 1969, p. 709)

Concepts about what constitutes human personality vary widely. However, behavioral scientists who study individual differences and its relationship with human behavior usually are concerned with persistent patterns of behavior, attributes, and qualities, or conceptions of one's self which differentiate one human being from another and which specify what a person really is. Some persons have investigated individual differences with observable behavior as the dependent variable; others infer traits and behavioral tendencies from responses to objective-type tests or from samples of behavior; and still others, delving more deeply, arrive at characteristic modes of reaction which may differ from one person to another. This concept is in accordance with Hall's and Lindzey's (1970) ideas that personality is defined by the concepts, variables, or dimensions selected for the particular theory used by the observer.

Trait studies may be classified according to the two main systems of investigation. The factor analytic method was used by Cattell (1955), Eysenck (1953), Guilford and Martin (1944), and Thurstone (1947) who hold to the view that heredity plays a strong part in the determination of at least some personality differences.

On the basis of work at McGill University, Ferguson (1956) concluded that inquiries into abilities and what is typically regarded as personality actually are dealing with attributes of behavior which have attained some invariance or stability through a lengthy learning process. Observed behavior from which inferences are drawn becomes organized or structured and to some extent, therefore, predictable. This view is supported by Kelly's (1974) findings indicating that

considerable change takes place in measured attributes of personality over a period of nearly twenty years--the shift being specific to the original personality dimensions instead of reflecting an over-all tendency to change.

A second method of trait study usually involves the correlation of one kind of response with another (Barron, 1955; Payne & Mussen, 1956). Some interpersonally-oriented theorists and researchers hold the view that the self-concept, or the perception the individual has of himself, is the most important single human attribute and the key to understanding the behavior of any single person. This point of view is espoused by Allport (1950), Rogers (1951), and Sarbin (1952).

The trait approach to the study of personality came under severe criticism in the 1950's because of undefinable concepts and internal contradictions. The strength of the reaction to this approach tended to suppress a proliferation of studies of personality factors through the trait method. Recently the need for further study of personality variables associated with persons in leadership positions has been pointed out by Fleishman and Hunt (1973), Gowler and Legge (1975), and Kerr et al. (1974).

INSTRUMENTS

The personality instruments utilized in the study, the Gordon Personal Profile, and Inventory, have been applied in various settings. They have been used in employee selection and appraisal, vocational

guidance, personal counseling, classroom demonstrations, and basic research.

Studies involving specifically executive and managerial personnel which have employed the Profile have included those of Bass (1954), Braun (1962), Gordon (1953), Rusmore (1956), Alf and Gordon (Note 1), and Applezweig and Moeller (Note 4). The Ascendancy Scale on the Profile has been found to distinguish between executive and managerial personnel at different levels of leadership responsibility and tends to be related to performance or other criterion measures within such groups (Gordon, 1963b).

The Inventory has been used in several studies involving executive and managerial personnel, including that by Braun (1962), Dugan (1961), Rusmore (1956), Stogdill and Coons (1957), Alf and Gordon (Note 2), Anderson, Hertzka, Alf, and Gordon (Note 3), Hertzka and Anderson (Note 5), and Stern (Note 6). In general, it has been found that the Original Thinking and Vigor Scales on the Inventory tend to distinguish between groups at different levels of leadership responsibility and also tend to be related to predictive validity or performance with such groups (Gordon, 1963a).

The proliferation of the use of these instruments indicates their applicability in assessment of administrative personnel. The two instruments may be administered together in research studies where broad coverage of personality traits is indicated.

RESULTS OF STUDIES

In terms of analysis of certain traits that could be attributed to successful administrators, Mahoney, Jerdee, and Nash (1960) found that among 468 administrators in 13 companies, the administrators were more intelligent; were better educated; had a stronger power need; preferred independent activity, intense thought, and some risk; enjoyed relationships with people; and disliked detail work.

Another study by the New York Regents Advisory Committee on Educational Leadership (Perkins, 1966) surveyed 565 individuals (superintendents, supervisory principals, district principals, and school principals) using a Cattell sixteen Personality Factors Test. They found five of the sixteen personality scores on the Cattell to be outside the average adult range. Those surveyed were more outgoing, intelligent, emotionally stable, and averaged higher scores on the conscientious and group-dependent dimensions.

A study conducted by Ghiselli (1971) using 306 administrators in 90 companies rated traits by the importance they played in managerial success. They found that supervisory ability was of primary importance, with the attributes of occupational achievement, intelligence, self-actualization, self-assurance, and decisiveness being of secondary importance.

Kelly (1974) summarized the traits most frequently noted in ten studies and found support for the characteristics of intelligence, initiative, extroversion, sense of humor, enthusiasm, fairness, sympathy, and self-confidence. Four traits are mentioned frequently in

the majority of studies summarized by Kelly (1974): intelligence, self-assurance, a high power need, and a high achievement need. Clark (1956) tested nine areas of administrative behavior in principals and found that effective administrators exemplified every behavior possible, suggesting the presence of an energy output factor.

Although some studies, such as Hemphill's, Griffiths', and Frederiksen's (1962), have attempted to study the relationships among administrative performance and various personal characteristics of principals, limited study has been performed in the area of superintendent's or executive's personality as it relates to performance. Most studies on role conflict and role ambiguity have concentrated on middle- and lower-level management (Basualdo, 1975; Calder, 1969; Carroll, 1974; French, 1973; Hatley, 1973; Henderson, 1970; Kahn et al., 1964; Keller, 1975; Koopman-Boyden & Adams, 1974; Lane, 1967; Long, 1975; Mattox, 1974; Pennington & Hatley, 1974; Quinn, 1975; Rizzo et al., 1970; Sorensen & Sorensen, 1974; Sutker, 1967; "The Brewing," 1976; Tosi, 1971; Young & Cunningham, 1974).

A study by Borgatta and Lambert (1968) analyzed how individuals with different personality profiles reacted to role conflict; the findings indicated that individuals with high role conflict and high anxiety experienced the greatest intensity of conflict, whereas individuals with low role conflict, irrespective of their anxiety, experienced less conflict. Therefore, personality, i.e., anxiety versus non-anxiety, is known to affect individual's responses to role conflict.

This study (Borgatta & Lambert, 1968) also found that individuals high in anxiety, compared with those not so characterized, displayed higher levels of attention, lower job satisfaction, and a higher sense of futility, irrespective of whether objective role conflict was high or low. They also found that flexible individuals exposed to high objective role conflict experienced much greater tension than did the rigid individuals; and the rigid individuals, in contrast, experienced only a moderate amount of tension irrespective of whether objective role conflict was high or low. The other directedness, or external orientation, of the flexible person exposed him to role conflict more than the rigid one, and, because of his reluctance to reject such overtures from diverse role senders, the flexible person committed himself excessively and beyond his capacity to fulfill obligations. They concluded that a rigid person might be able to shut out overtures from various role senders who might create conflict, while the flexible person with high role conflict would be more likely to experience a high degree of anxiety which would not be mentally or physically beneficial to the individual.

SELECTED ORGANIZATIONAL VARIABLES

Thompson (1966) in rather an understatement has termed the organizational field as "variable rich." Stogdill (1966) in an attempt to comprehensively review the dimensions of organizational theory found 18 different conceptualizations of organizations and groups.

Trandis (1966) presented some 55 variables and 43 hypotheses in a discussion pertaining to organizational design.

An examination of the management literature yielded the impression that there were dozens of "basic" components of structure, or internal characteristics of the system. This proliferation of labels sometimes reflected subtle differences in ideas but at other times reflected vagueness or disagreement concerning the precise nature of the phenomenon.

Katz and Kahn (1966) have focused on the characteristics of organizations as determinants of role conflict. The number of variables in this area is extensive. Leadership styles, work atmosphere, allocation of resources, communications, specialization and coordination, goal setting and goal attainment, organizational commitment and professional orientation, and characteristics of the clientele are often considered in relation to role conflict and role ambiguity in organizational settings. In particular, attention has been focused on the conflicts of professional workers in bureaucratic organizations, where the professional orientation stressing autonomy, quality of service, and the application of standard criteria of behavior may clash with bureaucratic requirements stressing supervision, uniformity, and routinization (Blau & Scott, 1963).

It was the researcher's decision to select a manageable number of organizational concepts which were considered to be critical factors associated with the level of role conflict and role ambiguity in the office of the school superintendent. Five organizational variables, or internal structural characteristics of the system, were selected for

analysis in this study (a) organizational innovation, (b) administrative autonomy, (c) the position, (d) contextual factors, and (e) job satisfaction. Theoretical considerations suggested that these factors were important components in the study under investigation. These variables have been discussed under the major topical headings with particular emphasis on the theoretical and empirical evidence for the selection of the concepts under examination in the study.

Organizational Innovation

In organizational literature material relevant to innovation was found in discussions of "social change," "adaptiveness," "flexibility," "bureaucratic ossification," "ritualism," and "program change."

Innovation is generally equated with change in most management research. Kahn et al. (1964) have posited that innovation is directly related to role conflict.

Hage and Aiken (1970) define program change, which is similar to the concept of organizational innovation, as ". . . the addition of new services or products" (p. 13). New programs are considered to be important determiners of change because (a) they are designed to meet a need and (b) they represent a useful way of looking at mankind's evolution over time.

School systems are in a continual state of adding innovations. New services adopted by school systems are not necessarily successes, that is, they do not necessarily solve some organizational problem. The additional programs may create more difficulties than they solve or may fail to meet adequately the needs for which they were designed.

In fact, failure does occur, i.e., many schools are now dropping modern math from their curricula.

New innovations adopted by a school system are not necessarily new to the educational field. A particular new service may be new only to the school system being sampled. Borrowing is an important element in the process of adapting to a changing environment. In fact, most programs are either borrowed or copied.

Organizations, like school systems, which supply human services to the community tend to employ a larger number of specialists (Perrow, 1967). The advent of Public Law 94-142 which pertains to the "free and appropriate education" of all handicapped children between the ages of 5 and 21 has meant that school systems must at times employ some highly specialized personnel to work with handicapped children, such as special education teachers, physical therapists, audiologists, and others. Professional roles are often permitted greater discretion and are supported by the authority of professional codes, which may be in disagreement with organizational goals (Corwin, 1969; Gamson, 1966).

When school officials decide to add a new program to a district, it often reflects long hours of planning about the appropriateness of the particular solution to the organizational problem. The decision to select a particular alternative is likely to begin a chain reaction which triggers other organizational dysfunctions. This occurs because organizations are such highly interdependent subsystems; a change in one section is likely to have ramifications throughout the organization (Kelly, 1974). Thus, problems of adjustment are likely to occur in other segments of the school system's structure.

One of the first situations that a district encounters when it adds a new program is the recruitment of personnel with the necessary skills and certification requirements. Personnel can be recruited either externally or internally. Bringing in candidates from outside the organization often increases the likelihood of resistance to innovation by professional staff already employed by the school system (Hage & Aiken, 1970). If recruitment is internal to the system, applicants may not have had the experience necessary to be able to adequately optimize the potential of a new program.

Sometimes the addition of new programs are extremely costly to a school system (like educational television), and this may create internal repercussions because to add the service there must be budget cuts made in other operating expenditure areas. Regardless of how much planning occurs in adding a new program there is always a "human element" which cannot be adequately programmed for. There will always be mistakes that occur in the addition of a new service, and alterations will have to be made.

Frequently the addition of a new program in a district will mean the creation or shifting of supervisory positions in the central office. The need for space and the modification of existing rules and authority lines to establish the new programs will often have repercussions in the structure of the system.

School systems are complex organizations which receive inputs from and discharge outputs to environments (Thompson, 1962). A school's organization includes those processes through which all the subsystems work together, including the curriculum and other academic resources,

formal and informal relationships among staff and between faculty and administrators, as well as community and other outside forces (Schmuck & Schmuck, 1975). The output roles of a school system are designed to arrange for distribution of the organization's ultimate product, educational services, and could be considered as boundary-spanning roles linking the school system to the community. Classic bureaucratic theory is concerned with behavioral relations ordered by a single unified authority structure from which the client is excluded (Weber, 1947).

Some researchers (Tonnies, 1940; Weber, 1947) have analyzed the characteristics of bureaucratic organizations and primary groups such as the family and neighborhood so as to imply that their relationships are antithetical. Theory generally neglects the problem of coordination between the organization and the community because it has overemphasized their incompatibilities and underemphasized the complementary contributions to the contemporary social order.

Change is necessary for growth to occur. Sometimes innovation alters the nature of the environment because the system must adapt to meet shifts in demands from the consumer and the federal and state governments (Carroll & Tosi, 1977). Organizations need not simply react to changes in the environment; they can undertake to influence the external circumstances that affect them as proposed in a balance theory of coordination between organizations and community primary groups (Litwak & Meyer, 1971). There are eight mechanisms of coordination which have been identified. These devices are viewed

as approaches by which a formal organization might seek to influence external primary groups.

1. Detached Expert. Professional personnel (such as social workers or psychologists) act with relative autonomy and by direct participation in external primary groups to bring group norms and values into harmony with those of the organization. Their mode of operation is to become trusted members of the primary group the system is seeking to influence.
2. Opinion Leader. The system seeks to influence the members of the primary groups through the use of "natural" leaders in the neighborhoods and local communities.
3. Settlement House. A change-inducing milieu is provided through physical facilities which are close to neighborhoods and staffed by professional personnel. The approach combines the traditional community center with planned educational programs.
4. Voluntary Association. A voluntary association which brings together members of the formal organization and the primary groups is used as a means of communication between the two. An example of this would be the Council on Exceptional Children which combines both professional and lay personnel.
5. Common Messenger. Messages which are intended to influence are communicated through an individual who is both a member of the organization and of the primary group. The school

youngster often serves as the communication link between the school and family on community education classes.

6. Mass Media. The formal organization tries to influence the primary group through mass communication media.
7. Formal Authority. Legal or well-established norms are a basis for communicating with external primary groups in the community. An example would be the school social worker who also serves as a truant officer and has a legal basis for linking the school and family.
8. Delegated Function. The organization acts through another system which is assumed to have better access, greater expertise, better dissemination facilities, or greater legitimacy in society. Schools are frequently requested by organizations such as the police and fire departments to pass information to the homes through school children.

These mechanisms (Litwak & Meyer, 1971) are regarded as being highly useful for communicating across great social distances, that is, achieving a balance when the organization must deal with primary groups in the community.

The environmental contexts in which organizations exist are changing at an increasing rate and are becoming more complex in nature (Emery & Trist, 1965). Change in the environment is considered to be important because it creates a situation of stress or pressure to which the organizational unit must respond if it is to remain in a relationship of equilibrium or homeostasis with the environment. Thus a school system is more likely to innovate when its environment is changing than

when it is steady (Zaltman, Duncan, & Holbek, 1973). The environment includes such factors as clientele needs and demands.

Utterback's (1971) research has emphasized the importance of the organization's environment in the innovation process by indicating that the primary limitations on a system's effectiveness in innovation are neither the technical knowledge nor costs required. Rather, the primary limitations ". . . appear to be its ability and perhaps aggressiveness in recognizing needs and demands in its external environment" (p. 81).

Some organizational theorists have emphasized that organizations need to adapt to and influence their environment to remain viable social systems (Parsons, 1956). Systems need to learn to prevail upon their environment and exercise some degree of control over it if they are to be effective over time.

School administration is not isolated from the influence of other forces in the community and in society. Any social system that survives in this rapidly changing world must adjust constructively in an effort to meet the needs of its varying environment (Johns & Morphet, 1975). External changes in the environment may bring about corresponding internal structural changes in the organization (Carroll & Tosi, 1977). Societal, governmental, economic, political, and technological forces operating in society inevitably have an influence on the structural aspects of educational agencies (Kimbrough & Nunnery, 1976).

Technology has displaced many employees in the work force. Computers do the work of millions of clerical personnel in governmental

and industrial settings. The rapidly changing world of work requires that people be able to undergo retraining for new positions and responsibilities as technology displaces their former jobs. This need for additional retraining has resulted in demands for continuing education. Adult education has been expanding at an unprecedented rate in this country, and most communities offer some programs in the areas of adult and continuing education. Harrington (1967) has indicated that there are too few opportunities for the lower income groups that most need assistance.

During pioneer days when communities and schools were small most parents kept in close touch with and had considerable influence on the direction of their schools. As schools and communities grew larger and more complex due to technological developments and urbanization, the activities of the school have become increasingly removed from related educational activities in the homes and the communities (Kerensky, 1974). During recent years many people have come to realize that education cannot be isolated satisfactorily from developments in the homes and in the community and that carefully planned cooperation and participation in educational matters are essential if satisfactory progress is to be made in improving education for all who should be involved (Kerensky).

Recent technological breakthroughs that have taken place in industry and in government are being adapted for utilization in education. One application of technology has been seen in the use of educational television services.

The influence of the federal and local governments has also been seen in education. This has come about primarily because of the

decisions of the United States Supreme Court and the lower courts in the federal system, the acts of Congress and programs resulting from these acts, and the activities of the United States Office of Education and other federal agencies (Kimbrough & Nunnery, 1976). In the last 25 years the federal court system has rendered decisions in school desegregation, nonpublic schools, religious exercises and instruction, individual rights of pupils and teachers, and state financial plans for schools which have influenced the internal structural characteristics of educational agencies in terms of policies and practices.

