

THE ROLE OF THE DIRECTOR OF ADULT  
EDUCATION:

A STUDY OF DEGREE OF AGREEMENT ON ACTUAL AND  
IDEAL ROLE OF DIRECTORS OF ADULT EDUCATION IN  
NORTH CAROLINA COMMUNITY COLLEGES AS PERCEIVED  
BY DEANS OF INSTRUCTION, DIRECTORS OF STUDENT  
PERSONNEL SERVICES, AND DIRECTORS OF ADULT EDUCATION

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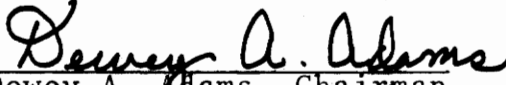
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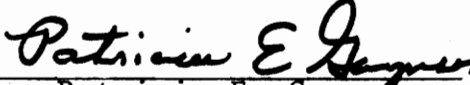
  
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CHAPTER I  
INTRODUCTION

Significant aspects of higher education in America were imported from Europe. Two such aspects were the M.A. and Ph.D. programs, both important components in university and senior college education in America.

One aspect of higher education which is uniquely American is the comprehensive community college. The community college has reflected America's democratic ideals by making additional educational opportunities available to more people than otherwise could be made. Community college activities have included community development programs, adult basic education, vocational-technical curricula, and college parallel courses. Adult basic education curriculum has been designed to aid undereducated adults. Community development programs have included general interest, non-credit courses for adults. College parallel courses have been offered as part of the community college curriculum to assist those who otherwise, due to financial and other considerations, would be unable to attend college.

From 1921 to 1959, the number of public community colleges in America grew from 69 to 390. The enrollment reached a point in excess of 500,000. President Truman's

Commission on Higher Education (1947:67) stated:

As one means of achieving the expansion of educational opportunity and the diversification of educational offerings it considers necessary, this commission recommends that the number of community colleges be increased and that their activities be multiplied.

From 1959 to 1969, the number of public two-year colleges grew from 390 to 794; further, enrollment jumped from 551,760 to 2,051,493 (Koltai 1971).<sup>1</sup> As the twentieth century began to emerge as an age of increased complexity, the necessity of increasing accessibility of higher education to greater numbers of people became apparent. The two-year community college has made increased educational offerings available to more people and, as stated by the Carnegie Commission on Higher Education (1970:1), ". . . the community college has proved its great worth to American society."

North Carolina is one of many states committed to the philosophy of offering, at a nominal cost, educational opportunities to fill the gap between the high school and the senior college and university. Although a post-secondary two-year institution was established in Asheville, North Carolina in the 1920's, the present community college

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<sup>1</sup>The latest figures available from AACJC indicate the number of public two-year colleges grew from 794 in 1959 to 933 in 1973; enrollment increased from 2,051,493 to 3,014,211.

system was created by the General Assembly in 1963. General Statute 115A, as amended, provided:

. . . for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs (Biennial Report, 1970-1972).

In 1961, there were 16 fully operational public industrial education centers (of which two others were in the planning stage), five community colleges, and five extension units. In 1963, with the exception of three of the five community colleges, these came under the supervision of the newly created Department of Community Colleges. From 1964-1973, the number of two-year institutions grew from 23 to 56--40 technical institutes and 16 community colleges. (Educational Guide 1970-71). The Educational Guide (1970-71:3) stated:

These institutes are non-resident, multi-purpose, and community centered. They extend educational opportunity to the high school graduate as well as to any person who is 18 years old or older who is not a high school graduate.

The North Carolina Community College System Biennial Report (1970-72:1-2), listed the following goals to assist in long-range planning:

1. To open the door of each institution to all persons of eligible age, who show an interest in and who can profit from the instruction

offered, with no individual denied an educational opportunity because of race, sex, or creed.

2. To provide a variety of quality post-secondary educational opportunities below the baccalaureate level and consistent with the abilities, desires, and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary in a competitive society.
3. To provide for industry, agriculture, business, government, and service occupations the pre-service and in-service manpower training that requires less than baccalaureate level preparation.
4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the State.
5. To provide activities and learning opportunities which meet the adult education and community service needs of the residents of the community served by an institution.
6. To direct the resources of the Community College System toward a search for solutions to urgent community problems.

Establishment of the Position of Director of Adult Education

With full development of the comprehensive community college, several staff leadership positions have emerged. These include Deans of Instruction, Directors of Adult Education, Directors of Student Personnel Services, among others. The number of full-time instructional non-teaching positions, which included deans of instruction, directors of educational programs such as adult education, and directors of student personnel services, grew from 65 in 1963-64 to 467 in 1969-70. (North Carolina Community System Report, 1963-1970:9.)

One of these administrative positions was the Director of Adult Education. General Statute 115A, as amended, provides for a Director and Assistant Director of Adult Education, whose responsibilities include the development of adult basic education, adult high school education, general adult education, and community educational services. Additionally, the directors play a vital role in implementing long-range goals by making the institution and community aware of each other's responsibilities in helping to solve society's problems; by encouraging the use of resources of the community in the adult education program; and by developing programs which meet the needs of the community. (See Appendix B for a job description of a director of adult

education.) This research study will deal with the role of the community college Director of Adult Education.

#### Statement of the Problem and Purpose of the Study

The research problem for this study was to determine the degree of agreement on actual and ideal roles of the Director of Adult Education in North Carolina's community colleges as perceived by three role-defining groups: deans of instruction, directors of student personnel services, and incumbents.

To fulfill more completely its role in offering educational programs such as liberal arts education for those not going beyond the community college, vocational training, special interest courses for adults, the state of North Carolina adopted an open-door policy. The North Carolina Community College System Report 1963-70 (1970:1) stated:

To accomplish this purpose the doors of each institution must be open to all persons of suitable age who are interested in and can profit from the instruction offered, with no one denied an educational opportunity because of race, sex, or creed.

It would seem that this philosophy substantively supports the concept of equal educational opportunity for the citizens of the state. If the North Carolina community college system is to succeed in its purpose, it would seem a comprehensive adult education program is needed.

The Director of Adult Education is the principal administrator for development and implementation of adult programs. Although role studies of occupational directors (Morgan, 1971); vocational teachers (Sutker, 1967); conference coordinators (Leathers, 1964); adult educators in Canada (Sharples, 1969); adult administrators in the public schools in the United States (Madry, 1963); and agricultural extension agents (Job, 1965), have been conducted, the literature does not reveal that a study of the roles of Director of Adult Education in public community colleges in North Carolina, or elsewhere, has been attempted. Thus, it seemed that a need to identify the role(s) of Directors of Adult Education existed. Several factors precipitated this need: projected increase in community college enrollments, increased age of students enrolling in community colleges, increased involvement of the community college with the community, and increased emphasis on occupational and professional renewal.

It was believed that such a study may contribute to a clearer understanding of the responsibilities of the Adult Education Director. Further, it was believed that this clearer understanding would reduce frustrations and tensions which arise over role conflict. An atmosphere of



misunderstanding may lessen the total effectiveness of the director and, ultimately, the adult program.

### Significance of the Study

According to Coolie (1970), no problem in education is more severe than the need to provide programs of education to millions of American adults. Yet, the dimensions of this field and the roles of those who direct such programs are not fully understood. Seemingly, much of the work has been done by a handful of trained administrators and transient teachers. In the course of casual dialogue with several present and former incumbents in the position of Director of Adult Education, it seemed apparent that they were viewed as "mavericks" by many of their professional colleagues, as well as by themselves. They likewise felt that other college officials perceived they were on the periphery of the center of college activity. Another observation made by those interviewed was an apparent self-imposed isolation from the rest of the college's activities and procedures. Those interviewed indicated this was perhaps a protective mechanism to ensure that registration, instruction, admission and other operating procedures for the adult program did not become encumbered in traditional college operating procedures. One might hypothesize that this self-imposed isolation could be a hindrance. That is, fewer people

understand the role(s) assigned to the Director of Adult Education or the problems or purposes. They, therefore, may offer less cooperation when needed. It would seem, then, that a better understanding of the role(s) of Director of Adult Education as perceived by other selected college administrative officials might be significant. Further, the growth in adult activities, and subsequent decreased enrollment in traditional, liberal arts programs, may lead to conflict between the Directors of Adult Education and other officials within the institution. Bushnell (1973:135) stated:

While enrollment in four-year institutions of higher education will even out or decline during the decade, community college enrollments will continue to climb, reaching a level of 4.5 million full- and part-time students, by 1980. Students will be older, more self-directed, and more certain of their career interests.

He further commented:

. . . that the wave of the future for community colleges will be to serve all adults, not just the traditional college-age student. College presidents, [other] administrators, and even state legislators must come to recognize that adults impose a different set of demands.

These demands by adults include flexible teaching methods, meaningful, applicable educational experiences, a variety of

program presentations--forum, discussion group, symposium, workshop, seminar--and, self-directed learning. One might postulate that in attempting to offer programs that meet these demands, the Director of Adult Education creates conflict with other more traditional programs offered by the institution. Because of the projected increase in enrollment in the adult program in community colleges, and the apparent conflict with the institution's other activities, Raines and Myran (1972:58) indicated the:

. . . entire college staff will need to develop increased interest and capacity to serve our new constituencies; senior citizens, ethnic minorities, women, low-income groups, handicapped persons, institutionalized persons, and so on. The community college is being challenged to move from its preoccupation with college-age students to a concern for lifelong learning. This concern will be expressed by serving the unique educational needs of members of constituencies who previously were given only marginal attention. Community involvement as an instrumentality for institutional and professional renewal is an idea whose time has come for the community college.

Implicit in the growth of adult programs is the need for change in curriculum, admission policies, and operating procedures for two-year institutions. Gleazer (1973:239) stated:

Community colleges are doing more than respond to change--they influence the direction of change in our society by the priorities they establish . . . a kind of people's college, and educational resource center for the community, a liberating means for people in a society where opportunity of education means opportunity to live as a person.

In many instances, the current focal point for these changes apparently is the adult program. This assumption is based on the number of returning veterans who have, in large numbers, selected community colleges, the involvement of business and industry in re-training programs, the flexibility in scheduling that the adult program offers, and the non-traditional approach of adult education.

#### Limitations of the Study

1. The study was limited to the 16 community colleges in North Carolina (See Appendix D for a list of the institutions). Generalizations of the findings to institutions outside of North Carolina should be made with caution.
2. The information compiled for this study was limited to three reference groups--deans of instruction, directors for student personnel services, and directors of adult education.
3. The number of role activity statements could have been infinite; however, based on a review of the literature, the opinion of a panel of experts, and a pilot study, 58 were selected.
4. The panel of experts (14) was limited to individuals with backgrounds in adult education.

### Definition of Terms

Director of Adult Education - the official of the institution responsible for the development of all adult education, including adult basic education, adult high school, general adult education, and community services programs (Administrative Memoranda, 1968).

Dean of Instruction - the official of the institution responsible to the president for the total instructional program of an institution (Administrative Memoranda, 1968).

Director of Student Personnel Services - the official of the institution responsible for the function of student recruitment, preparation evaluation, counseling, placement, activities, services, registration, records (North Carolina Community College System Report, 1963-70).

Community College/Technical Institute - an educational institution operating under the provisions of the General Statutes of North Carolina, Chapter 115A, and which offers the freshman and sophomore courses of a college of arts and sciences, organized curricula for the training of technicians, occupational curricula and extension courses and programs, and courses in general adult education (Administrative Memoranda, 1968).

Adult education program - programs developed specifically for the adult population within a community and based on their interests and needs. Adult education is specifically concerned with those programs which are not structured into curriculum format (Administrative Memoranda, 1968). Adult education is often used synonymously with continuing education.

Role - a pattern of behavior that is associated with a focal position in a social system (Broom and Selznick, 1963).

Actual Role - observed pattern of behavior of an occupant of a focal position. This is a general definition used for the purpose of this study.

Role Behavior - recurring actions of an individual, appropriately interrelated with the repetitive activities of others so as to yield a predictable outcome (Katz and Kahn, 1966).

Role Conflict - that situation in which an incumbent of a particular position finds himself in contradictory role expectations (Lindzey and Aronson, 1968).

Role Congruency - a situation in which an incumbent . . . perceives that the same . . . expectations are held for him (Biddle and Thomas, 1966). For this study the degree of agreement among the role-defining groups with respect to the function of the Director of Adult Education.

Role-defining groups - officials of the college with whom the Director of Adult Education interacts - dean of instruction and director of student personnel services.

Ideal Role - desired pattern of behavior of the occupant of a focal position. This is a general definition used for the purpose of this study.

Perception - ways in which an individual receives, identifies, and interprets the behavior and actions of other individuals (Katz and Kahn, 1966); in this case, how the reference group views the role of the Director of Adult Education.

Administration - for the purpose of this study administration is divided into the following areas:

Planning - studying and assessing needs, both for the institution and the community, and making tentative plans based on these needs.

Organizing - identifying and arranging the human, physical, and fiscal resources for the work of the organization; employment of staff, establishing employee relationships.

Promoting - informing the general public of the activities of the institution through newspaper, radio, television, and other media.

Supervising - overseeing the instructional program, assisting in building good morale, providing for in-service education for the staff.

Managing - conducting the day-to-day activities of the organization other than the instructional program, handling the budget, allocating resources, giving direction on where the organization is going, making decisions.

Controlling - assessing programs, evaluating, putting data together for the chief administrative officer.

### Research Hypotheses

Perception was defined as ways in which an individual receives, identifies, and interprets the behavior and actions of other individuals. The present investigation was concerned with how the three role-defining groups perceive the actual and ideal role of Directors of Adult Education.

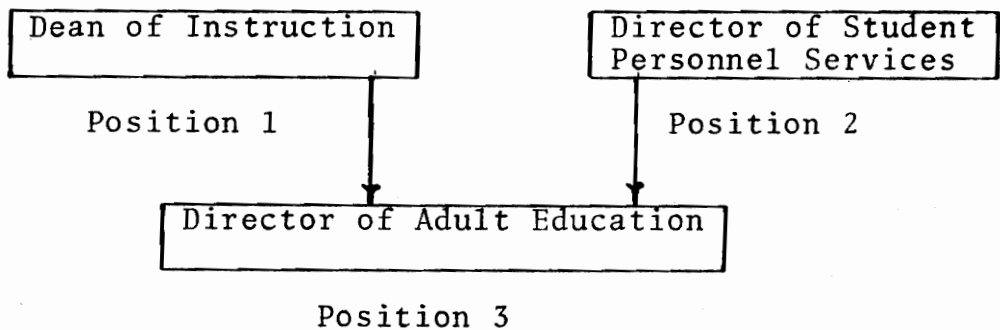


Figure 1

The following null hypotheses were selected for testing:

1. There is no significant degree of disagreement among three role-defining groups on six selected role areas for the actual role behavior for the Director of Adult Education.