The influence of the United States Congress in education dates from the passage of the Ordinance of 1785. Federal legislation relative to schools intensified in 1958, and congressional financing of schools has increased significantly since the passage of the Elementary and Secondary Education Act of 1965. The involvement of the United States Congress by congressional legislation has influenced the structural aspects of school organizations.

Some of the legislation which has impact on the study under investigation is reviewed below. One of the components of the original National Defense Education Act of 1958 was to foster research and experimentation with the use of educational television and related media. The area of educational services for handicapped children has been an area of congressional concern as evidenced by recent legislation in the 1960's and 1970's and the passage of the Education for All Handicapped Children's Act of 1975 (Kimbrough & Nunnery, 1976). Congressional action of 1966 also created the Bureau of Education for the Education and Training of the Handicapped and also established a

National Advisory Committee on Handicapped Children. The Community Schools Act made monies available for educational agencies to provide, by means of community education programs, educational, recreational, and other related services in keeping with the needs, interests, and concerns of the community.

Change in the internal structure of an organization is sometimes brought about by interested community groups outside the organization (Carroll & Tosi, 1977). These groups may believe that they should be able to affect the decision making of the system. The passage of Public Law 94-142 which pertains to the rights of handicapped children has been credited to the parent advocacy groups operating throughout the country.

Administrative Autonomy

Autonomy most often refers to the locus of decision-making authority in an organization. It can also refer to the concentration of power over resource allocation, distribution of pay and other rewards, or other forms of centralization (Hage & Aiken, 1970).

No organization is ever completely immune to its environment. Outside persons, institutions, and cultures inevitably provide opportunities, impose constraints, and thus affect the activities of a school system. Thus, an organization can be thought of as an "open system" (Katz & Kahn, 1966) which must draw sufficient resources from its environment to assure its survival.

Division and specialization have been regarded as major sources of disagreements within organizations (Argris, 1964; Thompson, 1967) and

the linkages across these specializations viewed as major sources of strains and accommodations in complex systems (Corwin, 1969). Therefore, positions which require coordination responsibilities across organizational boundaries may be related to the level of role conflict and role ambiguity.

Schmuck, Runkel, Saturen, Martell, and Derr (1972) indicate that disagreements:

. . . that come from outside the district often seem to put educators at the mercy of an external group, for educators often find themselves unable to assemble the conflicting parties, and if they do succeed in assembling the parties, they often find that their techniques fail to resolve the differences. Indeed, external groups often employ power strategies that explicitly deny collaboration. (p. 143)

Problems which arise due to external pressures are considered to be more difficult to manage because organizational authority is not able to impose the traditional rewards or sanctions to effectively ameliorate the situation.

Contacts with outside organizations consume a considerable amount of top-level administrators' time. Gross et al. (1958) did a study of superintendents and board of education members and summarized the kinds of pressures to which these persons said they were exposed. The research illustrates the wide range of groups and individuals who attempt to influence school decision-making.

Most every school district in the United States has been involved in disagreements with groups of citizens over new bond issues, controversial curricula, or issues of school control. External forces (e.g., the back-to-the-basics movement, more minority migration into

urban areas, and increased utility costs) and groups (e.g., the United States Office of Education, the state departments, and the press) continue to make new demands that often create problems for the schools. Whatever its source, external pressures cannot be controlled or willed away simply by the efforts of a functional unit of the organization, such as an ombudsman or public relations person (Schmuck et al.).

Kahn et al. (1964), using data from a national survey, found a positive relationship between the frequency of contacts with role senders outside the organization and role conflict. These authors (Kahn et al.) suggested that, as the frequency of contacts increased, the extent to which the role incumbent felt caught between the demands of outsiders and of insiders would also increase.

When organizations influence other units rather than being influenced, they are in a better position to determine their own direction and may receive fewer challenges about their domain (Thompson & McEwen, 1958). Decisions determined within the system are more apt to have been approved by both administrators and staff. Recommendations developed by groups outside and forced upon a district may not reflect the interests of either administrators or staff. The administrator may experience both role conflict and role ambiguity because of the different expectations of role senders inside and outside the system.

Corwin (1969) found that teachers able to make decisions about their teaching techniques reported higher rates of disagreement with others in the district and argued that authority to make decisions about routine matters increased the opportunity for disputes. It was

not clear from research whether the authority to make decisions of all types was related to role conflict and role ambiguity.

The Position

The position of superintendent was first established in the cities of Buffalo and Louisville as early as 1837. The practice slowly spread, and by 1870 more than 30 large cities had superintendents (Nolte, 1971). The county superintendency was established generally by constitutional or statutory provisions early in the history of each state. The position of superintendent of local school districts was not created by constitution or statute as were the county and state superintendencies. The common law relative to the county superintendency emerges from a different legal base than that of a local school district. The county superintendency has not been the subject of much change in recent years although some states have abolished this type of administrative unit altogether (Nolte, 1971).

The office was legally a precarious one until the 1870's. Boards of education had employed superintendents without the specific statutory authority. Employment had been based solely on implied authority. The supreme courts of Illinois in 1872 and Michigan in 1874 upheld the rights of the local school board to employ and pay superintendents (Nolte).

The power to employ a school superintendent is specified either in state statutes or constitutions in all states but one. The statutory descriptions of his/her powers and duties vary widely depending upon the individual state. The only discernible pattern is

the relationship to the method of organization of districts. Those states which are organized on a county unit system generally describe the position statutorily in more detail than do those states organized on a more local basis. Most of the states which are organized on a county unit system make the position a mandatory one. Florida delineates the position in more detail than most (Nolte).

In 24 states and the District of Columbia the board of education is mandated to either appoint or elect a school superintendent. In addition, two states also must have superintendents appointed by other outside agencies. In 13 of the 24 states where the board of education is mandated to elect or appoint a superintendent there are certain stipulations which must be met before the position becomes mandatory. Requirements vary but in general are related to size of district either by population as in New York or by class of district as in Pennsylvania. Minnesota mandates the employment of a superintendent when a high school exists or is formed within the district (Nolte).

The county superintendent is sometimes elected by popular partisan vote in some states in the Southeast. Generally, however, the superintendent is almost always either appointed or elected by the local school board (Kimbrough & Nunnery, 1976).

Contextual Factors

The contents of this section presents a discussion of the contextual factors under investigation, namely, (a) per pupil expenditure, (b) the annual turnover rate of professional staff, and (c) a size index of schools. Emphasis was upon the historical development

and educational overview of the variables since there was a paucity of research which related the concepts to the level of role conflict and role ambiguity in the office of the superintendency.

Per pupil expenditure. The tradition of local control and financing of education has presented a multi-faceted problem in terms of providing equal educational opportunity for every school-aged youngster regardless of his place of residence. The basic differences in equality involve variations in local fiscal ability and efforts among local school districts and states. The well-to-do states and local school districts can, with much less effort, raise many times more dollars per pupil for education than can less affluent ones. The range in wealth per pupil within and between individual states varies considerably. As a consequence, in areas having low levels of state equalization funding, the differences in program outlays and opportunities for children among districts are dramatic (Johns & Morphet, 1975).

The debates for equal educational opportunity have been rampant in the legislatures, the Congress, and the courts. This has stimulated some activity along the lines of developing state and federal support programs to equalize financial aid for education. Many authorities believe that complete equalization within a state requires a complete state supported system. Equalization among the states would, of course, require federal assistance. Either of these alternatives violates traditional concepts of local control of education (Johns & Morphet).

Annual turnover rate of professional staff. Turnover is a commonly used measure of structural concepts (Price, 1972). Organizational literature relevant to turnover was generally found in discussions of "mobility," "migration," "wastage," and "turnover." Separation rates have been the most common measure of turnover used in organizational literature (Price.)

The concept of employee separation has been viewed in two diverse manners by professional educators. Some authorities view turnover of professional staff as a critical loss not only to the system but also to the education of youngsters and consider it to be one of the most costly losses in dollar terms in education today. However, there is another point of view which says that turnover allows educators to be able to choose younger individuals who do not have to be paid as much, and, therefore, the educational dollar may be expended on more worthwhile instructional processes (Castetter, 1976).

Size index of schools. A school attendance area is that geographic portion of a district served by an individual school. In a small system operating a single school, the boundaries of the district would be the same as the parameters of the school attendance zone. There are numerous such areas in the majority of educational systems. These areas are not uniform in size, and it is not unusual for a single school center to have different attendance boundaries for various grade levels. For example, a kindergarten through twelfth grade center might have disparate attendance areas for kindergarten through the sixth and another for seventh through twelfth grades. The term

neighborhood school has emerged from the inclination of school districts to use geographically compact attendance areas (Kimbrough & Nunnery, 1976). Historically a few districts have not used attendance zones but rather have utilized an "open-enrollment" policy which allows students to attend any school center he or she chooses within the system. Some districts have used attendance areas and have limited open enrollment for special-purpose schools (like vocational and special education centers).

The nature and concept of school attendance areas has been the subject of much scrutiny among the public, professional educators, and the courts. One basis for this attention was that in some districts there appeared to be some juggling of attendance areas to perpetuate racial segregation (Kimbrough & Nunnery).

In the late 1950's and early 1960's when the federal courts directed the elimination of racial segregation in schools, attendance areas often gave way to open-enrollment policies. The open-enrollment plans did not eliminate segregation, and the next effort was directed along massive restructuring of attendance areas into larger and/or uniquely shaped zones. In the late 1960's and early 1970's concepts such as pairing and clustering of schools became common in many local school systems (Kimbrough & Nunnery).

An attendance area can no longer be commonly defined as a compact geographic area served by a school center. The attendance area for a given school could well include several geographic areas in different sectors of the system. This dissolution of neighborhood schools has created much debate among the public and educators. The advocates of

the neighborhood-school concept often express the view that the demise of the neighborhood school causes additional adjustment difficulties on the part of the child and also means the loss of community support and involvement. The opposers of the neighborhood schools point to the increased opportunities for youngsters by larger schools through avenues of better organizations and staffing patterns (Kimbrough & Nunnery, 1976).

Ever since Plato observed that 5040 was a desirable number of people for a civic population, social scientists and planners have been speculating about the possible effect of the size of a social grouping upon the relations therein. The effects of quantity are implicit in the works of Tonnies, in the comments of Durkheim, and in the explorations of bureaucracy by Max Weber.

Recently a body of empirical research has emerged which has sought to deal with the question of why and to what extent organizations become more bureaucratic as they grow in size. One study on organizations and bureaucracy deals with the concept that work expands proportionally with the time available for its completion and that organizations become inevitably more bureaucratic as they grow larger (Parkinson, 1964).

There has been a large amount of research relating size to group and individual variables, such as morale and job satisfaction, but the results of the studies are not very consistent (Porter & Lawler, 1965). With few exceptions, empirical studies relating size to variables of organizational structure have confined themselves to broad aspects of the role structure. In their theoretical model of role conflict and role ambiguity, Kahn et al. (1964), treated organizational factors,

such as size, complexity, products or services, and financial base, as contextual variables in a system in which role senders, personality factors, and interpersonal relations either promoted or eliminated role conflict.

Job Satisfaction

One of the dominant themes of organizational literature has been the lack of congruence between the system's formal task requirements and the individuals within it. Some followers of the human relations movement have postulated that being more responsive to the satisfactions (largely social) of groups will result in better productivity. This conceptualization was based mainly on the Hawthorne studies (Mayo, 1933; Roethlisberger & Dickson, 1939) which seemed to depict that social concerns were often more important than economic factors in determining job satisfaction and productivity.

Some theorists stress that the individual's highest priority is self-actualization or the need for (a) psychological growth, (b) autonomy, and (c) having the experience of maximally using one's self in terms of involvement in one's position. Argyris (1957), Maslow (1954), and McGregor (1960) have asserted that much of the work in industrial organizations, particularly that on production lines, has little meaning or challenge, partly because it does not allow for expression of self. Some research indicates that, while such higher order needs of self-actualization may be important to higher echelons of management, such needs are not necessarily prime motivators at all levels or for all employees (Hulin & Blood, 1968; Vroom, 1960).

Some studies indicate that job satisfaction is not related to job productivity (Vroom, 1965). Katz (1964) also concluded that job satisfaction and job productivity were independent of each other.

Reseachers fitting more into an integrating school of thinking have emphasized an interaction between the individual's needs and organizational variables. Lawrence and Lorsch (1969) have described the individual as entering into an organizational assignment with a past history that influences his behavior and perceptions but note that the nature of the organizational context also interacts with that individualized unique system of values, perceptions, and motives. Seiler (1967) and Lawrence and Lorsch (1969) conceptualize individual motivation in terms of a complex system of biological needs, psychological motives, values, and perceptions. Schein (1965) views people as complex and emphasizes a multiplicity of needs and notes wide variations among individuals as to the primacy of their different motivations.

Herzberg, Mausner, and Snyderman (1959) note that job satisfaction and dissatisfaction are not opposite points on a continuum but are in fact two separate dimensions and that the provision of certain job benefits may only serve to minimize dissatisfaction and will not increase satisfaction. The research of Locke (1975) has indicated that, for the majority of employees, the task is mentioned more often as a source of unusually high or low levels of satisfaction than are other job factors, even pay.

SUMMARY

Most conceptions of role conflict have pertained to incompatibilities of the prescriptions placed upon a member occupying the position. This study was consistent with this community of thought. Role conflict was defined as the simultaneous occurrence of two (or more) role sendings such that compliance with one would make more difficult compliance with the other. This study investigated four basic interrelated types of role conflict, all of which were based on perceptions of inconsistent demands being made on an individual in a given role position. These formulations were consistent with previous research (Kahn et al., 1964; Rizzo et al., 1970). Kahn et al. developed several components of role conflict, and Rizzo et al. developed operational measures of these constructs.

Role ambiguity has not been elaborately defined in the literature. The definition used in this study related to an inability to predict the responses of others to behavior and a lack of clarity about role expectations (Rizzo et al.). The other conceptualizations of role ambiguity covered in the review were primarily theoretical ones, and Rizzo et al. developed an operational measure of role ambiguity based on the extensive research work of Kahn et al.

The Gordon Personal Profile, and Inventory have been used successfully in terms of prediction and criterion validity studies in previous research endeavors with executive and managerial personnel. These instruments have not been used to measure personality dimensions of school superintendents when considered as a single entity.

Personality studies (Perkins, 1966) have been made on school supervisory personnel as an aggregate (including superintendents, supervisory principals, and district principals). However, there was a paucity of research which related the concept of personality to the level of role conflict and role ambiguity in the office of the school superintendent. Most of the studies on conflict and ambiguity have concentrated on middle- and lower-level management. It would appear that most research at the interface of the fields of personality and role revolve around (a) matters of definition, those centering mainly about what personality is and what role factors are, (b) the adverse effects of role conflict and role ambiguity, and (c) the changeability of measuring devices. Thus, the dynamics of role conflict and role ambiguity must be considered within the framework of the contributions the focal person makes toward creating these environmental conditions.

When new services are instituted within a school system, there are apt to be structural changes in the organization which occur during the planning, initiation, and implementation stages of the program addition. Organizational innovation, which is similar to Hage's and Aiken's (1970) definition of program change, was defined as the types of programs or services that the school system offered to the community since the number and types of programs or services that a system offers may influence the level of role conflict and role ambiguity.

Alterations in the power distribution represent another important aspect of the internal organizational structure. Administrative autonomy was measures of the locus of control over decision making that set the goals of the organization. It was not clear from research

whether the degree to which a school system has power with respect to its environment to make decisions is related to the level of role conflict and role ambiguity.

The position of superintendent of schools is generally obtained through an appointment or election by the local school board but sometimes the office is acquired by popular election. There was a paucity of research which related the concept of the position to the level of role conflict and role ambiguity. The position referred to the method by which the school superintendents obtained their positions, whether (a) by election or (b) by appointment.

Three of the variables which were analyzed were the superintendent's knowledge about contextual factors, that is, the scale of operations of the school system which related to (a) amount of expenditure per student, (b) the annual turnover rate of professional staff in percentage terms, and (c) a size index of schools. Contextual factors may influence both role conflict and role ambiguity. Previous empirical studies relating size to variables of organizational structure have confined themselves largely to broad aspects of the role structure.

Job satisfaction represented another important aspect of the internal organizational structure. There has been conflicting research in the area of motivation as it relates to employee satisfaction. Some theorists believe there is a general top priority need and a universal ordering of wants. Some research would suggest that self-actualization is the ultimate or highest priority of needs for all people and that affiliation is of more basic importance to all individuals than

achievement. Others adopt a stance that social systems are required to respond to a wide variety of need priorities in its members. However, there was a paucity of research which related the concept of job satisfaction or the school superintendent's perceptions about (a) satisfaction with their present positions, (b) the likelihood of leaving their positions, and (c) years in office to the level of role conflict and role ambiguity.

CHAPTER 3

METHODS AND PROCEDURES

Chapter 3 includes eight sections (a) the selection of the study sample, (b) overview of the instrumentation used in collecting the data, (c) a description of the personality measures, (d) a discussion of the role conflict and role ambiguity items, (e) the organizational scales designed for the questionnaire, (f) the distribution and collection of the surveys, (g) the treatment of the data, and (h) the summary. A description of the methods, procedures, and instruments which were utilized to obtain data to determine the effects of personality and organizational variables on the development of role conflict and role ambiguity in the office of the school superintendent is included. The study utilized a self-rating, questionnaire methodology.