2. There is no significant degree of disagreement among three role-defining groups on six selected role areas for the ideal role behavior for the Director of Adult Education.
3. Within the incumbent (director of adult education) role-defining group, there is no significant difference between actual and ideal role behavior for:
  - (a) Planning
  - (b) Organizing
  - (c) Promoting
  - (d) Supervising
  - (e) Managing
  - (f) Controlling
4. Within the dean of instruction role-defining group, there is no significant difference between actual and ideal role behavior for:
  - (a) Planning
  - (b) Organizing
  - (c) Promoting
  - (d) Supervising
  - (e) Managing
  - (f) Controlling
5. Within the director of student personnel services role-defining group, there is no

significant difference between actual and ideal role behavior for:

- (a) Planning
- (b) Organizing
- (c) Promoting
- (d) Supervising
- (e) Managing
- (f) Controlling

#### Summary

The unprecedented growth in student enrollment in two-year post-secondary institutions in the United States created the development of community programs, adult basic education courses, vocational-technical curricula, and college parallel programs of study.

This expansion in program offerings has led to the establishment of several staff positions, one of which is the Director of Adult Education. This study is concerned with the actual and ideal role(s) of Directors of Adult Education in the community colleges of North Carolina as perceived by other role-identifiers with whom they interact.

It is believed this study will contribute to a better understanding of the role(s) of the Directors and lead to a lessening of frustration and tension which may

arise over role conflict. Further, it is believed this study will lead to a better understanding of what roles a Director should perform to function more effectively.

## CHAPTER II

### REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

Chapter I was an introduction to the study, a statement of the problem, and a summary of the significance of the research. Chapter II includes the conceptual framework and review of literature.

### CONCEPTUAL FRAMEWORK

#### Role Theory

The theoretical framework for this study was drawn from the field of sociology and, more specifically, role theory. According to Sutker (1967), the value of role as a concept is that it serves as an organizing tool for research. Selected concepts from role theory for this study were role, role conflict, role behavior, role expectations, and role congruence. This study focused on the role(s) of Directors of Adult Education as perceived by the deans of instruction, directors of student personnel services and incumbents.

The sixteen (16) community colleges in North Carolina comprise the social system for the study. Guba and Bidwell (1957:7) defined social system as:

The actions of members of the enterprise . . . must be contained within limits set by the nature of the specific task of the enterprise. From this fact arises the necessity of the restrictive nature of the organizational expectations. A staff member's behavior must

conform within fairly narrow limits, to those specifications which will enable the enterprise to move toward its goals. Equally important, his behavior must be coordinated with the actions of the organization. Conflicting actions lead to organizational impotence.

Getzels (1969:461) stated:

Specifically with respect to education, for one purpose a given community may be considered a social system, with education a particular institution within this system; for another purpose the school itself (or a single classroom within the school) may be conceived as a social system.

As additional responsibilities are assigned to a position within a system, individuals occupying the position may interact more frequently with significant others,<sup>1</sup> which include, for this study, deans of instruction, directors of student personnel services, and incumbents.

In 1972, a reorganization in the Community College System in North Carolina placed all non-degree and non-curriculum programs under the Office of Continuing Education. The component parts of this office include: (1) Adult Services; (2) Specialty Education Programs; (3) Industrial Services; (4) Manpower Development Training. This reorganization gave added responsibility, prestige, and commitment to the broad range of continuing education and, more specifically, to adult education. Coolie (1970) stated that a relevant problem to be researched in adult education is the role

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<sup>1</sup>Significant others - these include other staff leadership positions such as Registrar, Admissions, Occupational Education Director, and Division Heads.

and function of adult educators. This researcher's study, hopefully, will contribute to the literature of adult education.

### Role

While it is true that role is defined variously by psychologists, sociologists, historians, and educators, there would appear to be some commonalities among all groups.

Charters (1963:788) stated:

. . . the concept of role stresses the influence of contemporaneous forces arising in the person's immediate social environment to impress his behavior. It designates, in particular, the force constituted by expectations on a person which are held by significant others in his milieu. The person lives in an environment in which other people around him expect him to be (and not be) a certain kind of person or expect him to behave (and not behave) in certain ways. . .

Chaplin (1968) in the Dictionary of Psychology, defined role as "an individual's function or part in a group or institution" and for "the function or behavior which is expected of an individual or is characteristic of him."

Sarbin (1954:225) defined role in the following way:

B performs one or a number of discrete acts which A observes and organizes into a concept, a role. On the basis of this conceptualization of the actions of B, A expects certain further actions from B . . . Once having located or named the position of the other, A performs certain acts which have been learned as belonging to the reciprocal position; these acts are conceptualized as A's role.

### A Study Related to Role

Kinney (1952) and Fishburn (1955) developed six classifications of roles of teachers. These include:

1. Director of learning
2. Guidance and counseling person
3. Mediator of the culture
4. Member of the school and community
5. Liaison between school and community
6. Member of the profession

In his study of these role behavior activities, Fishburn asked teachers to rank the six areas cited above in order of importance. Teachers ranked them in the following order:

1. Mediator of the culture
2. Member of the community
3. Director of learning
4. Guidance counseling person
5. Liaison between school and community
6. Member of the profession

The same questionnaire was submitted to administrators, with different results. For example, the administrators ranked as number one the liaison between school and community, but the teachers ranked it as fifth; the administrators ranked mediator of the culture sixth while the teachers ranked it first. In short, there appeared to be incongruency among teachers and administrators in their perception of the teacher's role. The study conducted by Fishburn would seem to have a relationship to this study. In

his investigation, there appeared to be a need for teachers and administrators to work together rather than at cross-purposes.

An assumption is made that other college officials with whom the Director of Adult Education interacts on a day-to-day basis do not fully understand his role. Therefore, conflict may arise over this lack of understanding. Consequently, this study is designed to indicate more clearly what the role of the Director is and/or should be.

### Role Expectations

A second concept selected for this study was role expectation. Since Directors of Adult Education interact with significant others in the college, (dean of instruction, director of student personnel services, other directors), it seemed appropriate to include what was expected of them in the discharge of their responsibilities.

Charter (1968:773) maintained:

(Role) expectations are products of group interaction, that [sic] different groups of people . . . may define . . . in different ways, and that [sic] a person's perception of the expectations in even his own group are not necessarily veridical.

Sarbin and Allen (1968:497-498) defined role expectations:

. . . comprised of the rights and privileges, the duties and obligations, of any occupant of a social



position in relation to persons occupying other positions in the social structure.

Sarbin further stated:

. . . a person's conduct takes into account the role behaviors of occupants of other positions, the specific nature of the conduct varying with the position held by the other person. Role expectations . . . are collections of cognitions - beliefs, subjective probabilities, and elements of knowledge - which specify in relation to complementary roles the rights and duties, the appropriate conduct, for persons occupying a particular position.

Bidwell (1955:41) stated:

Role expectations allow alter [other self] to predict the behavior of ego and act toward ego in an appropriate way. It is impossible for an integrated social system to function unless such predictions are possible, since, there being no secure basis for his actions toward ego, such action becomes difficult at best . . . One source of disturbance . . . is perception by teachers of administrative behavior [other] than that defined by the role-expectations. The teachers will be unable to predict accurately the behavior of their administrators, and they will be unable to act effectively toward them in the administrative situation.

Katz and Kahn (1966) stated that because people within a role set are dependent on others in some fashion, they develop certain attitudes and come to expect different forms of behavior. Thus, role expectations become "evaluative standards applied to the behavior of any person who occupies a given organizational office or position."

An incumbent who occupies a focal position must be concerned with how others perceive his behavior. As the Director of Adult Education interacts with other college officials, he should consider the consequences of being

indifferent to what they expect his behavior to be. To do otherwise might make it difficult for him to pursue his goals. Concomitant with this, the Director should be willing to conform to some degree to what is expected of him by others. One purpose of this study is to attempt to determine what other college officials, the reference group, expect of the Director of Adult Education.

### Role Conflict

A third role theory concept selected for this study was role conflict. It would seem appropriate to assume that the Director of Adult Education, in the course of his behavior and interaction with others, is subject to conflicting strains, pressure, and expectations. Thus, it is felt that this is an appropriate concept to use in this study.

Broom and Selznick (1963:18) stated that strains and inconsistencies are built into an incumbent's role. They further said:

His role involves him in relations that make demands upon him, limit the alternatives he can choose, and create the problems he must try to solve.

An occupant of a focal position could find himself in a situation in which he is faced with incompatible expectations. Thus, the Director could find himself confronted with different expectations from each member of the reference group.

Katz and Kahn (1966:184:185) identified several different role conflicts:

1. Intrasender - the expectations from a single member of a role set may be incompatible;
2. Intersender - expectations sent from one sender are in conflict with those from one or more other senders;
3. Interrole - occurs whenever the sent expectations for one role are in conflict with those for another role played by the same person;
4. Person-role - occurs when role requirements violate the needs, value, or capacities of the focal person.

For the purpose of this study, intersender role conflict would appear to have more application than the others. Though the employment of a Director of Adult Education is usually by either the president or dean of instruction of an institution, each of these may have different expectations of the director's role. It would also appear that directors of student personnel services and directors of adult education may hold dissimilar views regarding the functions and responsibilities of the Director.

Another view of role conflict was that offered by Merton (1957:376), who held that it can be a positive force rather than negative:

As long as members of the role set are happily ignorant that their demands upon the occupants of a status are incompatible, each member may press his own case upon the status-occupants. The pattern is then many against one. But when it is made plain that the demands of some members of the role-set are in full contradiction with the demands of other members, it becomes the task of the role-set, rather than the task of the status-occupant, to resolve these contradictions, either by a struggle for exclusive power or by some degree of compromise. As the conflict becomes abundantly manifest, the pressure upon the status-occupant becomes temporarily relieved.

Thus, according to Merton, conflict can be advantageous to the incumbent.

### Role Behavior

A fourth role theory concept selected for this study was role behavior. Katz and Kahn (1966:174) defined role behavior as:

. . . role behavior refers to the recurring actions of an individual, appropriately interrelated with the repetitive activities of others so as to yield a predictable outcome.

Gross, et al. (1957) defined behavior "as being an actual performance of an incumbent of a position which can be referred to as an expectation for an incumbent of that position."

Corey (1965:3-7) in a role study of school superintendents, stated that the behavior of the incumbent is a determining influence in such areas as maintaining the instructional program of the schools; managing the process of administration; providing an example to the community;

reconciling conflicting points of view; and, in short, being a businessman, teacher, politician, and philosopher. His actions will determine, to a large extent, how successful he is in each of the role areas.

It, therefore, appeared that the use of role behavior in this study was an appropriate aid in determining the actual and ideal role of Directors of Adult Education as perceived by the reference group (deans of instruction, directors of student personnel services). It was a goal of this study to determine what recurring functions emerge for the Director that will better determine his behavioral role within the college.

### Role Congruence

The final role theory concept believed useful for this study was role congruence. This is the opposite of role conflict, wherein members of the reference group may view the role of the Director differently. Gross, et al. (1958) defined congruency as "the full assumption . . . that full agreement exists among members of some defining population on the expectations they apply to occupants of a social position."

Herein, role congruence refers to the degree of agreement among the reference group with regard to its

perception of the actual and ideal role of the Director of Adult Education.

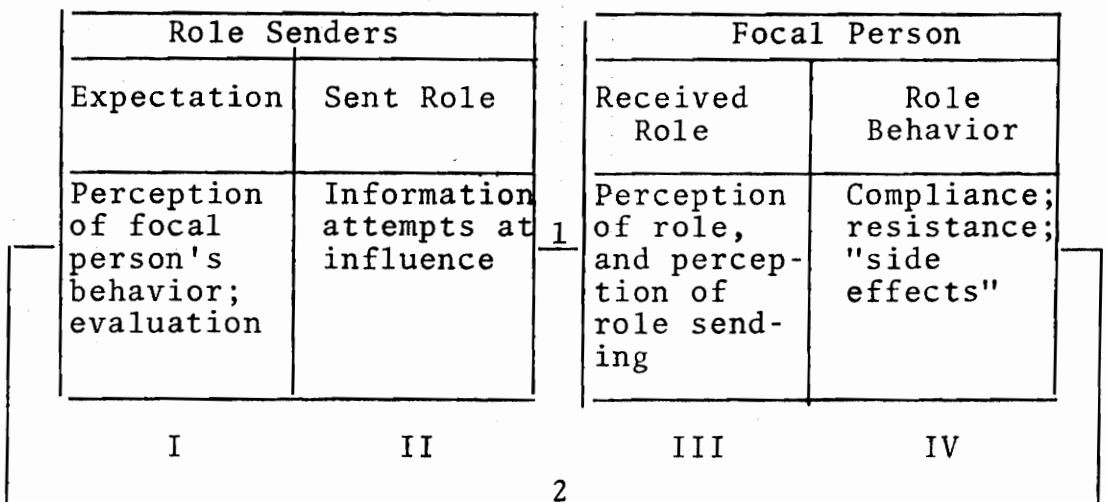
Katz and Kahn (1966:182) developed a role episode that seems helpful in understanding role theory. This episode was based on four concepts:

Role expectations - evaluative standards applied to the behavior of any person who occupies a given organizational office or position;

Sent role - consists of communications stemming from role expectations and sent by members of the role set as attempts to influence the focal person;

Received role - the focal person's perception of the role sendings addressed to him, including those he "sends" to himself;

Role behavior - the response of the focal person to the complex of information and influence he has received.



A model of the role episode  
(Adapted from Katz and Kahn, 1966.)

Figure 2

This model could be applied to the Director of Adult Education in that he is expected to behave in certain ways in fulfilling his responsibilities. Each member of the reference group possesses different expectations of his behavior. The Director may draw upon these expectations and, along with his own ideas, develop a pattern of behavior.

### Summary

Social roles become a pervasive part of any social system. These may be acquired in a variety of ways and may differ in the nature of their expectations and the manner in which they are carried out. But roles are a part of organized social life for several reasons: a person occupying a position learns to understand what is expected of him; the roles serve to assist persons in understanding how others perceive the actions of those in a social position; and roles further aid in predicting the actions of others in the social system. In this study, role was defined as an expected pattern of behavior applied to an occupant of a position. This investigation was an attempt to determine what may be the functional tasks of the Director of Adult Education.

Role conflict and role congruency were thought to be factors in developing a role model for Directors of Adult Education. It was felt that if agreement in this study is

not found among the role behavior items, it may be that individuals who occupy the focal position may need to adjust their behavior in order to comply with the role requirements.