POPULATION AND SAMPLE

The population for the study was a finite universe composed of school superintendents from the Southeastern Region of the United States: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. In all cases the latest edition of the State Directory of School Personnel was used as the source of names and addresses for the

sample population. Each state organization was requested to send the state's Directory of School Personnel to the researcher.

A systematic sampling procedure was used. There were 366 male school superintendents initially involved in the study. The first interval with which to begin the sampling procedure was selected from a table of random numbers from one to five. Number five was chosen from the table of random numbers. The systematic random sample from each state directory, therefore, began with the fifth interval, and every fifth male superintendent's name was selected, regardless of whether they were private or public schools except for Texas. Since the state of Texas had a total of 999 school districts, the systematic sampling was limited to the county systems and did not include common school districts, rural high school districts, reverted independent school districts, or independent school districts. Only males were selected for the study because the Gordon Personal Profile, and Inventory have separate norms for males and females, and, since there were only 59 female superintendents throughout the United States in 1976 (Saunders, 1976), the sample of females that could be drawn was not sufficient in number to be able to draw adequate conclusions and recommendations.

OVERVIEW OF INSTRUMENTATION

The instruments used in this study were (a) a self-rating questionnaire, (b) the Gordon Personal Profile, and (c) the Gordon

Personal Inventory. The questionnaire contained seven separate measures developed for this study:

1. Role conflict (a dependent variable).
2. Role ambiguity (a dependent variable).
3. Organizational innovation (an organizational variable).
4. Administrative autonomy (an organizational variable).
5. The position (an organizational variable).
6. Contextual factors (an organizational variable).
7. Job satisfaction (an organizational variable).

To define the variables operationally, scales were constructed that measured the degree of a particular characteristic. These instruments and measures were selected because of their validity and reliability, successful use by prior researchers, and appropriateness to the problem which the study investigated.

THE GORDON PERSONAL PROFILE, AND INVENTORY

The Gordon Personal Profile, and Inventory were used to determine personality characteristics. Eight different personality traits were measured: Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor. The manuals (Gordon, 1963a, 1963b) for the Gordon Personal Profile, and Inventory indicated that the following interpretations should be placed upon the scales:

Gordon Personal Profile

1. Ascendancy (A)

Those individuals who are verbally ascendant, who adopt an active role in the group, who are self-assured and assertive in relationships with others, and who tend to make independent decisions, score high on this scale. Those who play a passive role in the group, who listen rather than talk, who lack self-confidence, who let others take the lead, and who tend to be overly dependent on others for advice, normally make low scores.

2. Responsibility (R)

Individuals who are able to stick to any job assigned them, who are persevering and determined, and who can be relied on, score high on this scale. Individuals who are unable to stick to tasks that do not interest them, and who tend to be flighty or irresponsible, usually make low scores.

3. Emotional Stability (E)

High scores on this scale are generally made by individuals who are well-balanced, emotionally stable, and relatively free from anxieties and nervous tension. Low scores are associated with excessive anxiety, hypersensitivity, nervousness, and low frustration tolerances. Generally, a very low score reflects poor emotional balance.

4. Sociability (S)

High scores are made by individuals who like to be with and work with people, and who are gregarious and sociable. Low scores reflect a lack of gregariousness, a general restriction in social contacts, and, in the extreme, an actual avoidance of social relationships. (Gordon, 1963b, p. 3)

Gordon Personal Inventory

1. Cautiousness (C)

Individuals who are highly cautious, who consider matters very carefully before making decisions, and do not like to take chances or run risks, score high on this scale. Those who are impulsive, act on the spur of the moment, make hurried or snap decisions, enjoy taking chances, and seek excitement, score low on this scale.

2. Original Thinking (O)

High scoring individuals like to work on difficult problems, are intellectually curious, enjoy thought-provoking questions and discussions, and like to think about new ideas. Low scoring individuals dislike working on difficult or complicated problems, do not care about acquiring knowledge, and are not interested in thought-provoking questions or discussions.

3. Personal Relations (P)

High scores are made by those individuals who have great faith and trust in people, and are tolerant, patient, and understanding. Low scores reflect a lack of trust or confidence in people, and a tendency to be critical of others and to become annoyed or irritated by what others do.

4. Vigor (V)

High scores on this scale characterize individuals who are vigorous and energetic, who like to work and move rapidly, and who are able to accomplish more than the average person. Low scores are associated with low vitality or energy level, a preference for setting a slow pace, and a tendency to tire easily and be below average in terms of sheer output or productivity. (Gordon, 1963a, p. 3)

Before scoring commenced, the answer-space columns on the Gordon Personal Profile, and Inventory were visually inspected for general compliance with the stated directions. The scanning for procedural requirements consisted of a three-step process (a) being sure all items were completed, (b) making sure there was one mark under "most like" and one mark under "least like" on each set of items, and (c) checking for the presence of a "most like" mark and a "least like" mark in two different rows. When there were not more than two of the items omitted or marked incorrectly on either the Profile or the Inventory, the scores were used for data analyses. If three or more items were omitted or

irregularly marked on either of the personality instruments, the results were considered to be invalid and were not scored. For the purposes of this study, scores for each personality dimension were obtained by counting the marks which appeared through the appropriate sections of the perforated stencil keys, and these were summed and averaged on each scale to obtain eight personality scores for data analyses.

Identical directions were used for both the Profile and Inventory. Completion of both instruments, in terms of time, was approximately 15 minutes. The instruments have been normed for college graduates and both female and male executives, and they measure a broad coverage of normal personality traits.

The scales are described as being easily administered, scored, and interpreted (Dicken, 1965). Their principal attributes are listed as being the result of their development from a factor analytic approach and of their use of the "forced-choice" technique (Heilbrun, 1965). The final forms evolved through early factor analyses, repeated experimental tryouts, and related content revision.

In evaluating forced-choice techniques, Kerlinger (1973) made the following observations (a) forced-choice instruments are items and scales useful with very sophisticated individuals and (b) the essence of a forced-choice method is that the subject must choose among alternatives that on the surface appear about equally favorable (or unfavorable). The difference in the forced-choice method is that the discrimination and preference values of items are determined, and terms approximately equal in discrimination and preference are paired. In

this manner, response set and item desirability are to some extent controlled. Item desirability means that one item may be selected over another simply because it expresses a commonly recognized desirable idea.

The Profile which is the older of the 2 tests, contains 18 sets of 4 descriptive phrases called "tetrads." For each tetrad the respondent is asked to mark one descriptive phrase as being "most like" himself and one phrase as being "least like" himself.

Data from more than 5,000 subjects of varied regional representations and populations were used in the development of the Profile. The manual (Gordon, 1963b) states:

The first step preparatory to the development of the Personal Profile was a review of the factorial studies of personality. From the studies of Cattell and Mosier six factors were hypothesized, and 300 items were written to describe behaviors related to these six personality factors. The 300 items were then divided into two equivalent forms of 150 items each, and alternate forms administered in two subgroups in a total group of 672 college students in a Midwestern college. The individual items were then subjected, independently for each form, to factor analyses by the Wherry-Gaylord iterative method. The four factors, Ascendancy, Responsibility, Emotional Stability and Sociability, emerged in each factor analysis, and so were used in the development of the Personal Profile. (p. 12)

There are percentile norms for a variety of groups, including students, low- and middle-level employees, executives, salesmen, and foremen. Means and standard deviations are furnished for 27 different groups.

Split-half, test-retest, and Kuder-Richardson reliabilities are reported on the Profile trait scores from several populations. The median of 24 reliability coefficients is about .85 (Fricke, 1959).

The standard error of measurement of an individual Profile trait score would approximate 2.5 score points (Gordon, 1963b). The standard deviations are approximately five to six points (Gordon, 1963b). The range of possible scores is from 0 to 36.

The validity data has been reviewed and summarized by Dicken (1965) in The Sixth Mental Measurements Yearbook in the following manner.

Validity correlations with peer ratings of college students are especially impressive, ranging from .47 to .73. . . . Three of the four scores correlate more than .50, however, with counselor's trait ratings in an independent study. . . . Validities obtained in various employment and military settings are typically lower, but the criteria (mostly supervisory ratings or administrative decisions) are probably not as good as peer nominations. Except for the peer data, external validities rarely exceed .30 or .35, although there are some outstanding exceptions. This level of validity is probably typical of the better inventories of normal personality traits, with the criteria available. (p. 103)

The problem of distortion or "faking" is addressed in the manual (Gordon, 1963b). The basic argument presented is that the forced-choice format compels the examinee to choose between two favorable (or unfavorable) items and that the testee will tend to choose the item he/she believes is most complimentary, which will turn out to be the item actually like him/her. Gordon (1963b) also emphasizes that the utility of the test must rest on its validity in operational situations, not on its resistance to distortion.

The Inventory contains 20 item tetrads. The development of the Inventory is described by Gordon (1963a) in the following manner.

The Inventory measures four established personality traits, traits which were identified through factor analysis as a first step in the development of the

Inventory, and have evolved in factor analyses by other investigators as well. In addition, these traits have held up as reliable, discrete categories in repeated item analyses performed on samples from highly varied populations. In the development of the Personal Inventory, data from 1,786 subjects, representing four high schools, eleven colleges, and four occupational groups, were analyzed. The end result of the development process is an instrument which has subsequently demonstrated its stability, and its appropriateness for use with high school, college, industrial, and other adult groups. (p. 11)

There are percentile norms for a variety of groups, including males and females at the high school and college level and several occupational groups, including executives in sales, engineering, manufacturing, and purchasing. Means and standard deviations are furnished for 22 different groups.

Reliability is reported in terms of split-half or internal consistency coefficients and is around .80 for all scales (Heilbrun, 1965). Test-retest stability is not reported. Estimates of the standard error of measurement for an individual trait score average between 2.5 and 3 points (Gordon, 1963a). The standard deviations are approximately five to six points (Gordon, 1963a). Most of the validity correlations do not rise above the .30's. The range of possible scores is from 0 to 40. The question of distortion is dealt with in the same manner as for the Profile, and there are data indicating only small changes under differing motivational conditions, although not as extensive data as for the Profile.

ROLE CONFLICT AND ROLE AMBIGUITY

The first two scales in the questionnaire were measures of the dependent variables, role conflict and role ambiguity. Role conflict was defined as the simultaneous occurrence of two (or more) role sendings such that compliance with one would make more difficult compliance with the other. This was determined by an instrument developed from a set of items originally constructed by Rizzo et al. (1970). The scale (Appendix A) measured four basic interrelated types of role conflict, all of which were based on perceptions of inconsistent demands being made on an individual in a given role position:

1. Intersender conflict wherein inconsistent demands are made on the role incumbent by one or more role senders.
2. Interrole conflict which occurs when a person holds two or more positions simultaneously.
3. Intrasender conflict which occurs when the availability of time, resources, and capabilities of the individual are incongruent with the role behavior expected.
4. Person-role conflict which occurs when the role incumbent's internal standards or values and the defined roles are not compatible (Rizzo et al.).

Role ambiguity referred to the incompleteness of prescriptions for behavior in a role and was determined by a scale developed by Rizzo et al. This instrument was designed to reflect an inability to predict

the responses of others to behavior and a lack of clarity about role expectations (Rizzo et al.). (See Appendix A.)

Superintendents were asked to rate each item on the role conflict and role ambiguity scales on a five-point, Likert response scale ranging from "strongly agree," representing one, to "strongly disagree," representing five. The responses on each scale were summed and averaged to yield a separate measure of both role conflict and role ambiguity. Both scales included all the original questions developed by Rizzo et al. except four items which did not correlate at least .30 with the total score. Therefore, eleven items remained in each scale with a reliability coefficient alpha of .82 (Rogers & Molnar, 1976).

ORGANIZATIONAL VARIABLES

The organizational variables referred to the internal structural characteristics of the system. The variables investigated were (a) organizational innovation, (b) administrative autonomy, (c) the position, (d) contextual factors, and (e) job satisfaction (see Appendix A).

Organizational Innovation

The third set of scales in the questionnaire, organizational innovation, were measures of the types of programs or services that the school system offered to the community. This was determined by asking the superintendents if their school systems offered any of the following programs or services:

1. Educational programs for adults or the community.
2. Educational television services.
3. Pupil personnel services--psychologists, social workers and/or attendance workers, or dental care.
4. Programs for exceptional children--retarded, learning disabled, behaviorally disordered, blind, deaf, or multiply handicapped.
5. Planning and technical support services to community agencies.
6. Innovative or exemplary programs obtained either through a federal or state grant.

Each service was treated as a dichotomous variable, and positive responses to these six services were assigned a score of one. All positive responses were summed and averaged on each scale to yield a measure on each of the six scales to determine the types of programs or services that were offered by the systems.

Administrative Autonomy

The fourth set of scales in the questionnaire, administrative autonomy, were measures of the locus of control over decision making that set the goals of the organization. This was determined by the superintendent's perceptions about whether:

1. The school system is able to determine its own course of action.
2. The school system is under too much pressure from outside sources to determine its own course of action.

A five-point Likert response format ranging from "strongly agree," representing one, to "strongly disagree," representing five, was

assigned to each question. The two measures of administrative autonomy were analyzed separately by summing and averaging the responses on each scale to indicate the locus of decision making that set the goals of the organization

The Position

The fifth measure in the questionnaire, the position, was a two-point category scale. It was concerned with the method by which the school superintendents obtained their terms in office. Superintendents were asked "were you elected or appointed to your position?" Response categories included (a) elected and (b) appointed. Responses were coded with a one when superintendents indicated they were elected to their positions and two when they were appointed to their positions. Responses were summed and averaged separately.

Contextual Factors

The sixth set of measures in the questionnaire, contextual factors, utilized two different types of subscales (a) two numerical rating scales and (b) a size index measure. Contextual factors referred to the scale of operations of the school system which related to amount of expenditure per student, the annual turnover rate of professional staff in percentage terms, and a size index of schools. These measures were scaled because of the wide dispersion of the variables.

The two items scaled by a numerical rating technique were:

1. Per pupil expenditure. This referred to current operating expenses including federal, state, and local funding (see Table 1).

Table 1
Scaling of Per Pupil Expenditure Variable

Per pupil expenditure ^a	Scaled value
450-611	1
612-773	2
774-935	3
936-1097	4
1098-1259	5
1260-1421	6
1422-1583	7
1584-1745	8
1746 and over	9

^aActual dollar amount reported.

2. The turnover rate of professional staff last year.

A scale ranging from one, representing low, to nine, representing high, was assigned to each question. The scales for each item were summed and averaged separately to obtain measures of per pupil expenditure and turnover rate of professional staff last year.

The index measure of size was constructed by dividing (a) the number of students in the school system by (b) the number of schools in the school system. The index measure was then scaled (see Table 2) from one, representing small, to nine, representing large. The size dimension was computed and analyzed in terms of the mean scaled responses.

Job Satisfaction

The seventh set of measures in the questionnaire, job satisfaction, utilized three numerical rating scales. They were concerned with the degree of morale among the occupants of the school superintendency position. This was ascertained by the superintendent's perceptions about:

1. Satisfaction with their present position.
2. The likelihood of their taking a position with another organization, other than an educational agency, with similar salary and fringe benefits.
3. Number of years they had been a school superintendent.

The three subscales had different ranges. The first two items were scaled separately from one to six, and the third item had a range from one to nine. The first subscale, satisfaction with their present

Table 2
Scaling of Index Measure of Size

Index measure of size	Scaled value
0-183	1
184-367	2
368-551	3
552-735	4
736-919	5
920-1103	6
1104-1287	7
1288-1471	8
1472 and over	9

positions, was scaled from one, "very satisfied," to six, "very dissatisfied." The likelihood of their leaving their positions, the second item, had a scaled value from one, "very likely," to six, "very unlikely." The third variable, years in office, was scaled because of the wide dispersion of the measure from one, "one to three years in office," to nine, "twenty-five years or more in office" (see Table 3). The three mean scaled values on each of the three component scales were used separately to obtain measures of job satisfaction.

ADMINISTRATION OF INSTRUMENTS

A standardized procedure was utilized in contacting each of the superintendents. A packet containing the following items was mailed to each participant (a) a questionnaire (see Appendix B), (b) the Gordon Personal Profile, (c) the Gordon Personal Inventory, (d) a personally-addressed letter of explanation, thanks, and assurance that all information received was to be used for research purposes only (Appendix C), and (e) a self-addressed, stamped envelope for the return of all materials to the researcher. The standardization procedures for the Gordon Personal Profile, and Inventory required that the Profile be administered first.

The questionnaire was confidential but not anonymous. The participants were not identifiable by name, address, or system but each questionnaire was coded with a clearly visible number so that follow-up letters could be sent to those who had not responded. This

Table 3
Scaling of Years in Office Variable

Years in office	Scaled value
1-3	1
4-6	2
7-9	3
10-12	4
13-15	5
16-18	6
19-21	7
22-24	8
25 and over	9

numbering procedure was explained to each of the superintendents in the cover letter.