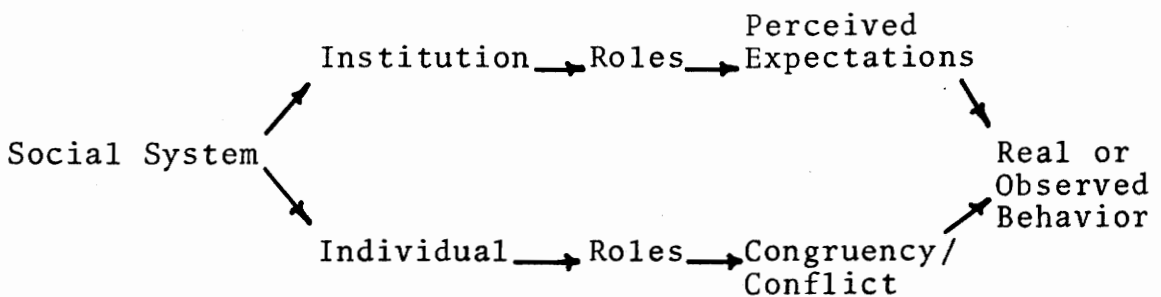


Figure 3 - Based on a modification of Getzels and Guba (1962) general model of idiographic and nomothetic dimensions of social behavior

#### REVIEW OF LITERATURE

Clark (1956:107) in his study of adult administrators in California stated that the occupant of this position determined the character of the adult program. His rationale was that, since there was a lack of total commitment to the program by part-time instructors, it was up to the Director to determine the character of the program. Clark further observed:

Marginality, diffuse goals, and the pressures of the enrollment economy lay the basis for a strong "other directed" orientation on the part of the adult education administrators. They tend to face outward, toward clientele and critics, not inward to traditional rules and their own conception of right and wrong. The pressures of the enrollment economy foster sensitivity to



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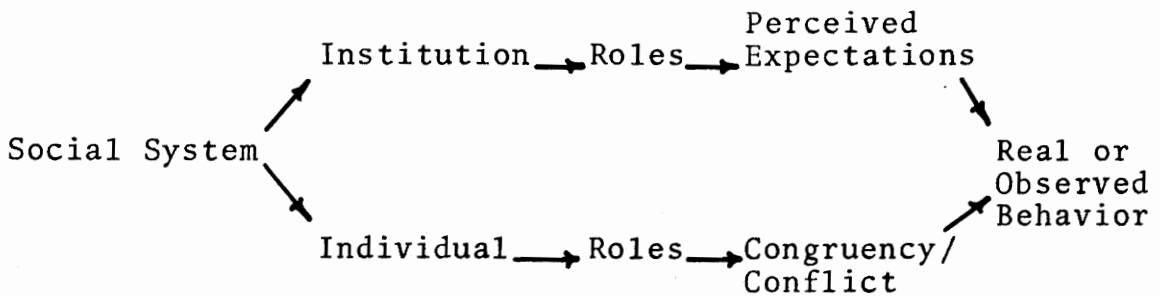


Figure 3 - Based on a modification of Getzels and Guba (1962) general model of idiographic and nomothetic dimensions of social behavior

#### REVIEW OF LITERATURE

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outside demands; insecurity resulting from marginality reinforces this sensitivity, and open-ended purpose encourages it.

The importance of other directed orientation is evidenced by the administrative duties that are deemed most significant. Administrative duties may be divided into three categories: routine school administration, selection, training, and supervision of teachers, and community relations. Overriding the internal duties in importance is the work outside the schools.

For several reasons, Clark's study seems applicable to this study. Adult education programs cannot always be packaged for presentation to a captive audience; therefore, there needs to be a forceful selling job to maintain a high level of enrollment. In many instances, adult programs will draw upon the community to a greater degree than will some of the college's other activities. Additionally, adult administrators will tend to be more sensitive to the needs of their clientele than to established procedures for the rest of the college.

Chamberlain (1960:78-83) studied ninety (90) leaders in the field of adult education and derived the following profile:

1. Believe in the potentiality of growth of most people;
2. Understand the conditions under which adults learn and the motivations which bring them to his program of adult education;

3. Have a strong commitment to adult education and develops a knowledge of the structure and organization of the community in order to develop adult programs;
4. Maintain an open mind;
5. Believe in freedom of thought and expression and carries on personal learning himself;
6. Prefer a dynamic field of adult education.

Damon (1961:6) grouped the responsibilities of directors of adult education into the following areas: planning and publicizing of adult education program(s); hiring instructors; working with community leaders; aiding organizations to determine education needs of adults; managing fiscal affairs; and supervising staff. These responsibilities are also some of the responsibilities of the Directors of Adult Education in North Carolina's community colleges. One purpose of this investigation was to attempt to determine the importance of these and other responsibilities as perceived by the reference group. (See Appendix B)

London (1956) studied the duties and responsibilities of adult administrators. These duties and responsibilities include routine school administration; maintenance of attendance records; preparation of budget, collection of tuition fees; selection and supervision of teachers; and public relations. Cabe and Dillon (1956) in their study of

selected adult education administrators in Michigan indicated that a primary responsibility of the director was service to his clientele. Much of the servicing centered on program promotion and selling.

Madry (1963), in his study of the functions of adult education directors in the United States, identified the following as categories of responsibility: finance and business management, facilities and equipment, school-community relations, community services, program evaluation, student services and research, instructional services, staff personnel, program planning and development. Madry designed his research instrument by employing a panel of experts (15) to make comments on his questionnaire. After inclusion of their remarks, Madry mailed the final instrument to 200 directors of adult education in public school systems in the United States. The results were based on a return of 140 (70%) of the questionnaires.

A technique similar to Madry's was utilized for this study. A questionnaire was submitted to a panel of experts, each of whom was a recognized authority in the field of adult education. These jurists were asked to place role activity statements in one of four selected role areas and then to rank simultaneously the statement in order of importance. Based on their replies, a final instrument was designed.

Christopher (1966) conducted a study of teacher attitudes toward vocational and adult education in junior colleges in Wyoming. Of the 135 respondents, 74% felt their schools had a responsibility for vocational-technical education; 10% felt that such programs lessened the prestige of the schools; 4% said junior colleges had no responsibility in the area of adult, vocational-technical education. The majority felt their schools involvement in vocational-technical education could be increased.

Sharples (1969) in his study of directors of adult education in Canada's public schools found that directors perceive their primary responsibilities to be with the internal duties of the adult program rather than the work (such as public relations) required outside the schools.

In a study of role and role conflicts of vocational teachers in Oklahoma, Sutker, et al. (1967:186-188) discovered:

There tends to be better agreement between . . . what vocational teachers should do than regarding what they actually do.

Findings from the study indicate that the longer vocational teachers stay on the job, the more satisfied they are likely to be--even though a fairly high potential for role conflict may exist.

The authors concluded:

Further work utilizing role conceptualizations appears to be justified in terms of the insights such studies can provide regarding the behaviors and problems of a particular collectivity of persons such as

vocational teachers. The concept of role can be operationalized [sic] and the results of studies of this type can be translated into meaningful action.

### Summary

The literature indicated several areas of responsibilities for the adult education administrator. These included: public relations, employing instructors, budget planning, maintenance of routine records, and evaluation of programs, among others. It was felt these were also responsibilities of the Director of Adult Education in the 16 community colleges in North Carolina.

The focus of this study was the role(s) of the Director of Adult Education in the 16 community colleges in North Carolina. Within the hierarchy of each institution, two other positions were selected to aid in determining the actual and ideal role behavior of the director. These were deans of instruction and directors of student personnel services.