Four weeks after the initial communication was mailed, nonrespondents were sent (a) a questionnaire, (b) the Gordon Personal Profile, (c) the Gordon Personal Inventory, (d) a personally-addressed, follow-up letter (Appendix D) soliciting cooperation, and (e) a self-addressed, stamped envelope for the return of all materials to the researcher. Two weeks after the second request for cooperation, those who had not responded were again mailed the following materials (a) a questionnaire, (b) the Gordon Personal Profile, (c) the Gordon Personal Inventory, (d) a second, personally-addressed, follow-up letter (Appendix E) seeking participation in the study, and (e) a self-addressed, stamped envelope for returning the surveys to the researcher.

TREATMENT OF THE DATA

All data was coded and punched on cards for automatic data processing. The data was analyzed using the Statistical Analysis System through the auspices of the Psychology and Data Processing Departments of the College of Graduate Studies, Institute, West Virginia.

An analysis of variance, or F test, was run to determine if there were any statistically significant differences between those superintendents who responded to the first request for the completion of the questionnaires (Group A) and those in the sample who replied only after the first and second follow-up letters and surveys had been

mailed (Group B). The assumption was tested at the .05 level that Group A and Group B were random samples from the same population. Two separate analyses of variance were run--one for the dependent variable of role conflict and one for the dependent variable of role ambiguity. This procedure was carried out in order to determine if the two sample groups could be combined for data purposes.

Nie, Hull, Jenkins, Steinbrenner, and Bent (1975) state that any dichotomous variable, or one with two possible categories or values, "can be treated as though it were an interval-level measure and in some cases even a ratio-level variable" (p. 5). Therefore, Pearson correlation coefficients were used to assess the relationships between:

1. Role conflict and each of the eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).
2. Role ambiguity and each of the eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).
3. Role conflict and each of the six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained either through a federal or state grant).

4. Role ambiguity and each of the six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained either through a federal or state grant).
5. Role conflict and each of the two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
6. Role ambiguity and each of the two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
7. Role conflict and the position variable (the position was obtained through [a] an election or [b] an appointment).
8. Role ambiguity and the position variable (the position was obtained through [a] an election or [b] an appointment).
9. Role conflict and each of the three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
10. Role ambiguity and each of the three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).

11. Role conflict and each of the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
12. Role ambiguity and each of the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

Pearson's product-moment correlation coefficient, r , describes the degree of relationship between two variables. In terms of range r may vary from +1.0, through zero, to -1.0. A value of r which is close to zero indicates that the linear regression line is a poor fit to the data and denotes the absence of a linear relationship. If r approaches +1.0 or -1.0, it can be assumed that there is a strong linear relationship. The Pearson r assumes that the relationship between the variables can be described in terms of a straight line, that is changes in one variable are accompanied by a uniform change in the second.

One useful way of looking at the Pearson r is in terms of the coefficient of determination, r^2 . When r^2 is multiplied by 100 it gives the percentage of variance in Y which is associated with the variance in X , or the other way around. Thus, when $r = .50$, the percentage of the variance in one variable that is accounted for by the variance in the other variable is 25, or one-fourth. (The absolute size of r^2 goes from a minimum of zero to a maximum of 1.0). A r^2 is a measure of the proportion of variance in one variable "explained" by the other. (Nie et al.).

An eta coefficient was also computed between each dependent and independent variable in the study to determine if any of the relations

between the variables were characterized by curvilinearity. Eta is used to determine the degree of relationship between two variables when (a) the assumption of rectilinearity is not warranted and (b) the independent variable is nominal and the dependent variable is interval or ratio level (Nie et al., 1975). This coefficient is an indicator of how dissimilar the means on the dependent variable are within the categories of the independent variable. Eta has a maximum value of 1.0 and a minimum value of zero. When eta is squared, it is termed a correlation ratio (Ferguson, 1976). The correlation ratio is interpreted, as is r^2 , in terms of the proportion of variance in the dependent variable which may be explained (or accounted for) by the independent variable.

Partial correlation coefficients were used to determine the relationships between the dependent variables of (a) role conflict and (b) role ambiguity and the independent variables of (a) personality and (b) organizational factors while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office). This method of analysis assumes (a) that all zero order coefficients are computed from data in which the regression is linear and (b) there are a large number of cases (Garrett & Woodworth, 1967). Partial correlation enables a researcher to hold constant certain variables while studying the relationship between two others. If one variable is held constant while the relationship between the two others is studied, the resulting correlation coefficient is called a first-order partial correlation. This study only computed first-order partials. There is

some basis for believing that the application of partial-correlation methods much beyond the first-order stage is not advisable because of the difficulties of interpretation (Kerlinger & Pedhazur, 1973).

In using partial correlation it is assumed that the control variable(s) is linear throughout its range, and it is this linear assumption that makes partial correlation possible. Once the linear relationship among the independent, dependent, and control variables is calculated, the partial correlation coefficient can be computed by statistically constructing new independent and dependent variables with the effect of the control variable(s) removed. Partial correlation is a statistical substitute for experimental controls (Nie et al.).

Emphasis in this study in terms of statistical treatment of data was on the examination of particular relationships within a correlational context. Partial regression coefficients were used to (a) test for spurious relationships, (b) aid the researcher in a search for intervening linking variables, and (c) help uncover relationships where none appeared to exist. Means, standard deviations, and summated frequency tables on each variable were reported.

SUMMARY

Chapter 3 was devoted to the methods and procedures of the study. The design treated the personality and organizational variables as independent and the role conflict and role ambiguity variables as dependent. The eight personality variables were (a) Ascendancy, (b) Responsibility, (c) Emotional Stability, (d) Sociability,

(e) Cautiousness, (f) Original Thinking, (g) Personal Relations, and (h) Vigor. There were 15 organizational variables (a) six for organizational innovation, (b) two for administrative autonomy, (c) one for the position, (d) three for contextual factors, and (e) three for job satisfaction. The 25 variables were translated into operational definitions, and scales were constructed for each of them. These were then used in a correlational analysis to explain the personality and organizational dimensions found.

The study used a self-rating questionnaire methodology. The sample population, selected through a systematic sampling procedure, consisted of 366 school superintendents from the Southeastern Region of the United States. A presentation, analysis, and interpretation of the data are provided in Chapters 4 and 5.

CHAPTER 4

ANALYSES OF THE DATA

This chapter is the presentation of the analyses of data collected from school superintendents in the Southeastern Region of the United States. The chapter is divided into four major segments (a) participants in the study, (b) aggregation of data, (c) analyses of data relative to the objectives posited by the investigator, and (d) a chapter summary.

PARTICIPANTS

A total of 366 male school superintendents from public and private school systems from the Southeastern Region of the United States were contacted by a personally-addressed letter and asked to participate in the study by completing (a) a questionnaire, (b) the Gordon Personal Profile, and (c) the Gordon Personal Inventory. The packet of information was mailed initially to the superintendents on February 14, 1978. By March 16, 1978, 205 or 56.01% of the questionnaires had been returned.

On March 17, 1978, non-respondents were again mailed (a) a questionnaire, (b) the Gordon Personal Profile, (c) the Gordon Personal Inventory, (d) a personally-addressed, follow-up letter, and (e) a self-addressed, stamped envelope. By March 31, 1978, an additional 53

responses had been received. This brought the total percentage received at the end of the first follow-up to 70.49% (see Table 4).

On April 1, 1978, those individuals who had not responded were again mailed (a) a questionnaire, (b) the Gordon Personal Profile (c) the Gordon Personal Inventory, (d) a personally-addressed, follow-up letter, and (e) a self-addressed, stamped envelope. Of this group, 38 had responded by April 18, 1978, which had been established as the cut-off date for the receipt of the questionnaires for data analyses. This brought the response rate to a total of 80.87% with 296 questionnaires being returned. One set of questionnaires was received after the cut-off date and was not analyzed.

Twelve additional responses were received from persons who could not or did not wish to participate in the study (see Table 4). The reasons as stated in letters for not being involved were as follows (a) one was ill, (b) one superintendent had recently resigned, (c) one did not wish to participate, (d) one was forwarded to the appropriate person but never received, (e) two had recently passed away, (f) one did not like the design of the study, (g) three school systems were in the process of changing superintendents, and (h) two were too busy at this point in time to complete the questionnaires.

All the questionnaires were not totally useable. All of the 296 respondents completed the survey that was developed for the study according to the directions and, thus, all were used in the analysis of that data (see Table 5). However, of the 296 respondents, 10 did not complete the Gordon Personal Profile and Gordon Personal Inventory. Three or more items were omitted or irregularly marked on seven of the

Table 4

Number and Percentage of Responses to the Questionnaires

Responses Received	Number (<u>N</u>)	Total <u>N</u>	Total %
After first mailing	205	205	56.01
After first follow-up	53	258	70.49
After second follow-up	38	296	80.87
After cut-off date	1	297	81.15
Non-participants	12	309	84.43

Table 5
Useable Responses on the Questionnaires

Useable responses	<u>N</u>
The questionnaire designed for the study	296
The <u>Gordon Personal Profile</u>	279
The <u>Gordon Personal Inventory</u>	279

Profiles and Inventories, and these results were considered to be invalid and were not scored. This then left two unequal numbers of cases--296 for the questionnaire designed for the study and 279 for the personality instruments. Analyses of the data proceeded with the 279 personality instruments and questionnaires designed for the study which were completed according to the directions.

AGGREGATION OF THE DATA

An analysis of variance test was used to determine whether significant differences existed between those superintendents who responded to the first request for the completion of the questionnaires (Group A) and those in the sample who replied only after the first and second follow-up letters and surveys had been mailed (Group B). This procedure was carried out in order to determine if the two sample groups could be combined for data purposes.

Two separate analyses of variance were run--one for the dependent variable of role conflict and one for the dependent variable of role ambiguity. The assumption was tested at the .05 level that Group A and Group B were random samples from the same population. There were 205 school superintendents in Group A and 91 in Group B. A homogeneity of variance test was not run.

An over-all $F(1, 294) = .23, p > .05$, resulted with role conflict as the dependent variable. With role ambiguity as the dependent variable an $F(1, 294) = .05, p > .05$, was obtained. Since neither of

these tests was statistically significant at the .05 level, it was concluded that there was no difference among the populations from which the samples had been drawn. Therefore, data from Group A and Group B were combined for further analyses.

ANALYSES OF DATA RELATIVE TO THE OBJECTIVES

This section analyzes the findings in tabular form, as well as presents a succinct interpretation of the findings. The means and standard deviations (see Appendix F) and summated frequency tables giving raw scores, frequencies, cumulative frequencies, percentages, and cumulative percentages (see Appendix G) were listed for each of the dependent and independent variables in the study. These were included for reference and replication purposes. The size of the correlation coefficients, regardless of sign, reported in the data analyses have been qualitatively evaluated according to the classification system depicted in Table 6.

Analyses of Data by Measures of Association

The first twelve objectives of the study were assessed by examining (a) the Pearson product-moment correlation coefficients, (b) the coefficients of determination, and (c) the eta coefficients. The eta coefficients between the dependent and independent variables in the study were compared with the Pearson product-moment correlation coefficients. In all cases, eta had the same value as r . In some instances eta deviated slightly below r (like .0001), but the

Table 6
Classification of Correlation Coefficients

Correlation coefficients	Qualitative evaluation
.3 to .4	Moderate relationship
.2 to .29	Weak relationship
.0 to .19	No relationship

researcher believed this was due to limitations of the computer in rounding mathematical data. Eta always has a value of between zero and one and, therefore, does not ever have a negative sign as does the r . Since eta was not larger than r , it was concluded that the relations between the dependent variables and each independent variable in the study were linear. Therefore, only r and r^2 were interpreted since the independent variables in the study were not nominal level data.

Objective one.

To determine the relationships between role conflict and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).

The data indicated there was no relationship between role conflict and any of the personality variables of Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, or Vigor (r ranged from .0348 between role conflict and Vigor to .0888 between role conflict and Ascendancy) (see Table 7). The proportion of variance in role conflict which could be accounted for by any one of the personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, or Vigor) was less than 1%, r^2 ranged from .0012 between role conflict and Vigor to .0079 between role conflict and Ascendancy.

Objective two.

To determine the relationships between role ambiguity and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).

Table 7
Measures of Association between Role Conflict and Personality Variables

Personality variables	Role conflict		
	Pearson product-moment correlation coefficients between role conflict and each personality variable	Coefficients of determination between role conflict and each personality variable	Eta coefficients between role conflict and each personality variable
Ascendancy	.0888	.0079	.0888
Responsibility	.0629	.0040	.0629
Emotional Stability	.0509	.0026	.0509
Sociability	.0512	.0026	.0512
Cautiousness	.0817	.0067	.0817
Original Thinking	.0837	.0070	.0837
Personal Relations	.0810	.0066	.0810
Vigor	.0348	.0012	.0348

The data indicated there was no relationship between role ambiguity and any of the personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, or Vigor). The correlation coefficient ranged from $-.0037$ between role ambiguity and Emotional Stability to $-.0615$ between role ambiguity and Original Thinking (see Table 8).

Any one of the personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, or Vigor) explained a negligible proportion of the variance (less than 1%) in role ambiguity. The coefficient of determination ranged from $.0000$ between (a) role ambiguity and Emotional Stability and (b) role ambiguity and Personal Relations to $.0038$ between role ambiguity and Original Thinking.

Objective three.

To determine the relationships between role conflict and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained either through a federal or state grant).

The data indicated there was no relationship between role conflict and any of the organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, or innovative or exemplary programs obtained either through a federal or state grant). The correlation coefficient ranged from $-.0203$ between role conflict and educational

Table 8

Measures of Association between Role Ambiguity and Personality Variables

Personality variables	Role ambiguity		
	Pearson product-moment correlation coefficients between role ambiguity and each personality variable	Coefficients of determination between role ambiguity and each personality variable	Eta coefficients between role ambiguity and each personality variable
Ascendancy	-.0346	.0012	.0346
Responsibility	-.0250	.0006	.0250
Emotional Stability	-.0037	.0000	.0037
Sociability	.0339	.0011	.0339
Cautiousness	.0074	.0001	.0074
Original Thinking	-.0615	.0038	.0615
Personal Relations	-.0048	.0000	.0048
Vigor	-.0588	.0035	.0588

programs for adults or the community to .1001 between role conflict and innovative or exemplary programs obtained either through a federal or state grant (see Table 9).

Any one of the organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, or innovative or exemplary programs obtained either through a federal or state grant) explained a negligible proportion of the variance (1% or less) in role conflict. The coefficient of determination ranged from .0004 between role conflict and educational programs for adults or the community to .0100 between role conflict and innovative or exemplary programs obtained either through a federal or state grant.

Objective four.

To determine the relationships between role ambiguity and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained either through a federal or state grant).

The data indicated there was no relationship between role ambiguity and any of the organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, or innovative or exemplary programs obtained either through a federal or state grant). The correlation coefficient ranged from -.0313 between role ambiguity and innovative or

Table 9
Measures of Association between Role Conflict and Organizational Innovation Variables

Organizational innovation variables	Role conflict		
	Pearson product-moment correlation coefficients between role conflict and each organizational innovation variable	Coefficients of determination between role conflict and each organizational innovation variable	Eta coefficients between role conflict and each organizational innovation variable
Educational programs for adults or the community	-.0203	.0004	.0203
Educational television services	.0413	.0017	.0413
Pupil personnel services	.0636	.0040	.0636
Programs for exceptional children	.0614	.0038	.0614
Planning and technical support services	.0960	.0092	.0960
Innovative or exemplary programs obtained either through a federal or state grant	.1001	.0100	.1001

exemplary programs obtained either through a federal or state grant to $-.0985$ between role ambiguity and planning and technical support services (see Table 10). The proportion of variance in role ambiguity which could be accounted for by any one of the organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained either through a federal or state grant) was less than 1%, r^2 ranged from $.0010$ between role ambiguity and innovative or exemplary programs obtained through a federal or state grant to $.0097$ between role ambiguity and planning and technical support services.

Objective five.

To determine the relationships between role conflict and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).

There was a moderate, positive relationship between role conflict and the question that the school system is under too much pressure from outside sources to determine its own course of action, $r = .3645$ (see Table 11). This coefficient indicated that when the school system was under too much pressure from outside sources to determine its own course of action, school superintendents reported a higher level of conflict. There was a weak, inverse relationship between role conflict and the question that the school system is able to determine its own course of action, $-.2262$. This coefficient indicated that when the

Table 10
Measures of Association between Role Ambiguity and Organizational Innovation Variables

Organizational Innovation variables	Role ambiguity		
	Pearson product-moment correlation coefficients between role ambiguity and each organizational innovation variable	Coefficients of determination between role ambiguity and each organizational innovation variable	Eta coefficients between role ambiguity and each organizational innovation variable
Educational programs for adults or the community	-.0684	.0047	.0684
Educational television services	-.0905	.0082	.0905
Pupil personnel services	-.0834	.0070	.0833
Programs for exceptional children	.0346	.0012	.0346
Planning and technical support services	-.0985	.0097	.0985
Innovative or exemplary programs obtained either through a federal or state grant	-.0313	.0010	.0313

Table 11

Measures of Association between Role Conflict and Administrative Autonomy Variables

	Role conflict		
	Pearson product-moment coefficients between role conflict and each administrative autonomy variable	Coefficients of determination between role conflict and each administrative autonomy variable	Eta coefficients between role conflict and each administrative autonomy variable
Administrative autonomy variables			
The school system is able to determine its own course of action	-.2262*	.0512	.2262
The school system is under too much pressure from outside sources to determine its own course of action	.3645*	.1329	.3644

*p<.05.

school system was able to determine its own course of action, school superintendents reported less conflict about their organizational duties and roles.