A review of the literature also indicated several interpretations of the administrative role for the position of Director of Adult Education. Those selected for this study were (1) planning; (2) organizing; (3) promoting; (4) supervising; (5) managing; (6) controlling. In addition to a review of the literature, role behavior statements in these six role areas were selected on the basis

of recommendations by a panel of experts and ideas from a test sample.

## CHAPTER III

### METHODOLOGY

The preceding chapters dealt with a review of the literature, the conceptual framework, and an overview of the problem. This chapter is a restatement of the research hypotheses and an examination of the sample population, the research questions, and the methods for collecting and interpreting data.

#### Research Hypotheses

The following null hypotheses were selected for testing:

1. There is no significant degree of disagreement among three role-defining groups on six selected role areas for the actual role behavior for the director of adult education.
2. There is no significant degree of disagreement among three role-defining groups on six selected role areas for the ideal role behavior for the director of adult education.
3. Within the incumbent role-defining group, there is no significant difference between actual and ideal role behavior for:
  - (a) Planning
  - (b) Organizing



- (c) Promoting
  - (d) Supervising
  - (e) Managing
  - (f) Controlling
4. Within the dean of instruction role-defining group, there is no significant difference between actual and ideal role behavior for:
- (a) Planning
  - (b) Organizing
  - (c) Promoting
  - (d) Supervising
  - (e) Managing
  - (f) Controlling
5. Within the director of student personnel services role-defining group, there is no significant difference between actual and ideal role behavior for:
- (a) Planning
  - (b) Organizing
  - (c) Promoting
  - (d) Supervising
  - (e) Managing
  - (f) Controlling

### Population

This study concerns the role of the Director of Adult Education in the North Carolina Community College System. The members of the reference group that were called upon to give their perception of the Director's actual and ideal role included deans of instruction, directors of student personnel services, and incumbents. A note of explanation is needed at this point concerning the reference group. Several

schools, rather than having a dean of instruction, had a vice-president for instruction, provost, academic dean, or dean of the college. After a review of job descriptions and discussing the role of deans of instruction with several occupants of this position, it was determined that, regardless of the title, their functions and responsibilities were essentially the same.

An examination of the catalog of each school and a call to each school revealed that there are sixteen deans of instruction, sixteen directors of student personnel services, and sixteen directors of adult education. All deans of instruction, directors of student personnel services, and incumbents of all sixteen community colleges in North Carolina were included in the study. (See Table 1)

#### Development and Testing of the Research Instrument

In the Spring of 1974, a two-part questionnaire was mailed to a Panel of Experts. The Panel was comprised of fourteen members considered to have expertise in the field of adult education (Appendix A). Their selection as panelists was based on recommendations from the researcher's committee and his knowledge of their expertise.

Part I of the questionnaire consisted of fifty-eight role activity statements, which were selected from a review of the literature, interviews, the researcher's personal

Table 1  
LIST OF PARTICIPANTS

Community Colleges	Dean of Instruction	Director of Student Personnel Services	Director of Adult Education
Caldwell	1	1	1
Central Piedmont	1	1	1
Coastal Carolina	1	1	1
College of the Albemarle	1	1	1
Davidson	1	1	1
Gaston	1	1	1
Isothermal	1	1	1
Mitchell	1	1	1
Rockingham	1	1	1
Sandhills	1	1	1
Southeastern	1	1	1
Surry	1	1	1
Wayne	1	1	1
Western Piedmont	1	1	1
Wilkes	1	1	1
Lenoir	1	1	1
	—	—	—
	16	16	16

knowledge, and a review of job descriptions of adult education administrators. The panelists were asked to indicate in which one of four role areas (administration, leadership, supervision, or promotion) they would locate each of the role activity statements (Appendix C).

Part II of the questionnaire contained the same role activity statements as found in Part I. However, in Part II, the panelists were asked to indicate their perception of the importance of each role activity statement (extremely important; important; somewhat important; unimportant).

The results of this initial survey indicated that, in general, the panel of experts agreed with the fifty-eight role activity statements. They experienced little or no difficulty in determining the importance of each statement. However, the panel members, as a whole, felt there was not a significant degree of discrimination between two role areas--administration and leadership. They seemed to perceive administration as a matter of function and responsibility and leadership as a matter of style and personal qualities.

In an effort to improve the questionnaire, and after discussing the results of the original questionnaire with members of the researcher's committee, a second questionnaire was designed and sent to ten administrators at Appalachian State University (Appendix C).

In the revised questionnaire, administration was viewed as an umbrella with six component parts: planning, organizing, promoting, supervising, directing, controlling. The results of the second survey indicated general agreement among the administrators at Appalachian State University. They made minimal suggestions regarding the way in which administration was sub-divided or the definitions given for each component.

To improve and clarify the revised questionnaire, it was mailed to six members of the panel of experts and to directors of adult education in twelve technical institutes in North Carolina. Based on their responses, the research instrument was designed.

### Research Instrument

The primary purpose of this study was to determine the degree of agreement between the actual and ideal role of Directors of Adult Education in the community colleges of North Carolina as perceived by three role-defining groups. With this purpose as a frame of reference, a research instrument based on the revised questionnaire was developed to compare behavior activity actually performed by the Director with what was perceived as ideal behavior activity. The role areas selected for this study were planning, organizing, promoting, supervising, managing, controlling.

Part I of the questionnaire contained fifty-eight behavior statements randomly divided among the six role areas ascribed to the Director. A rating scale, with three separate categories, was provided for each role behavior statement. These are listed: (1) performs with regularity; (2) performs occasionally; (3) performs rarely or not at all. Each individual was asked to select the category for each statement that best reflected his perception of the actual role of the Director.

Part II of the questionnaire dealt with the ideal role of the Director. The same role behavior statements used in Part I were also used for Part II, but were arranged in another random order. As in Part I, three separate categories were provided for each statement in Part II. These follow: (1) should perform with regularity; (2) should perform occasionally; (3) should perform rarely or not at all. Each participant was asked to select the category for each statement that best reflects his perception of the ideal role of the Director.

To establish a degree of reliability and validity and to improve the research instrument, the researcher conducted a pilot study among directors of continuing education in selected community colleges in Virginia and directors of adult education in selected technical institutes in North Carolina.

### Reliability

Reliability is determining how consistently the instrument measures the items. For this study the split-halves method, which is taking the odd and even numbered items to determine whether there is a high correlation between both halves of the questionnaire, was used. The Spearman-Brown formula for determining split-halves reliability is:

$$r_{xx} = \frac{2r_{hh}}{1+r_{hh}}$$

where  $r_{hh}$  is the reliability of a half test. This division was made for both Part I (actual behavior) and Part II (ideal behavior). The reliability co-efficient for Part I was .96; for Part II, .93.

### Validity

Tuckman (1972) stated ". . . the validity of a test represents the extent to which a test measures what it purports to measure."

Kerlinger (1964:445-446) stated:

Content validity is the representativeness of sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument. Content validation is guided by the question: Is the substance or content of this measure representative of the content or the universe of content of the property being measured?

For this study, validity has been determined by correlating the item scores with the total score.

### Results of the Pilot Study

Total reliability for Part I, actual role behavior, was .93 and for Part II, ideal role behavior, was .89. Results of the t-test for correlated samples indicated there was no perceived significant difference between actual and ideal role behavior for directors of adult education for organizing, managing, controlling; however, because of the significant t-ratio, they need to spend more time supervising, promoting, and planning.