The question that the school system is under too much pressure from outside sources to determine its own course of action explained 13.29% of the variance in role conflict. The proportion of variance explained in role conflict by the question the school system is able to determine its own course of action was 5.12%.

Objective six.

To determine the relationships between role ambiguity and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).

The data indicated there was no relationship between role ambiguity and the questions (a) the school system is able to determine its own course of action ($r = .1774$) or (b) the school system is under too much pressure from outside sources to determine its own course of action ($r = -.0829$) (see Table 12). Although the correlation of .1774 between role ambiguity and the question that the school system is able to determine its own course of action was significant at the .05 level, the researcher did not place credence in what the relationships meant because the large sample size increased the probability of finding a significant result given a weak association. It is possible that sets of numbers can yield significant and reasonably high r 's by chance. If an r is calculated from sets of random numbers, you would expect the correlations to be near zero with occasional r 's in the .10's and .20's.

Table 12

Measures of Association between Role Ambiguity and Administrative Autonomy Variables

	Role ambiguity		
	Pearson product-moment correlation coefficients between role ambiguity and each administrative autonomy variable	Coefficients of determination between role ambiguity and each administrative autonomy variable	Eta coefficients between role ambiguity and each administrative autonomy variable
Administrative autonomy variables			
The school system is able to determine its own course of action	.1774*	.0315	.1774
The school system is under too much pressure from outside sources to determine its own course of action	-.0829	.0069	.0829

* $p < .05$.

The proportion of variance explained in role ambiguity by the variable the school system is able to determine its own course of action was 3.15%, and the variance explained by the variable the school system is under too much pressure from outside sources to determine its own course of action was .69%.

Objective seven.

To determine the relationship between role conflict and the position variable (the office was obtained through [a] an election or [b] an appointment).

The data indicated there was no relationship between role conflict and the position variable ($r = .0557$) (see Table 13). The proportion of variance explained in role conflict by the position variable was less than 1% ($r^2 = .0031$).

Objective eight.

To determine the relationship between role ambiguity and the position variable (the office was obtained through [a] an election or [b] an appointment).

The data indicated there was no relationship between role ambiguity and the position variable ($r = .0261$) (see Table 14). The position variable explained a negligible proportion of the variance (.07%) in role ambiguity.

Objective nine.

To determine the relationships between role conflict and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).

The data indicated there was no relationship between role conflict and (a) per pupil expenditure, $r = .1147$, (b) turnover rate of

Table 13
Measures of Association between Role Conflict and the Position Variable

	Role conflict	
The position variable	Pearson product-moment correlation coefficient between role conflict and the position variable	Eta coefficient between role conflict and the position variable
The position was obtained through (a) an election or (b) an appointment	.0557	.0557
		.0031

Table 14

Measures of Association between Role Ambiguity and the Position Variable

	Role ambiguity	
The position variable	Pearson product-moment coefficient between role ambiguity and the position variable	Eta coefficient between role ambiguity and the position variable
The position was obtained through (a) an election or (b) an appointment	.0261	.0261
		.0007

professional staff last year, $r = .0236$, or (c) the size index of schools, $r = .0685$ (see Table 15). Although the correlation of .1147 between role conflict and the variable of per pupil expenditure was significant at the .05 level, the researcher did not place credence in this because the large sample size increased the probability of finding a significant result given a weak association. It is possible that sets of numbers can yield significant and reasonably high r 's by chance. If an r is calculated from sets of random numbers, you would expect the correlations to be near zero with occasional r 's in the .10's and .20's. Any one of the contextual factors explained a negligible proportion of the variance (less than 1.32%) in role conflict. The coefficient of determination ranged from .0006 between role conflict and turnover rate of professional staff last year to .0132 between role conflict and per pupil expenditure.

Objective ten.

To determine the relationships between role ambiguity and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).

The data indicated there was no relationship between role ambiguity and the contextual factors, whether examination was by (a) per pupil expenditure ($r = .0513$), (b) the turnover rate of professional staff last year ($r = .0901$), or (c) size index of schools ($r = -.0875$) (see Table 16). The proportion of variance in role ambiguity attributable to the contextual factors was minute (less than 1%) between role ambiguity and (a) per pupil expenditure ($r^2 = .0026$), (b) turnover

Table 15
Measures of Association between Role Conflict and Contextual Factors

	Role conflict		
Contextual factors	Pearson product-moment correlation coefficients between role conflict and each contextual factor	Coefficients of determination between role conflict and each contextual factor	Eta coefficient between role conflict and each contextual factor
Per pupil expenditure	.1147*	.0132	.1147
Turnover rate of professional staff last year	.0236	.0006	.0236
Size index of schools	.0685	.0047	.0685

* $p < .05$.

Table 16
Measures of Association between Role Ambiguity and Contextual Factors

	Role ambiguity		
Contextual factors	Pearson product-moment correlation coefficients between role ambiguity and each contextual factor	Coefficients of determination between role ambiguity and each contextual factor	Eta coefficients between role ambiguity and each contextual factor
Per pupil expenditure	.0513	.0026	.0513
Turnover rate of professional staff last year	.0901	.0081	.0901
Size index of schools	-.0875	.0077	.0875

rate of professional staff last year ($r^2 = .0081$), and (c) size index of schools ($r^2 = .0077$).

Objective eleven.

To determine the relationships between role conflict and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

The data indicated an r of .2283 between role conflict and the likelihood of leaving their positions and an r of -.2796 between role conflict and satisfaction with their present positions (see Table 17). Both of these r 's indicated a weak relationship. The data suggested that school superintendents who were likely to leave their positions were reporting a higher level of conflict. When the school superintendents were satisfied with their positions, a lower level of conflict about organizational duties and roles was reported. The data indicated that there was no relationship between role conflict and the years in office variable, $r = .0856$. The job satisfaction variables were able to explain the following proportion of variance in role conflict when analyzed from low to high (a) years in office (.73%), (b) likelihood of leaving their positions (5.21%), and (c) satisfaction with their present positions (7.82%).

Objective twelve.

To determine the relationships between role ambiguity and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

The data indicated there was no relationship between role ambiguity and the job satisfaction variables of (a) satisfaction with their

Table 17
Measures of Association between Role Conflict and Job Satisfaction Variables

	Role conflict		
	Pearson product-moment correlation coefficients between role conflict and each job satisfaction variable	Coefficients of determination between role conflict and each job satisfaction variable	Eta coefficients between role conflict and each job satisfaction variable
Job satisfaction variables			
Satisfaction with their present positions	-.2796*	.0782	.2796
Likelihood of leaving their positions	.2283*	.0521	.2283
Years in office	.0856	.0073	.0856

* $p < .05$.

present positions ($r = .1435$), (b) likelihood of leaving their positions ($r = -.1374$), and (c) years in office ($r = .0526$) (see Table 18). Although the correlations of $.1435$ between role ambiguity and satisfaction with their present positions and $-.1374$ between role ambiguity and the likelihood of leaving their positions were significant at the $.05$ level, the researcher did not place credence in what the relationships meant because the large sample size increased the probability of finding a significant result given a weak association. It is possible that sets of numbers can yield significant and reasonably high r 's by chance. If an r is calculated from sets of random numbers, you would expect the correlations to be near zero with occasional r 's in the $.10$'s and $.20$'s. The proportion of variance in role ambiguity which could be accounted for by any one of the job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office) was less than 2.1% , r^2 ranged from $.0028$ between role ambiguity and years in office to $.0206$ between role ambiguity and satisfaction with their present positions.

Analyses of Data by Partial Correlational Techniques

The last four objectives of the study were ascertained by examining the relationships between the dependent and independent variables in the study while controlling separately for the three job satisfaction variables of (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office. The correlation coefficients between the dependent and independent variables obtained from individually partialling out the job

Table 18
Measures of Association between Role Ambiguity and Job Satisfaction Variables

	Role ambiguity		
	Pearson product-moment correlation coefficients between role ambiguity and each job satisfaction variable	Coefficients of determination between role ambiguity and each job satisfaction variable	Eta coefficients between role ambiguity and each job satisfaction variable
Job satisfaction variables			
Satisfaction with their present positions	.1435*	.0206	.1435
Likelihood of leaving their positions	-.1374*	.0189	.1374
Years in office	.0526	.0028	.0526

* $p < .05$.

satisfaction variables were compared with the Pearson product-moment correlation coefficients. In all cases, the partial correlation coefficients were exactly the same as the Pearson r . Once the linear effect of the control variable was removed from both the independent and dependent variables, the simple correlation between these adjusted variables was the partial correlation. The partial correlations were the same as the Pearson r 's because the Pearson correlations between the dependent and independent variables in the study were not very large.

Objective thirteen.

To determine the relationships between role conflict and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

Table 19 depicts the partial correlation coefficients between role conflict and personality variables, controlling separately for (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office. The relationships between role conflict and each personality variable (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor) were not affected by individual indicators of job satisfaction.

Objective fourteen.

To determine the relationships between role ambiguity and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

Table 19
 Partial Correlation Coefficients between Role Conflict
 and Personality Variables,
 Controlling Separately for Satisfaction
 with their Present Positions,
 Likelihood of Leaving their Positions, and Years in Office

Personality variables	Partial correlation coefficient between role conflict and the personality variable indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Ascendancy	.0888	.0888	.0888
Responsibility	.0629	.0629	.0629
Emotional Stability	.0509	.0509	.0509
Sociability	.0512	.0512	.0512
Cautiousness	.0817	.0817	.0817
Original Thinking	.0837	.0837	.0837
Personal Relations	.0810	.0810	.0810
Vigor	.0348	.0348	.0348

Table 20 depicts in tabular form the partial correlation coefficients between role ambiguity and personality variables, controlling separately for (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office. The relationships between role ambiguity and each personality variable (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations and Vigor) were not influenced by individual indicators of job satisfaction.

Objective fifteen.

To determine the relationships between role conflict and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

Partial correlation coefficients are displayed in tabular form between role conflict and (a) organizational innovation variables (see Table 21), (b) administrative autonomy (see Table 22), (c) the position variable (see Table 22), and (d) contextual factors (see Table 23). Partial correlation coefficients are also listed for the job satisfaction variables between role conflict and (a) satisfaction with their present positions and likelihood of leaving their positions, controlling for years in office (see Table 24), (b) satisfaction with their present positions and years in office, partialling out the likelihood of leaving their positions (see Table 25), and (c) likelihood of leaving their positions and years in office, removing the effects of satisfaction with their present positions (see Table 26).

Table 20
 Partial Correlation Coefficients between Role Ambiguity
 and Personality Variables,
 Controlling Separately for Satisfaction
 with their Present Positions,
 Likelihood of Leaving their Positions, and Years in Office

Personality variables	Partial correlation coefficient between role ambiguity and the personality variable indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Ascendancy	-.0346	-.0346	-.0346
Responsibility	-.0250	-.0250	-.0250
Emotional Stability	-.0037	-.0037	-.0037
Sociability	.0339	.0339	.0339
Cautiousness	.0074	.0074	.0074
Original Thinking	-.0615	-.0615	-.0615
Personal Relations	-.0048	-.0048	-.0048
Vigor	-.0588	-.0588	-.0588

Table 21

Partial Correlation Coefficients between Role Conflict
and Organizational Innovation Variables,
Controlling Separately for Satisfaction
with their Present Positions,
Likelihood of Leaving their Positions, and Years in Office

Organizational innovation variables	Partial correlation coefficient between role conflict and the organizational innovation variable indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Educational programs for adults or the community	-.0203	-.0203	-.0203
Educational television services	.0413	.0413	.0413
Pupil personnel services	.0636	.0636	.0636
Programs for exceptional children	.0614	.0614	.0614
Planning and technical support services	.0960	.0960	.0960
Innovative or exemplary programs obtained either through a federal or state grant	.1001	.1001	.1001

Table 22

Partial Correlation Coefficients between Role Conflict
and Administrative Autonomy and Position Variables,
Controlling Separately for Satisfaction
with their Present Positions,
Likelihood of Leaving their Positions, and Years in Office

Partial correlation coefficient between role conflict and the organizational variable indicated, controlling for			
Organizational variables	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Administrative autonomy variables			
The school system is able to determine its own course of action	-.2262*	-.2262*	-.2262*
The school system is under too much pressure from outside sources to determine its own course of action	.3645*	.3645*	.3645*
The position variable			
The position was obtained through (a) an election or (b) an appointment	.0557	.0557	.0557

* $p < .05$.

Table 23
 Partial Correlation Coefficients between Role Conflict
 and Contextual Factors,
 Controlling Separately for Satisfaction
 with their Present Positions,
 Likelihood of Leaving their Positions, and Years in Office

Contextual factors	Partial correlation coefficient between role conflict and the contextual factor indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Per pupil expenditure	.1147*	.1147*	.1147*
Turnover rate of professional staff last year	.0236	.0236	.0236
Size index of schools	.0685	.0685	.0685

* $p < .05$.

Table 24
 Partial Correlation Coefficients between Role Conflict
 and Satisfaction with their Present Positions and
 Likelihood of Leaving their Positions,
 Controlling for Years in Office

Indicators of job satisfaction	Partial correlation coefficient between role conflict and satisfaction with their present positions and likelihood of leaving their positions, controlling for years in office
Satisfaction with their present positions	-.2796*
Likelihood of leaving their positions	.2283*

* $p < .05$.

Table 25

Partial Correlation Coefficients between Role Conflict
and Satisfaction with their Present Positions and
Years in Office,
Controlling for Likelihood of Leaving their Positions

Indicators of job satisfaction	Partial correlation coefficient between role conflict and satisfaction with their present positions, and years in office, controlling for likelihood of leaving their positions
Satisfaction with their present positions	-.2796*
Years in office	.0856

* $p < .05$.

Table 26

Partial Correlation Coefficients between Role Conflict
and Likelihood of Leaving their Positions and
Years in Office,
Controlling for Satisfaction with their Present Positions

Indicators of job satisfaction	Partial correlation coefficient between role conflict and likelihood of leaving their positions and years in office, controlling for satisfaction with their present positions
Likelihood of leaving their positions	.2283*
Years in office	.0856

* $p < .05$.

The relationships between role conflict and each organizational variable were not affected by individual indicators of job satisfaction. This showed that the relationships between role conflict and each organizational variable were not a function of the job satisfaction variables of (a) satisfaction with their present positions, (b) likelihood of leaving their positions, or (c) years in office, but that there was an independent relationship between role conflict and each organizational variable.

Objective sixteen.

To determine the relationships between role ambiguity and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

Partial correlation coefficients are presented in tabular format between role ambiguity and (a) organizational innovation variables (see Table 27), (b) administrative autonomy variables (see Table 28), (c) the position variable (see Table 28), and (d) contextual factors (see Table 29). Partial correlation coefficients are also illustrated for the job satisfaction variables between role ambiguity and (a) satisfaction with their present positions and likelihood of leaving their positions, controlling for years in office (see Table 30), (b) satisfaction with their present positions and years in office, controlling for likelihood of leaving their positions (see Table 31), and (c) likelihood of leaving their positions and years in office, controlling for satisfaction with their present positions (see Table 32).

Table 27
 Partial Correlation Coefficients between Role Ambiguity
 and Organizational Innovation Variables,
 Controlling Separately for Satisfaction
 with their Present Positions,
 Likelihood of Leaving their Positions, and Years in Office

Organizational innovation variables	Partial correlation coefficient between role ambiguity and the organizational innovation variable indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Educational programs for adults or the community	-.0684	-.0684	-.0684
Educational television services	-.0905	-.0905	-.0905
Pupil personnel services	-.0834	-.0834	-.0834
Programs for exceptional children	.0346	.0346	.0346
Planning and technical support services	-.0985	-.0985	-.0985
Innovative or exemplary programs obtained either through a federal or state grant	-.0313	-.0313	-.0313

Table 28

Partial Correlation Coefficients between Role Ambiguity
and Administrative Autonomy and Position Variables,
Controlling Separately for Satisfaction
with their Present Positions,
Likelihood of Leaving their Positions, and Years in Office

Organizational variables	Partial correlation coefficient between role ambiguity and the organizational variable indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Administrative autonomy variables			
The school system is able to determine its own course of action	.1774*	.1774*	.1774*
The school system is under too much pressure from outside sources to determine its own course of action	-.0829	-.0829	-.0829
The position variable			
The position was obtained through (a) an election or (b) an appointment	.0261	.0261	.0261

* $p < .05$.

Table 29
 Partial Correlation Coefficients between Role Ambiguity
 and Contextual Factors,
 Controlling Separately for Satisfaction
 with their Present Positions,
 Likelihood of Leaving their Positions, and Years in Office

Contextual factors	Partial correlation coefficient between role ambiguity and the contextual factor indicated, controlling for		
	Satisfaction with their present positions	Likelihood of leaving their positions	Years in office
Per pupil expenditure	.0513	.0513	.0513
Turnover rate of professional staff last year	.0901	.0901	.0901
Size index of schools	-.0875	-.0875	-.0875

Table 30
 Partial Correlation Coefficients between Role Ambiguity
 and Satisfaction with their Present Positions and
 Likelihood of Leaving their Positions,
 Controlling for Years in Office

Indicators of job satisfaction	Partial correlation coefficient between role ambiguity and satisfaction with their present positions and likelihood of leaving their positions, controlling for years in office
Satisfaction with their present positions	.1435*
Likelihood of leaving their positions	-.1374*

* $p < .05$.