### Collection of the Data

On October 11, 1974, a packet was mailed to each member of the reference group. Each packet contained a letter of introduction, questionnaire, and stamped, self-addressed envelope. Of the forty-eight questionnaires distributed, 43 were returned. This was a response rate of 90%.

### Analysis of the Data and Statistical Tools to be Employed

The questionnaires were audited to determine their accuracy and completeness. Table 2 indicates the number returned by each of the role-defining groups. The data were key punched on data processing cards from the questionnaires. Analysis of variance and paired difference test, which is a t-test for paired data, were used to analyze the results.



Table 2

NUMBER OF QUESTIONNAIRES MAILED AND RETURNED  
BY THE THREE ROLE-DEFINING GROUPS

Respondent Group	Number Mailed	Usable Questionnaires Returned	
		Number	Percent
Deans of Instruction	16	13	81
Directors of Student Personnel Services	16	14	88
Directors of Adult Education	<u>16</u>	<u>16</u>	<u>100</u>
Totals	48	43	90

The total scores for each of the three reference groups for the six role areas were obtained. To test hypothesis one, the researcher employed three analyses of variance to determine whether there was a significant difference between the mean scores of the three role-defining groups on the six selected role areas for actual behavior. If the tests are proven to be statistically significant, then orthogonal comparisons were used to establish which of the means were significantly different. The same procedure was employed to test hypothesis two.

Analysis of variance was a statistical procedure used to test the significance of the difference between three or more means. In essence, it was a method for dividing the

variance between the groups by the variance within the groups. A significant ratio indicates a significant difference. In order to find which means are significantly different, orthogonal comparisons were employed. If there are K means then K-1 comparisons were made. A comparison was a linear function of the treatment means in which the sum of the coefficients was equal to zero. Stated mathematically:

$$d_i = a_{1i}X_1 + a_{2i}X_2 + \dots + a_{ki}X_k$$

where  $\sum a_{1i} = 0$

To test the significance of the comparison a t-test can be applied using the formula

$$t = \frac{d_i}{s_{d_i}}$$

where  $s_{d_i}$  is the standard error of the comparisons.

To test hypothesis three through five, the researcher employed paired difference test, which is a t-test for paired data. This was a statistical procedure for testing the significance of the difference between the mean of the score for actual role behavior and the mean of the score for ideal role behavior. To test whether this difference was significantly different from zero the mean difference is divided by its standard error.

### Scaling the Data

Interval data was the scale utilized for this study.

Tuckman (1972:143) defined such data as:

Interval scales not only tell the order of things; they also tell the interval or distance between judgments . . . on an interval scale, a distance of so many points may be considered a relative constant at any point on the scale where it occurs . . . in the case of tests, raw scores can be converted to standard scores to insure interval scale properties.

The categories - performs with regularity, performs occasionally, performs rarely or not at all - were assumed equal in distance for purposes of rating the role behavior statements in Parts I and II of the questionnaire. A value of 3, 2, 1, respectively, was assigned to each category.

### Variables

Tuckman (1972) defined an independent variable as "that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon." In this study, the members of the reference group are considered the independent variables.

The author defines a dependent variable as "that factor which is observed and measured to determine the effect of the independent variable." In this study, the scores on the survey of actual and ideal roles are considered the dependent variables.

Summary

The purpose of this study was to determine the degree of agreement between the actual and ideal role of Directors of Adult Education in the community colleges of North Carolina as perceived by three role-defining groups.

The process of developing a research instrument to measure this degree of agreement involved sending a questionnaire to a panel of experts, directors of adult education in selected technical institutes in North Carolina, and administrators at Appalachian State University. Based on the responses received from these three groups, a research instrument was designed.

To establish a degree of reliability and validity and to improve the research instrument, a pilot study was conducted among directors of continuing education in selected community colleges in Virginia and directors of adult education in selected technical institutes in North Carolina. Results of the pilot study indicated a significant degree of difference between actual and ideal role behavior for directors of adult education for organizing, managing, and controlling.

Statistical tools employed for this study included the split-halves method for determining reliability, analysis of variance, orthogonal comparisons, and paired difference test, which is a t-test for paired data.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to determine the degree of agreement among three role-defining groups concerning their perception of actual and ideal role behavior ascribed to the position of Director of Adult Education in North Carolina's sixteen community colleges. The three role-defining groups were: (1) Deans of Instruction, (2) Directors of Student Personnel Services, (3) Directors of Adult Education. Six selected role areas utilized in the study were: (1) planning, (2) organizing, (3) promoting, (4) supervising, (5) managing, and (6) controlling.

A rating scale was provided for responding to each item for Parts I and II of the questionnaire. Categories selected for Part I, Actual Role Behavior, were: performs with regularity, performs occasionally, performs rarely or not at all. The categories selected for Part II, Ideal Role Behavior, were: should perform with regularity, should perform occasionally, should perform rarely or not at all. Each member of the reference group was asked to indicate the category that best described his perception of the Director's actual and ideal role behavior.

## PRESENTATION OF DATA

Findings for the six role areas and hypothesis testing are given in this chapter. Distribution of responses for each category of the rating scale for actual and ideal role behavior and the weighted means may be found in Appendix F, Tables 1-6.

### Reliability

The split-halves method was used in this study to determine reliability. Reliability for Part I, Actual Role Behavior, was .96; for Part II, Ideal Role Behavior, .93. Reliability for the six role areas, each reference group, and the six role areas for each reference group are given in Tables 3-7.

In general, all reliabilities were acceptable, thus indicating a reliable instrument for use in the study. For the purpose of this study, acceptable reliability was .65 or above. The exceptions were: (1) supervising for directors of adult education, actual and ideal behavior, which had a reliability coefficient of .0000 and (2) supervising, ideal behavior, for directors of student personnel services, which had a reliability coefficient of .0000. The small number of role behavior statements might have affected the low reliabilities in these two instances. One factor which might influence a small coefficient is the length of that section

of the questionnaire, as indicated by Ferguson (1971:369) ". . . a test may be made as reliable as we like by increasing its length." Kerlinger (1964), Ahmann (1967), and Gulliksen (1950) also indicated reliability is affected by the length of the instrument.

### Hypotheses Testing

The following hypotheses were tested for the independent variables, which were considered to be members of the role-defining group and the dependent variables, which were considered to be the scores on the six role areas for actual and ideal behavior.

HYPOTHESIS ONE stated there is no significant degree of disagreement among three role-defining groups on six selected role areas for the actual role behavior for the director of adult education. Six one-way analyses of variance were used to test hypothesis one, utilizing Clyde's MANOVA computer program.<sup>1</sup> The means and standard deviation for the three role-defining groups on six role areas are given in Table 8. The results of the analysis of variance for hypothesis one are given in Table 9. There were six role areas tested for both hypothesis one and two.

The analysis indicated that a significant degree of disagreement existed among the three role-defining groups

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<sup>1</sup>Dean J. Clyde, Multivariate Analysis of Variance On Large Computers. Miami: Clyde Computing Service, 1969.