Table 31

Partial Correlation Coefficients between Role Ambiguity
and Satisfaction with their Present Positions and
Years in Office,
Controlling for Likelihood of Leaving their Positions

Indicators of job satisfaction	Partial correlation coefficient between role ambiguity and satisfaction with their present positions, and years in office, controlling for likelihood of leaving their positions
Satisfaction with their present positions	.1435*
Years in office	.0526

* $p < .05$.

Table 32

Partial Correlation Coefficients between Role Ambiguity
and Likelihood of Leaving their Positions and
Years in Office,
Controlling for Satisfaction with their Present Positions

Indicators of job satisfaction	Partial correlation coefficient between role ambiguity and likelihood of leaving their positions and years in office, controlling for satisfaction with their present positions
Likelihood of leaving their positions	-.1374*
Years in office	.0526

* $p < .05$.

The relationships between role ambiguity and each organizational variable were not influenced by individual indicators of job satisfaction. Thus, the data indicated that the partial correlations in the study under investigation did not (a) locate any spurious relationships, (b) aid in determining the importance of any intervening variables, and (c) assist the researcher in uncovering any relationships where none appeared to exist.

SUMMARY

This chapter has been devoted to a presentation of the analyses of data collected from school superintendents in the Southeastern Region of the United States. The design treated the role conflict and role ambiguity variables as dependent and the personality and organizational variables as independent.

The eight personality variables were (a) Ascendancy, (b) Responsibility, (c) Emotional Stability, (d) Sociability, (e) Cautiousness, (f) Original Thinking, (g) Personal Relations, and (h) Vigor. There were 15 organizational variables (a) six for organizational innovation (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant), (b) two for administrative autonomy (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action), (c) one

for the position variable, (d) three for contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools), and (e) three for job satisfaction (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

The data indicated there was no relationship between the dependent variables of (a) role conflict and (b) role ambiguity and (a) the personality variables, (b) the organizational innovation variables, (c) the position variable, or (d) the contextual factors. The data also indicated there was no relationship between role ambiguity and (a) the administrative autonomy variables or (b) the job satisfaction variables. There was also no relationship indicated by the data between role conflict and the job satisfaction variable of years in office.

There was a moderate, positive relationship between role conflict and the question that the school system is under too much pressure from outside sources to determine its own course of action. When the school system was under too much pressure from outside sources to determine its own course of action, school superintendents reported a higher level of conflict. When the school system was able to determine its own course of action, school superintendents reported less conflict about their organizational duties and roles.

There was a weak, positive relationship between role conflict and the job satisfaction variable of the likelihood of leaving their positions and a weak, inverse relationship between role conflict and the job satisfaction variable of satisfaction with their present positions. The data suggested that school superintendents who were likely to leave

their positions were reporting a higher level of conflict. When the school superintendents were satisfied with their present positions, a lower level of conflict about organizational duties and roles was reported.

The administrative autonomy variable of the school system is under too much pressure from outside sources to determine its own course of action accounted for the largest proportion of variance in role conflict. The highest proportion of variance in role ambiguity was accounted for by the administrative autonomy variable of the school system is able to determine its own course of action.

Role conflict and role ambiguity in all cases were more directly related to organizational variables than to personality variables. However, the organizational variables did not explain as large an amount of variance in role ambiguity as they did in role conflict. The relationships between (a) role conflict and personality variables, (b) role ambiguity and personality variables, (c) role conflict and organizational variables, and (d) role ambiguity and organizational variables were not affected by partialling out individually the job satisfaction variables.

This chapter has presented the data gathered in response to the objectives posited by the investigator in the study. A presentation of the summary, discussion, conclusions, and recommendations is contained in Chapter 5.

CHAPTER 5

SUMMARY, DISCUSSION, AND CONCLUSIONS

SUMMARY

The Problem

The central problem in this investigation was to explore antecedent factors associated with role conflict and role ambiguity in the office of the school superintendent. Specifically, this study responded to the questions regarding:

1. What are the relationships between role conflict and personality variables and between role ambiguity and personality variables?
2. What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables?
3. What are the relationships between role conflict and personality variables and between role ambiguity and personality variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)?
4. What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)?

The Objectives

The following objectives were examined:

1. To determine the relationships between role conflict and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).
2. To determine the relationships between role ambiguity and each of eight personality variables (Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, and Vigor).
3. To determine the relationships between role conflict and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant).
4. To determine the relationships between role ambiguity and each of six organizational innovation variables (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant).
5. To determine the relationships between role conflict and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
6. To determine the relationships between role ambiguity and each of two administrative autonomy variables (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).

7. To determine the relationship between role conflict and the position variable (the office was obtained through [a] an election or [b] an appointment).
8. To determine the relationship between role ambiguity and the position variable (the office was obtained through [a] an election or [b] an appointment).
9. To determine the relationships between role conflict and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
10. To determine the relationships between role ambiguity and each of three contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
11. To determine the relationships between role conflict and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
12. To determine the relationships between role ambiguity and each of three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
13. To determine the relationships between role conflict and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
14. To determine the relationships between role ambiguity and each personality variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
15. To determine the relationships between role conflict and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).
16. To determine the relationships between role ambiguity and each organizational variable while controlling separately for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

The Methods and Procedures

The design treated the role conflict and role ambiguity variables as dependent and the personality and organizational variables as independent. The eight personality variables were (a) Ascendancy, (b) Responsibility, (c) Emotional Stability, (d) Sociability, (e) Cautiousness, (f) Original Thinking, (g) Personal Relations, and (h) Vigor. There were 15 organizational variables (a) six for organizational innovation, (b) two for administrative autonomy, (c) one for the position variable, (d) three for contextual factors, and (e) three for job satisfaction. The variables were translated into operational definitions, and scales were constructed for each of them. Personality was operationalized by the Gordon Personal Profile, and Inventory. These were then used in a correlational analysis to explain the personality and organizational dimensions found.

The study used a self-rating questionnaire methodology. The sample population, selected through a systematic sampling procedure, consisted of 366 school superintendents from the Southeastern Region of the United States.

The Findings

There were two follow-up letters and packets of information mailed to the superintendents seeking their cooperation in the study. Those who responded to the initial request for completion of the questionnaires were termed Group A and those in the sample who replied only

after the first and second follow-up letters and surveys had been mailed were called Group B. Two over-all F tests were run for the dependent variables of role conflict and role ambiguity. Neither test was significant at the .05 level. Therefore, Group A and Group B were combined for data analyses.

The first twelve objectives of the study were assessed by examining (a) the Pearson product-moment correlation coefficients, (b) the coefficients of determination, and (c) the eta coefficients. The last four objectives of the study were ascertained by analyzing the relationships between the dependent and independent variables in the study while controlling separately for the three job satisfaction variables of (a) satisfaction with their present positions, (b) likelihood of leaving their positions, and (c) years in office. Summary tables of Pearson correlations and coefficients of determination between (a) role conflict and role ambiguity and personality variables (see Table 33) and (b) role conflict and role ambiguity and organizational variables (see Table 34) were listed for each of the variables in the study.

The data indicated the following:

1. There was no relationship between role conflict and the personality variables of (a) Ascendancy, (b) Responsibility, (c) Emotional Stability, (d) Sociability, (e) Cautiousness, (f) Original Thinking, (g) Personal Relations, or (h) Vigor.
2. There was no relationship between role conflict and the organizational innovation variables of (a) educational programs

Table 33
 Summary Table of
 Pearson Correlations and Coefficients of Determination
 between Role Conflict and
 Role Ambiguity and Personality Variables

Personality variables	<u>Role conflict</u>		<u>Role ambiguity</u>	
	<u>r</u>	<u>r²</u>	<u>r</u>	<u>r²</u>
Ascendancy	.0888	.0079	-.0346	.0012
Responsibility	.0629	.0040	-.0250	.0006
Emotional Stability	.0509	.0026	-.0037	.0000
Sociability	.0512	.0026	.0339	.0011
Cautiousness	.0817	.0067	.0074	.0001
Original Thinking	.0837	.0070	-.0615	.0038
Personal Relations	.0810	.0066	-.0048	.0000
Vigor	.0348	.0012	-.0588	.0035

Table 34
 Pearson Correlations and Coefficients of Determination
 between Role Conflict and
 Role Ambiguity and Organizational Variables

Organizational variables	Role conflict		Role ambiguity	
	<u>r</u>	<u>r²</u>	<u>r</u>	<u>r²</u>
Organizational innovation				
Educational programs for adults or the community	-.0203	.0004	-.0684	.0047
Educational television services	.0413	.0017	-.0905	.0082
Pupil personnel services	.0636	.0040	-.0834	.0070
Programs for exceptional children	.0614	.0038	.0346	.0012
Planning and technical support services	.0960	.0092	-.0985	.0097
Innovative or exemplary programs obtained either through a federal or state grant	.1001	.0100	-.0313	.0010
Administrative autonomy				
The school system is able to determine its own course of action	-.2262*	.0512	.1774*	.0315
The school system is under too much pressure from outside sources to determine its own course of action	.3645*	.1329	-.0829	.0069
Position variable				
The position was obtained through (a) an election or (b) an appointment	.0557	.0031	.0261	.0007
Contextual factors				
Per pupil expenditure	.1147*	.0132	.0513	.0026
Turnover rate of professional staff last year	.0236	.0006	.0901	.0081
Size index of schools	.0685	.0047	-.0875	.0077
Job satisfaction				
Satisfaction with their present positions	-.2796*	.0782	.1435*	.0206
Likelihood of leaving their positions	.2283*	.0521	-.1374*	.0189
Years in office	.0856	.0073	.0526	.0028

*p<.05.

for adults or the community, (b) educational television services, (c) pupil personnel services, (d) programs for exceptional children, (e) planning and technical support services, or (f) innovative or exemplary programs obtained through a federal or state grant.

3. There was a moderate, positive relationship between role conflict and the administrative autonomy variable of the question that the school system is under too much pressure from outside sources to determine its own course of action.
4. There was a weak, inverse relationship between role conflict and the administrative autonomy variable of the question that the school system is able to determine its own course of action.
5. There was no relationship between role conflict and the position variable.
6. There was no relationship between role conflict and the contextual factors of (a) per pupil expenditure, (b) turnover rate of professional staff last year, or (c) a size index of schools.
7. There was a weak, positive relationship between role conflict and the job satisfaction variable of the likelihood of leaving their positions.
8. There was a weak, inverse relationship between role conflict and the job satisfaction variable of satisfaction with their present positions.

9. There was no relationship between role conflict and the job satisfaction variable of years in office.
10. There was no relationship between role ambiguity and any of the personality variables of (a) Ascendancy, (b) Responsibility, (c) Emotional Stability, (d) Sociability, (e) Cautiousness, (f) Original Thinking, (g) Personal Relations, or (h) Vigor.
11. There was no relationship between role ambiguity and any of the organizational innovation variables of (a) educational programs for adults or the community, (b) educational television services, (c) pupil personnel services, (d) programs for exceptional children, (e) planning and technical support services, or (f) innovative or exemplary programs obtained through a federal or state grant.
12. There was no relationship between role ambiguity and the administrative autonomy variables of the questions that (a) the school system is able to determine its own course of action or (b) the school system is under too much pressure from outside sources to determine its own course of action.
13. There was no relationship between role ambiguity and the position variable.
14. There was no relationship between role ambiguity and the contextual factors of (a) per pupil expenditure, (b) turnover rate of professional staff last year, or (c) a size index of schools.
15. There was no relationship between role ambiguity and the job satisfaction variables of (a) satisfaction with their present

positions, (b) likelihood of leaving their positions, or (c) years in office.

The administrative autonomy variable of the school system is under too much pressure from outside sources to determine its own course of action accounted for the largest proportion of variance in role conflict (13.29%). The job satisfaction variables of (a) satisfaction with their present positions and (b) likelihood of leaving their positions were able to account for 7.82% and 5.21% of the variance respectively. The proportion of variance in role conflict accounted for by the administrative autonomy variable of the school system is able to determine its own course of action was 5.12% and by the contextual factor of per pupil expenditure was 1.32%. The other independent variables in the study were able to explain a negligible proportion of the variance in role conflict (less than 1%).

The highest proportion of variance in role ambiguity (3.15%) was accounted for by the administrative autonomy variable of the school system is able to determine its own course of action. The variance in role ambiguity attributable to the job satisfaction variables of (a) satisfaction with their present positions and (b) the likelihood of leaving their positions was 2.06% and 1.89% respectively. The other independent variables in the study were able to explain a negligible proportion of the variance in role ambiguity (less than 1%).

The relationships between (a) role conflict and personality variables, (b) role ambiguity and personality variables, (c) role conflict and organizational variables, and (d) role ambiguity and organizational variables were not affected by partialling out

individually the job satisfaction variables of (a) satisfaction with their present positions, (b) the likelihood of leaving their positions, and (c) years in office. The partial correlational technique did not aid the researcher in (a) locating any spurious relationships, (b) determining the importance of any intervening variables, or (c) uncovering any relationships where none appeared to exist.

DISCUSSION

The researcher next examined the issues raised in the statement of the problem. These questions were responded to individually for the first two questions and the last two queries were combined to facilitate meaningfulness. The variables included in the study are reviewed as an expedient for clarity and succinctness. The dependent variables were:

1. Role conflict.
2. Role ambiguity.

The eight personality variables were:

1. Ascendancy.
2. Responsibility.
3. Emotional Stability.
4. Sociability.
5. Cautiousness.
6. Original Thinking.
7. Personal Relations.
8. Vigor.

There were 15 organizational variables:

1. Six for organizational innovation (educational programs for adults or the community, educational television services, pupil personnel services, programs for exceptional children, planning and technical support services, and innovative or exemplary programs obtained through a federal or state grant).
2. Two for administrative autonomy (the school system is able to determine its own course of action and the school system is under too much pressure from outside sources to determine its own course of action).
3. One for the position variable.
4. Three for contextual factors (per pupil expenditure, turnover rate of professional staff last year, and a size index of schools).
5. Three for job satisfaction (satisfaction with their present positions, likelihood of leaving their positions, and years in office).

A discussion of the salient features, interpretations, and conclusions of the research findings follows.

Question One

"What are the relationships between role conflict and personality variables and between role ambiguity and personality variables?"

The data indicated there was no relationship between role conflict and personality variables or between role ambiguity and personality variables. The personality variables had little or no effect on the

topics under investigation, suggesting that personality variables were not very important to role conflict or role ambiguity. Therefore, the level of conflict or ambiguity in the office of the school superintendency does not appear to be a function of the personality characteristics of the person occupying the role.

Question Two

"What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables?"

The data indicated there was no relationship between role conflict and organizational innovation variables or between role ambiguity and the organizational innovation variables. This suggested that organizational innovation variables were not very important to role conflict or role ambiguity or the instruments used in the study were not valid measures of the phenomena. Therefore, the types of programs or services that the school system offers to the community does not appear to be related to the level of conflict or ambiguity in the office of the school superintendency. The findings of this research in regards to the lack of relationship between role conflict and organizational innovation were contradictory to the theoretical formulations of Kahn et. al. (1964).

The data indicated a moderate, positive relationship between role conflict and the administrative autonomy variable of the question that the school system is under too much pressure from outside sources to determine its own course of action. When the school system was under too much pressure from outside sources to determine its own course of

action, school superintendents reported a higher level of conflict. The data indicated a weak, inverse relationship between role conflict and the question that the school system is able to determine its own course of action. When the school system was able to determine its own course of action, school superintendents reported less conflict about their organizational duties and roles. The results suggested that, although school superintendents had the capacity to adjust to inconsistent or competing demands from within their own school structure, they might not be equally well prepared to function in the absence of the usual bureaucratic procedures and policies. When there were too many pressures from outside sources which interfered with the school system's ability to determine its own course of action, it appeared that the superintendents lacked formal authority over those outside their organization and needed to rely on personal sources of power and influence rather than standard operating procedures. The findings suggested that negotiating with outside groups increased the stressful aspects of the superintendency. The administrative autonomy variable of the school system is under too much pressure from outside sources to determine its own course of action explained the highest proportion of variance in role conflict. The data indicated there was no relationship between role ambiguity and the administrative autonomy variables. The variable of the school system is able to determine its own course of action was able to explain the largest proportion of variance in role ambiguity; however, this was a meager amount.

The data indicated there was no relationship between role conflict and the position variable or between role ambiguity and the position

variable. The data also indicated there was no relationship between role conflict and the contextual factors or between role ambiguity and the contextual factors. This suggested that the position variable and the contextual factors were not very important to role conflict or role ambiguity or else the instruments used in the study were not valid measures of the events.

The data indicated a weak, positive relationship between role conflict and the likelihood of leaving their positions and a weak, inverse relationship between role conflict and satisfaction with their present positions. The data suggested that school superintendents who were likely to leave their positions were reporting a higher level of conflict. When the school superintendents were satisfied with their present positions, a lower level of conflict about organizational duties and roles was reported. The data suggested that it is conceivable that the decreased length of term in office of a school superintendent may be associated with conflict concerning their organizational duties and roles. The job satisfaction variable of satisfaction with their present positions explained the second highest proportion of variance in role conflict. Data analysis indicated there was no relationship between role conflict and the job satisfaction variable of years in office. The data also indicated there was no relationship between role ambiguity and the job satisfaction variables. The analysis of the data indicated that (a) satisfaction with their present positions and (b) likelihood of leaving their positions had a weak correlation with role conflict but not with role ambiguity.

Role conflict and role ambiguity in all cases were more directly related to organizational variables than to personality variables. However, the organizational variables did not explain as large an amount of variance in role ambiguity as they did in role conflict. This suggested that internal characteristics of the school system seemed to promote a superintendent's ability to anticipate or predict the outcomes of his decisions.

Questions Three and Four

What are the relationships between role conflict and personality variables and between role ambiguity and personality variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)?

What are the relationships between role conflict and organizational variables and between role ambiguity and organizational variables when controlling for the three job satisfaction variables (satisfaction with their present positions, likelihood of leaving their positions, and years in office)?

The relationships between (a) role conflict and personality variables, (b) role ambiguity and personality variables, (c) role conflict and organizational variables, and (d) role ambiguity and organizational variables were not affected by partialling out separately the three job satisfaction variables. The relationships between the dependent and independent variables in the study were not influenced by individual indicators of job satisfaction. This was because the Pearson correlations between the dependent and independent variables in the study were not very large. The partial correlational technique did not aid the researcher in (a) locating any spurious relationships,

(b) determining the importance of any intervening variables, or (c) uncovering any relationships were none appeared to exist. This indicated that the relationships between the dependent and independent variables in the study were independent of the job satisfaction variables.

CONCLUSIONS AND IMPLICATIONS

An exhaustive and comprehensive evaluation of the data and findings of the study provided a basis for making the following conclusions and implications. It is recommended that generalizing the findings of this study to similar populations should be performed with caution. The results may provide some useful inferences for top administrators, prospective superintendents, boards of education, and training institutions. Implications of the findings of the study are included under each of the conclusions.

1. The concept of personality, as measured by the Gordon Personal Profile, and Inventory was not related to the level of conflict and ambiguity in the school superintendency.

Implications: The focal person in the administrative office does not contribute to the environmental conditions of conflict and ambiguity. Personality neither influences conflict nor does the way in which roles are performed create stress. This study indicated that a psychological model of explaining conflict and ambiguity by individual personality

characteristics of the person occupying the role was not a plausible one.

2. The types of programs or services which a school system offers to the community was not related to the level of role conflict and role ambiguity in the superintendency.

Implications: The environmental contexts in which school systems exist in terms of innovation do not influence conflict or ambiguity. Change in the internal structure of the system insofar as this relates to new programs being offered to the community or the addition of specialists to staffs is not related to stress in the superintendency.

3. When the school system was under too much pressure from outside sources to determine its own course of action, school superintendents reported a higher level of conflict. When the school system was able to determine its own course of action, the superintendents reported less conflict about their organizational duties and roles. The results suggested that, although school systems had the capacity to adjust to inconsistent or competing demands from within their own school structure, they might not be equally well prepared to function in the absence of the usual bureaucratic procedures and policies.

Implications: Programs to effectively eliminate or cope with the pressures from outside sources would be

difficult. Stress coming from outside the school system typically cannot be controlled. A better understanding, however, of the processes involved in dealing with pressures from outside sources might be helpful. Workshops or sessions could be conducted for students or practitioners of school administration. These courses could be oriented toward clarification and understanding in order to assist in providing some better coping techniques in managing appropriately with outside sources of pressures.

4. The method by which a superintendent is appointed to his position, whether by election or appointment, does not influence the reported level of conflict or ambiguity.

Implications: The amount of conflict or ambiguity which a school superintendent encounters is not a function of the way in which the position was obtained, whether by appointment or election.

5. The per pupil expenditure, or current operating expenses including federal, state, and local funding; the annual turnover rate of professional staff; and the size index of schools were not related to conflict or ambiguity in the school superintendency.

Implications: The wealth of the school district, the turnover rate of their teaching staffs, and the size of

their schools are not factors in the degree of experienced conflict and ambiguity in the top administrative position.

6. School superintendents who were likely to leave their positions were reporting a higher level of conflict. When the superintendents were satisfied with their present positions, a lower level of conflict about organizational duties and roles was reported.

Implications: It is possible that the length of term in office of a school superintendent (currently less than 3 years) may be associated with conflict about organizational duties and roles, since this study suggested that the demands of the duties and responsibilities placed upon the superintendents were not congruent with their personal needs.

7. The number of years a superintendent has occupied his position did not influence the reported level of experienced conflict or ambiguity.

Implications: The environmental conditions of conflict and ambiguity in the office of the school superintendency is not a function of the number of years a superintendent has been in his position (whether 1 or 30 years).

SUGGESTIONS FOR FURTHER RESEARCH

Since the results of the foregoing data revealed a large amount of unexplained variance in role conflict and role ambiguity, it is evident that further research is needed to explain adequately the antecedent factors associated with role conflict and role ambiguity in the office of the school superintendent. The most obvious problem revealed by the study is the need for further investigation into the relationships between (a) role conflict and (b) role ambiguity and the different sources of pressures outside the school system which interfere with the school system's determining its own course of action. Many of the school superintendents noted on their questionnaires that external demands from the federal and state governments for compliance with rules and regulations interfered with their school system being able to determine its own course of action and perhaps merits further investigation.

It is suggested that future research should focus not only on organizational variables but also on the boundary spanning role (a school system's contacts with outside organizations) of the occupant of the school superintendency in order to better predict role conflict and role ambiguity. Further conceptual development (identification of additional or substitutable explanatory concepts) and attempts at verification are indicated.

It is the researcher's opinion that further study is needed along the lines of comparing school superintendents with other occupational groups, like corporate executives or top-level management. The data

contained in the study could be further analyzed by multiple regression analysis and might well result in more explainable concepts.

These and many other questions do merit further attention if the topics of role conflict and role ambiguity in the office of the school superintendent are to be fully explicated. The researcher recognized that this study represented an initial effort to learn more about the complex concept of antecedent factors of role conflict and role ambiguity in the school superintendency.

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APPENDIXES

APPENDIX A
MEASURES USED IN STUDY

ROLE CONFLICT ITEMS

1. I have enough time to complete my work.
2. I have to do things that should be done differently.
3. I am able to act the same regardless of the group I am with.
4. I work under incompatible policies and guidelines.
5. I receive assignments without the manpower to complete them.
6. I have to buck a rule or policy in order to carry out an assignment.
7. I have just the right amount of work to do.
8. I receive incompatible requests from two or more people.
9. I do things that are apt to be accepted by one person and not accepted by others.
10. I receive assignments without adequate resources and materials to execute them.
11. I work on unnecessary things.

ROLE AMBIGUITY ITEMS

1. I feel certain about how much authority I have.
2. I have clear, planned goals and objectives for my job.
3. I have a lack of guidelines to help me.
4. I know that I have divided my time properly.
5. I know what my responsibilities are.
6. I have to "feel my way" in performing my duties.
7. I know exactly what is expected of me.

8. I am told how well I am doing my job.
9. I receive a clear explanation of what has to be done.
10. I have to work under vague directives or orders.
11. I do not know if my work will be acceptable to others.

ORGANIZATIONAL VARIABLES

Organizational Innovation Items

1. Educational programs for adults or the community.
2. Educational television services.
3. Pupil personnel services--psychologists, social workers and/or attendance workers, or dental care.
4. Programs for exceptional children--retarded, learning disabled, behaviorally disordered, blind, deaf, or multiply handicapped.
5. Planning and technical support services to community agencies.
6. Innovative or exemplary programs obtained either through a federal or state grant.

Administrative Autonomy Items

1. The school system is able to determine its own course of action.
2. The school system is under too much pressure from outside sources to determine its own course of action.

The Position

1. The position was obtained through (a) an election or (b) an appointment.

Contextual Factors

1. Per pupil expenditure. (This refers to current operating expenses including federal, state, and local funding.)
2. The turnover rate of professional staff last year.
3. Number of students in the school system.
4. Number of schools in the school system.

Job Satisfaction Items

1. Satisfaction with their present position.
2. The likelihood of their taking a position with another organization, other than an educational agency, with similar salary and fringe benefits.
3. Number of years they have been a school superintendent.

APPENDIX B
THE QUESTIONNAIRE

SOUTHEASTERN SURVEY OF SCHOOL SUPERINTENDENTS

This study is intended to report information related to characteristics of school superintendents and their perceptions of current issues in education.

Completion of this questionnaire will take a short time. Please respond to all requested information in the order presented and return AS SOON AS POSSIBLE in the enclosed postage-paid envelope.

SECTION I

Instructions: Please respond to the questions in this section of the survey by circling the response that you believe is most accurate. Do not put your name on any of the sheets.

SA = Strongly Agree A = Agree U = Uncertain D = Disagree SD = Strongly Disagree

- | | | | | | |
|--|---------|--------|--------|--------|---------|
| 1. I have enough time to complete my work. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 2. I have to do things that should be done differently. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 3. I am able to act the same regardless of the group I am with. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 4. I work under incompatible policies and guidelines. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 5. I receive assignments without the manpower to complete them. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 6. I have to buck a rule or policy in order to carry out an assignment. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 7. I have just the right amount of work to do. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 8. I receive incompatible requests from two or more people. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 9. I do things that are apt to be accepted by one person and not accepted by others. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 10. I receive assignments without adequate resources and materials to execute them. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 11. I work on unnecessary things. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 12. I feel certain about how much authority I have. | SA
1 | A
2 | U
3 | D
4 | SD
5 |
| 13. I have clear, planned goals and objectives for my job. | SA
1 | A
2 | U
3 | D
4 | SD
5 |

SA = Strongly Agree A = Agree U = Uncertain D = Disagree SD = Strongly Disagree

14. I have a lack of guidelines to help me.	SA 1	A 2	U 3	D 4	SD 5
15. I know that I have divided my time properly.	SA 1	A 2	U 3	D 4	SD 5
16. I know what my responsibilities are.	SA 1	A 2	U 3	D 4	SD 5
17. I have to "feel my way" in performing my duties.	SA 1	A 2	U 3	D 4	SD 5
18. I know exactly what is expected of me.	SA 1	A 2	U 3	D 4	SD 5
19. I am told how well I am doing my job.	SA 1	A 2	U 3	D 4	SD 5
20. I receive a clear explanation of what has to be done.	SA 1	A 2	U 3	D 4	SD 5
21. I have to work under vague directives or orders.	SA 1	A 2	U 3	D 4	SD 5
22. I do not know if my work will be acceptable to others.	SA 1	A 2	U 3	D 4	SD 5
23. The school system is able to determine its own course of action.	SA 1	A 2	U 3	D 4	SD 5
24. The school system is under too much pressure from outside sources to determine its own course of action.	SA 1	A 2	U 3	D 4	SD 5

SECTION II

Instructions: Please respond to the questions in this section of the survey by circling the response that you believe is most accurate.

1. Does your school system offer any of the following programs or services:
- | | | |
|---|----------|---------|
| a. Educational programs for adults or the community. | Yes
1 | No
0 |
| b. Educational television services. | Yes
1 | No
0 |
| c. Pupil personnel services--psychologists, social workers and/or attendance workers, or dental care. | Yes
1 | No
0 |

- d. Programs for exceptional children--retarded, learning disabled, behaviorally disordered, blind, deaf, or multiply handicapped. Yes ₁ No ₀
- e. Planning and technical support services to community agencies. Yes ₁ No ₀
- f. Innovative or exemplary programs obtained either through a federal or state grant. Yes ₁ No ₀
2. What would you estimate to be the turnover rate of professional staff in your school system last year?
- 1-3% ₁ 4-6% ₂ 7-9% ₃ 10-12% ₄ 13-15% ₅ 16-18% ₆ 19-21% ₇ 22-24% ₈
- If higher than 24%, put percentage _____.
3. Were you elected or appointed to your position?
- Elected ₁ Appointed ₂
4. Are you satisfied with your present position?
- Very Satisfied ₁ Quite Satisfied ₂ Somewhat Satisfied ₃ Somewhat Dissatisfied ₄ Quite Dissatisfied ₅ Very Dissatisfied ₆
5. If you were offered a position tomorrow with an organization, other than an educational agency, with similar salary and fringe benefits, how likely would you be to accept?
- Very Likely ₁ Quite Likely ₂ Somewhat Likely ₃ Somewhat Unlikely ₄ Quite Unlikely ₅ Very Unlikely ₆

SECTION III

Instructions: Please respond to the questions in this section of the survey by filling in the correct number in the spaces provided.

1. What is the per pupil expenditure in your school system?
(This refers to current operating expenses including federal, state, and local funding.)
- _____ (Dollar Amount).
2. How many students are currently enrolled in your school system?
- _____ (Actual Number).
3. How many schools are there in your school system?
- _____ (Actual Number).
4. How many years have you been a school superintendent?
- _____ (Actual Number).

Please write any comments on the reverse side that you would like to make regarding the survey.

APPENDIX C

THE COVER LETTER FOR THE QUESTIONNAIRE

COLLEGE OF EDUCATION



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

Blacksburg, Virginia 24061

February 14, 1978

Dear Sir:

A research project on school superintendents in the Southeastern Region of the United States is currently being conducted by Janice Lawrence, a doctoral student in educational administration. Your name has been included in the sampling procedure for the study. Your responses will be confidential, and the only reason the questionnaires are numbered is so that follow-ups can be made.

Will you please assist in this project by completing and returning the enclosed questionnaires in the self-addressed stamped envelope. Ultimately the value of this research hinges upon your assistance which is both necessary and vital for the success of the study.

Thank you for your cooperation and assistance in this matter.

Yours truly,

Martha Harder

Martha Harder, Ed.D.
Chairperson, Dissertation Committee

cc: Janice Lawrence

Enclosures

APPENDIX D

THE FIRST FOLLOW-UP LETTER FOR THE QUESTIONNAIRE

Janice Lawrence
828 Carroll Road
Charleston, WV 25314

March 17, 1978

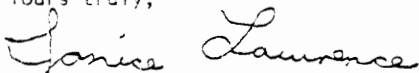
Dear Sir:

Approximately four weeks ago you received a letter and questionnaires from the Chairperson of my Dissertation Committee, Dr. Martha Harder at Virginia Polytechnic Institute and State University, pertaining to a research project being conducted on school superintendents in the Southeastern Region of the United States. The questionnaires were numbered so that follow-ups could be made, and as yet your surveys have not been recieved.

Will you please assist in this project by completing and returning the enclosed questionnaires in the self-addressed stamped envelope. It is realized that your schedule is a busy one and that many demands are made on your time. However, the value of the research being conducted hinges upon your assistance which is both necessary and vital for the success of the project.

Thank you for your cooperation and assistance in this matter.

Yours truly,



Janice Lawrence
Doctoral Student in Educational Administration
Virginia Polytechnic Institute and
State University

cc: Dr. Martha Harder

Enclosures

APPENDIX E

THE SECOND FOLLOW-UP LETTER FOR THE QUESTIONNAIRE

Janice Lawrence
828 Carroll Road
Charleston, WV 25314

April 1, 1978

Dear Sir:

On two previous occasions, February 14 and March 17, 1978, you were mailed a letter and questionnaires pertaining to a research project being conducted on school superintendents in the Southeastern Region of the United States. The questionnaires were numbered so that follow-ups could be made. The response rate on returns has been excellent; however, your surveys have not yet been received.

It would be greatly appreciated if you would assist in the project by completing and returning the enclosed questionnaires in the self-addressed stamped envelope. The value of the research being conducted relies upon your assistance which is both necessary and vital for the success of the project.

Thank you for your consideration and cooperation in this matter.

Yours truly,



Janice Lawrence
Doctoral Student in Educational Administration
Virginia Polytechnic Institute and
State University

Enclosures

APPENDIX F
THE MEANS AND STANDARD DEVIATIONS
OF THE VARIABLES

Table 35
Means and Standard Deviations of
the Dependent and Personality Variables

Variables	Mean	Standard deviation
Dependent variables		
Role conflict	32.1115	4.9133
Role ambiguity	31.2703	3.0865
Personality variables		
Ascendancy	24.2939	4.0071
Responsibility	28.3011	3.7362
Emotional Stability	26.8351	4.3093
Sociability	20.6380	4.2182
Cautiousness	29.4767	4.8930
Original Thinking	26.5018	4.4785
Personal Relations	27.1075	5.5382
Vigor	27.8029	4.9290

Table 36
Means and Standard Deviations of the
Organizational Innovation Variables

Organizational innovation variables	Mean	Standard deviation
Educational programs for adults or the community	.8074	.3950
Educational television services	.5507	.4983
Pupil personnel services	.8311	.3753
Programs for exceptional children	.9662	.1810
Planning and technical support services	.4460	.4980
Innovative or exemplary programs obtained either through a federal or state grant	.7432	.4376

Table 37
Means and Standard Deviations of the
Administrative Autonomy and Position Variables

Variables	Mean	Standard deviation
Administrative autonomy variables		
The school system is able to determine its own course of action	3.2102	1.0738
The school system is under too much pressure from outside sources to determine its own course of action	2.9324	1.1741
Position variable		
Elected or appointed	1.6453	.4792

Table 38

Means and Standard Deviations of Contextual Factors

Contextual factors	Mean	Standard deviation
Per pupil expenditure	4.2027	1.5358
Turnover rate of professional staff last year	3.2432	1.8708
Size index of schools	3.2838	1.5273

Table 39

Means and Standard Deviations of Job Satisfaction Variables

Job satisfaction variables	Mean	Standard deviation
Satisfaction with their present positions	2.0507	.9642
Likelihood of leaving their positions	4.0980	1.5494
Years in office	2.9899	2.0008

APPENDIX G
SUMMATED FREQUENCY TABLES
OF THE VARIABLES

Table 40
Summated Frequency Table of Role Conflict

Raw Score	Frequency	Cumulative frequency	%	Cumulative %
19	2	2	.676	.676
21	1	3	.338	1.014
22	3	6	1.014	2.027
23	4	10	1.351	3.378
24	5	15	1.689	5.068
25	9	24	3.041	8.108
26	12	36	4.054	12.162
27	16	52	5.405	17.568
28	25	77	8.446	26.014
29	12	89	4.054	30.068
30	32	121	10.811	40.878
31	15	136	5.068	45.946
32	27	163	9.122	55.068
33	16	179	5.405	60.473
34	23	202	7.770	68.243
35	16	218	5.405	73.649
36	17	235	5.743	79.392
37	14	249	4.730	84.122
38	18	267	6.081	90.203
39	10	277	3.378	93.581
40	6	283	2.027	95.608
41	9	292	3.041	98.649
42	1	293	.338	98.986
43	1	294	.338	99.324
46	1	295	.338	99.662
48	1	296	.338	100.000

Table 41
Summated Frequency Table of Role Ambiguity

Raw score	Frequency	Cumulative frequency	%	Cumulative %
22	2	2	.676	.676
23	1	3	.338	1.014
24	2	5	.676	1.689
25	8	13	2.703	4.392
26	5	18	1.689	6.081
27	13	31	4.392	10.473
28	19	50	6.419	16.892
29	22	72	7.432	24.324
30	45	117	15.203	39.527
31	44	161	14.865	54.392
32	35	196	11.824	66.216
33	38	234	12.838	79.054
34	20	254	6.757	85.811
35	13	267	4.392	90.203
36	17	284	5.743	95.946
37	4	288	1.351	97.297
38	6	294	2.027	99.324
39	1	295	.338	99.662
40	1	296	.338	100.000

Table 42
Summated Frequency Table of Ascendancy

Raw score	Frequency	Cumulative frequency	%	Cumulative %
12	1	1	.358	.358
13	2	3	.717	1.075
14	1	4	.358	1.434
17	9	13	3.226	4.659
18	3	16	1.075	5.735
19	15	31	5.376	11.111
20	25	56	8.961	20.072
21	18	74	6.452	26.523
22	14	88	5.018	31.541
23	23	111	8.244	39.785
24	33	144	11.828	51.613
25	29	173	10.394	62.007
26	23	196	8.244	70.251
27	24	220	8.602	78.853
28	10	230	3.584	82.437
29	26	256	9.319	91.756
30	6	262	2.151	93.907
31	8	270	2.867	96.774
32	5	275	1.792	98.566
33	2	277	.717	99.283
34	2	279	.717	100.000

Table 43

Summated Frequency Table of Responsibility

Raw score	Frequency	Cumulative frequency	%	Cumulative %
14	1	1	.358	.358
17	1	2	.358	.717
18	1	3	.358	1.075
20	3	6	1.075	2.151
21	4	10	1.434	3.584
22	9	19	3.226	6.810
23	14	33	5.018	11.828
24	11	44	3.943	15.771
25	15	59	5.376	21.147
26	22	81	7.885	29.032
27	31	112	11.111	40.143
28	24	136	8.602	48.746
29	32	168	11.470	60.215
30	31	199	11.111	71.326
31	31	230	11.111	82.437
32	8	238	2.867	85.305
33	17	255	6.093	91.398
34	14	269	5.018	96.416
35	9	278	3.226	99.642
36	1	279	.358	100.000

Table 44
Summated Frequency Table of Emotional Stability

Raw score	Frequency	Cumulative frequency	%	Cumulative %
6	1	1	.358	.358
9	1	2	.358	.717
15	1	3	.358	1.075
16	2	5	.717	1.792
18	1	6	.358	2.151
19	8	14	2.867	5.018
20	10	24	3.584	8.602
21	6	30	2.151	10.753
22	12	42	4.301	15.054
23	12	54	4.301	19.355
24	19	73	6.810	26.165
25	21	94	7.527	33.692
26	33	127	11.828	45.520
27	16	143	5.735	51.254
28	27	170	9.677	60.932
29	29	199	10.394	71.326
30	27	226	9.677	81.004
31	18	244	6.452	87.455
32	13	257	4.659	92.115
33	14	271	5.018	97.133
34	5	276	1.792	98.925
35	3	279	1.075	100.000

Table 45
Summated Frequency Table of Sociability

Raw score	Frequency	Cumulative frequency	%	Cumulative %
7	1	1	.358	.358
8	1	2	.358	.717
10	3	5	1.075	1.792
11	3	8	1.075	2.867
12	2	10	.717	3.584
13	3	13	1.075	4.659
14	6	19	2.151	6.810
15	10	29	3.584	10.394
16	8	37	2.867	13.262
17	10	47	3.584	16.846
18	21	68	7.527	24.373
19	37	105	13.262	37.634
20	38	143	13.620	51.254
21	24	167	8.602	59.857
22	33	200	11.828	71.685
23	27	227	9.677	81.362
24	15	242	5.376	86.738
25	5	247	1.792	88.530
26	5	252	1.792	90.323
27	10	262	3.584	93.907
28	3	265	1.075	94.982
29	4	269	1.434	96.416
30	4	273	1.434	97.849
31	5	278	1.792	99.642
33	1	279	.358	100.000

Table 46
Summated Frequency Table of Cautiousness

Raw score	Frequency	Cumulative frequency	%	Cumulative %
9	1	1	.358	.358
15	3	4	1.075	1.434
16	3	7	1.075	2.509
17	1	8	.358	2.867
19	1	9	.358	3.226
20	5	14	1.792	5.018
21	5	19	1.792	6.810
22	8	27	2.867	9.677
23	7	34	2.509	12.186
24	8	42	2.867	15.054
25	10	52	3.584	18.638
26	7	59	2.509	21.147
27	17	76	6.093	27.240
28	15	91	5.376	32.616
29	34	125	12.186	44.803
30	29	154	10.394	55.197
31	32	186	11.470	66.667
32	18	204	6.452	73.118
33	18	222	6.452	79.570
34	15	237	5.376	84.946
35	16	253	5.735	90.681
36	16	269	5.735	96.416
37	5	274	1.792	98.208
38	3	277	1.075	99.283
39	2	279	.717	100.000

Table 47
Summated Frequency Table of Original Thinking

Raw score	Frequency	Cumulative frequency	%	Cumulative %
15	4	4	1.434	1.434
16	1	5	.358	1.792
17	1	6	.358	2.151
18	8	14	2.867	5.018
19	6	20	2.151	7.168
20	13	33	4.659	11.828
21	6	39	2.151	13.978
22	11	50	3.943	17.921
23	15	65	5.376	23.297
24	20	85	7.168	30.466
25	35	120	12.545	43.011
26	18	138	6.452	49.462
27	20	158	7.168	56.631
28	20	178	7.168	63.799
29	25	203	8.961	72.760
30	16	219	5.735	78.495
31	23	242	8.244	86.738
32	9	251	3.226	89.964
33	19	270	6.810	96.774
34	5	275	1.792	98.566
36	4	279	1.434	100.000

Table 48
Summated Frequency Table of Personal Relations

Raw score	Frequency	Cumulative frequency	%	Cumulative %
8	1	1	.358	.358
9	1	2	.358	.717
10	1	3	.358	1.075
11	1	4	.358	1.434
13	2	6	.717	2.151
14	1	7	.358	2.509
15	1	8	.358	2.867
16	2	10	.717	3.584
17	4	14	1.434	5.018
18	1	15	.358	5.376
19	3	18	1.075	6.452
20	12	30	4.301	10.753
21	12	42	4.301	15.054
22	11	53	3.943	18.996
23	18	71	6.452	25.448
24	12	83	4.301	29.749
25	13	96	4.659	34.409
26	23	119	8.244	42.652
27	30	149	10.753	53.405
28	15	164	5.376	58.781
29	17	181	6.093	64.875
30	21	202	7.527	72.401
31	19	221	6.810	79.211
32	7	228	2.509	81.720
33	14	242	5.018	86.738
34	14	256	5.018	91.756
35	10	266	3.584	95.341
36	5	271	1.792	97.133
37	3	274	1.075	98.208
38	4	278	1.434	99.642
39	1	279	.358	100.000

Table 49
Summated Frequency Table of Vigor

Raw score	Frequency	Cumulative frequency	%	Cumulative %
10	1	1	.358	.358
11	1	2	.358	.717
12	1	3	.358	1.075
15	1	4	.358	1.434
16	1	5	.358	1.792
17	2	7	.717	2.509
18	3	10	1.075	3.584
19	6	16	2.151	5.735
20	8	24	2.867	8.602
21	9	33	3.226	11.828
22	11	44	3.943	15.771
23	10	54	3.584	19.355
24	6	60	2.151	21.505
25	20	80	7.168	28.674
26	13	93	4.659	33.333
27	24	117	8.602	41.935
28	25	142	8.961	50.896
29	27	169	9.677	60.573
30	29	198	10.394	70.968
31	22	220	7.885	78.853
32	16	236	5.735	84.588
33	8	244	2.867	87.455
34	11	255	3.943	91.398
35	14	269	5.018	96.416
36	5	274	1.792	98.208
37	5	279	1.792	100.000

Table 50
Summated Frequency Table of Organizational Innovation

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
Educational programs for adults or the community					
0	No	57	57	19.257	19.257
1	Yes	239	296	80.743	100.000
Educational television services					
0	No	133	133	44.932	44.932
1	Yes	163	296	55.068	100.000
Pupil personnel services					
0	No	50	50	16.892	16.892
1	Yes	246	296	83.108	100.000
Programs for exceptional children					
0	No	10	10	3.378	3.378
1	Yes	286	296	96.622	100.000
Planning and technical support services					
0	No	164	164	55.405	55.405
1	Yes	132	296	44.595	100.000
Innovative or exemplary programs obtained either through a federal or state grant					
0	No	76	76	25.676	25.676
1	Yes	220	296	74.324	100.000

Table 51

Summated Frequency Table of Administrative Autonomy Variables

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
The school system is able to determine its own course of action					
1	Strongly agree	9	9	3.051	3.051
2	Agree	95	104	32.203	35.254
3	Uncertain	39	143	13.220	48.475
4	Disagree	129	272	43.729	92.203
5	Strongly disagree	24	296	7.797	100.000
The school system is under too much pressure from outside sources to determine its own course of action					
1	Strongly agree	35	35	11.824	11.824
2	Agree	96	131	32.432	44.257
3	Uncertain	32	163	10.811	55.068
4	Disagree	120	283	40.541	95.608
5	Strongly disagree	13	296	4.392	100.000

Table 52
Summated Frequency Table of the Position Variable

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	Elected	105	105	35.473	35.473
2	Appointed	191	296	64.527	100.000

Table 53

Summated Frequency Table of Per Pupil Expenditure

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	450-611	7	7	2.365	2.365
2	612-773	20	27	6.757	9.122
3	774-935	76	103	25.676	34.797
4	936-1097	80	183	27.027	61.824
5	1098-1259	68	251	22.973	84.797
6	1260-1421	23	274	7.770	92.568
7	1422-1583	11	285	3.716	96.284
8	1584-1745	5	290	1.689	97.973
9	1746 and over	6	296	2.027	100.000

Table 54
Summated Frequency Table of Turnover Rate
of Professional Staff Last Year

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	1-3%	59	59	19.932	19.932
2	4-6%	61	120	20.608	40.541
3	7-9%	59	179	19.932	60.473
4	10-12%	50	229	16.892	77.365
5	13-15%	33	262	11.149	88.514
6	16-18%	14	276	4.730	93.243
7	19-21%	11	287	3.716	96.959
8	22-24%	5	292	1.689	98.649
9	25% and over	4	296	1.351	100.000

Table 55

Summated Frequency Table of Size Index of Schools

Score	Category of index	Frequency	Cumulative frequency	%	Cumulative %
1	0-183	24	24	8.108	8.108
2	184-367	53	77	17.905	26.014
3	368-551	119	196	40.203	66.216
4	552-735	68	264	22.973	89.189
5	736-919	10	274	3.378	92.568
6	920-1103	6	280	2.027	94.595
7	1104-1287	6	286	2.027	96.622
8	1288-1471	5	291	1.689	98.311
9	1472 and over	5	296	1.689	100.000

Table 56
Summated Frequency Table of
Satisfaction with their Present Positions

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	Very satisfied	95	95	32.095	32.095
2	Quite satisfied	117	212	39.527	71.622
3	Somewhat satisfied	65	277	21.959	93.581
4	Somewhat dissatisfied	14	291	4.730	98.311
5	Quite dissatisfied	3	294	1.014	99.324
6	Very dissatisfied	2	296	.676	100.000

Table 57
Summated Frequency Table of
Likelihood of Leaving their Positions

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	Very likely	20	20	6.757	6.757
2	Quite likely	35	55	11.824	18.581
3	Somewhat likely	46	101	15.541	34.122
4	Somewhat unlikely	60	161	20.270	54.392
5	Quite unlikely	65	226	21.959	76.351
6	Very unlikely	70	296	23.649	100.000

Table 58

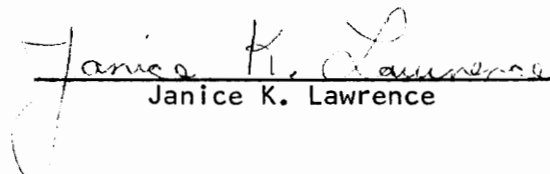
Summated Frequency Table of Years in Office

Score	Category	Frequency	Cumulative frequency	%	Cumulative %
1	1-3	79	79	26.689	26.689
2	4-6	79	158	26.689	53.378
3	7-9	38	196	12.838	66.216
4	10-12	41	237	13.851	80.068
5	13-15	25	262	8.446	88.514
6	16-18	12	274	4.054	92.568
7	19-21	10	284	3.378	95.946
8	22-24	5	289	1.689	97.635
9	25 and over	7	296	2.365	100.000

VITA

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Janice K. Lawrence

ANTECEDENTS OF CONFLICT AND AMBIGUITY
IN THE SCHOOL SUPERINTENDENCY

by

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(ABSTRACT)

The central problem in this investigation was to explore antecedent factors associated with role conflict and role ambiguity in the office of the school superintendent. A review of the literature and related studies indicated a paucity of research which related the concepts of (a) personality and (b) organizational variables to the level of (a) role conflict and (b) role ambiguity in the office of the school superintendency.

The design treated the personality and organizational variables as independent and the role conflict and role ambiguity variables as dependent. There were 8 personality variables and 15 organizational variables (a) 6 for organizational innovation, (b) 2 for administrative autonomy, (c) 1 for the position, (d) 3 for contextual factors, and (e) 3 for job satisfaction. The 25 variables were translated into operational definitions, and scales were constructed for each of them. Personality was operationalized by the Gordon Personal Profile, and Inventory. These were then used in a correlational analysis to explain the personality and organizational dimensions found.

The study used a self-rating questionnaire methodology. The sample population, selected through a systematic sampling procedure, consisted of 366 school superintendents from the Southeastern Region of

the United States. There was 296 useable returns on the questionnaire designed for the study. This represented an 80.87% response rate. The Gordon Personal Profile, and Inventory had 279 responses completed according to the directions.

The data indicated the following:

1. There was no relationship between (a) role conflict or (b) role ambiguity and the personality variables.
2. There was no relationship between (a) role conflict or (b) role ambiguity and the organizational innovation variables.
3. There was a moderate, positive relationship between role conflict and the administrative autonomy variable of the question that the school system is under too much pressure from outside sources to determine its own course of action.
4. There was a weak, inverse relationship between role conflict and the administrative autonomy variable of the question that the school system is able to determine its own course of action.
5. There was no relationship between role ambiguity and the administrative autonomy variables.
6. There was no relationship between (a) role conflict or (b) role ambiguity and the position variable.
7. There was no relationship between (a) role conflict or (b) role ambiguity and the contextual factors.
8. There was a weak, positive relationship between role conflict and the job satisfaction variable of the likelihood of leaving their positions.

9. There was a weak, inverse relationship between role conflict and the job satisfaction variable of satisfaction with their present positions.
10. There was no relationship between role conflict and the job satisfaction variable of years in office.
11. There was no relationship between role ambiguity and the job satisfaction variables.

The administrative autonomy variable of the school system is under too much pressure from outside sources to determine its own course of action accounted for the largest proportion of variance in role conflict. The highest proportion of variance in role ambiguity was accounted for by the administrative autonomy variable of the school system is able to determine its own course of action.

Role conflict and role ambiguity in all cases were more directly related to organizational variables than to personality variables. However, the organizational variables did not explain as large an amount of variance in role ambiguity as they did in role conflict. The relationships between (a) role conflict and personality variables, (b) role ambiguity and personality variables, (c) role conflict and organizational variables, and (d) role ambiguity and organizational variables were not affected by partialling out individually the job satisfaction variables.