Table 3

## RELIABILITY FOR SIX ROLE AREAS

PART I - ACTUAL			PART II - IDEAL		
SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY	SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY
planning	14	.8999	planning	14	.7933
organizing	8	.8409	organizing	8	.7831
promoting	9	.8100	promoting	9	.7440
supervising	5	.7210	supervising	5	.9102
managing	15	.8616	managing	15	.8070
controlling	7	.7896	controlling	7	.7096

54

Table 4

## RELIABILITY FOR EACH REFERENCE GROUP

	DEAN OF INSTRUCTION	DIRECTOR OF STUDENT PERSONNEL SERVICES	DIRECTOR OF ADULT EDUCATION
PART I, ACTUAL ROLE BEHAVIOR	.9635	.9525	.9639
PART II, IDEAL ROLE BEHAVIOR	.8336	.9686	.9406



Table 5

RELIABILITY FOR EACH ROLE AREA

DEAN OF INSTRUCTION

PART I - ACTUAL			PART II - IDEAL		
SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY	SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY
planning	14	.8938	planning	14	.7791
organizing	8	.9006	organizing	8	.7930
promoting	9	.8937	promoting	9	.6021
supervising	5	.8178	supervising	5	.9999
managing	15	.6338	managing	15	.5487
controlling	7	.6668	controlling	7	.3152

Table 6

RELIABILITY

DIRECTOR OF STUDENT PERSONNEL SERVICES

<u>PART I - ACTUAL</u>			<u>PART II - IDEAL</u>		
SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY	SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY
planning	14	.9609	planning	14	.8521
organizing	8	.8489	organizing	8	.8761
promoting	9	.7086	promoting	9	.7874
supervising	5	.7994	supervising	5	.0000
managing	15	.8802	managing	15	.8898
controlling	7	.8411	controlling	7	.7778

Table 7

## RELIABILITY

## DIRECTOR OF ADULT EDUCATION

<u>PART I - ACTUAL</u>			<u>PART II - IDEAL</u>		
SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY	SIX ROLE AREAS	NO. OF ITEMS	RELIABILITY
planning	14	.8585	planning	14	.7043
organizing	8	.7242	organizing	8	.5164
promoting	9	.6531	promoting	9	.7601
supervising	5	.0000	supervising	5	.0000
managing	15	.8856	managing	15	.6372
controlling	7	.7889	controlling	7	.6554

for promoting (.05 level); supervising (.05 level); and managing (.01 level). Thus, hypothesis one was rejected for the role areas of promoting, supervising, and managing and accepted for planning, organizing, and controlling. Orthogonal comparison indicated a significant difference at the .05 level between the means for directors of adult education and directors of student personnel services for the role area of promoting.

For the role area of supervising, there was a significant difference at the .05 level between the means for directors of adult education and directors of student personnel services.

For the role area of managing, there was a significant difference at the .05 level between the means for deans of instruction and directors of student personnel services.

HYPOTHESIS TWO stated there is no significant degree of disagreement among three role-defining groups on six selected role areas for the ideal role behavior for the director of adult education. Six one-way analyses of variance were used to test hypothesis two, utilizing Clyde's MANOVA computer program. The means and standard deviation for the three role-defining groups on six role areas are given in Table 10. The results of the analysis of variance are given in Table 11.

The analysis indicated that a significant degree of disagreement existed among the three role-defining groups for managing (.05 level). Thus, hypothesis two was rejected for the role area of managing. Orthogonal comparison indicated a significant difference at the .05 level between the means for deans of instruction and directors of student personnel services for the role area of managing.

HYPOTHESIS THREE stated that within the incumbent (director of adult education) role-defining group there is no significant difference between actual and ideal role behavior for: (a) planning, (b) organizing, (c) promoting, (d) supervising, (e) managing, (f) controlling. Six t-tests for paired data were used to test hypothesis three. The t-ratio for actual and ideal behavior on six role areas for directors of adult education is given in Table 12.

Results of the t-tests indicated a significant degree of difference in the means between actual and ideal role behavior for planning (.01 level); organizing (.01 level); supervising (.001 level); and controlling (.05 level). Thus, hypothesis three (a), (b), (d), and (f) were rejected.

HYPOTHESIS FOUR stated that within the dean of instruction role-defining group there is no significant difference between actual and ideal role behavior for: (a) planning, (b) organizing, (c) promoting, (d) supervising,

Table 8

MEANS AND STANDARD DEVIATION FOR THREE  
ROLE-DEFINING GROUPS ON SIX ROLE AREAS

ACTUAL BEHAVIOR  
GROUPS

ROLE AREA	DEANS OF INSTRUCTION		DIRECTORS OF PERSONNEL SERVICES		DIRECTORS OF STUDENT SERVICES		DIRECTORS OF ADULT EDUCATION	
	M	STVD	M	STVD	M	STVD	M	STVD
Planning	34.077	4.122	32.500	5.275	34.813	4.172	21.000	2.264
Organizing	21.538	2.469	19.429	3.064	23.625	2.619	12.688	1.402
Promoting	22.154	3.570	20.000	3.094	41.375	3.059	18.250	2.487
Supervising	11.231	2.665	10.071	2.434				
Managing	42.385	2.403	37.857	5.125				
Controlling	17.385	1.862	16.286	2.711				
		*N = 12		*N = 14		*N = 16		

\*N = Number of Respondents

Table 9

ANALYSIS OF VARIANCE AMONG THREE ROLE-DEFINING GROUPS (DEANS OF INSTRUCTION, DIRECTOR OF STUDENT PERSONNEL SERVICES, AND DIRECTOR OF ADULT EDUCATION) FOR SIX ROLE AREAS - PLANNING, ORGANIZING, PROMOTING, SUPERVISING, MANAGING, AND CONTROLLING

HYPOTHESIS ONE - ACTUAL

ROLE AREA	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARES	F-RATIO
Planning	888.857	40	22.221	.923
	41.000	2	20.500	
Organizing	292.659	40	16.554	2.263
	33.107	2	7.316	
Promoting	409.442	40	10.236	4.814*
	98.558	2	49.279	
Supervising	206.674	40	5.167	4.994*
	51.605	2	25.803	
Managing	592.540	40	14.813	5.271**
	156.157	2	78.089	
Controlling	146.934	40	6.173	2.335
	28.834	2	14.417	

\*P &lt; .05

\*\*P &lt; .01

Table 10

MEANS AND STANDARD DEVIATION FOR THREE  
ROLE-DEFINING GROUPS ON SIX ROLE AREAS

ROLE AREA	IDEAL BEHAVIOR GROUPS					
	DEANS OF INSTRUCTION		DIRECTORS OF STUDENT PERSONNEL SERVICES		DIRECTORS OF ADULT EDUCATION	
	M	STDV	M	STDV	M	STDV
Planning	36.846	2.507	36.643	3.975	38.375	2.759
Organizing	22.231	1.625	21.571	2.382	13.063	1.345
Promoting	25.231	1.761	24.571	3.017	24.875	2.619
Supervising	14.692	0.821	14.286	1.485	14.813	0.390
Managing	42.769	2.189	39.143	4.324	41.875	2.446
Controlling	20.000	0.877	18.571	2.290	19.625	1.654
	*N = 13		*N = 14		*N = 16	

\*N = Number of Respondents



Table 11

ANALYSIS OF VARIANCE AMONG THREE ROLE-DEFINING GROUPS (DEAN OF INSTRUCTION, DIRECTOR OF STUDENT PERSONNEL SERVICES, AND DIRECTOR OF ADULT EDUCATION) FOR SIX ROLE AREAS - PLANNING, ORGANIZING, PROMOTING, SUPERVISING, MANAGING, AND CONTROLLING

HYPOTHESIS TWO - IDEAL

ROLE AREA	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARES	F-RATIO
Planning	424.656	40	10.616	1.277
	27.111	2	13.555	
Organizing	142.674	40	3.567	2.351
	16.768	2	8.384	
Promoting	277.486	40	6.937	.211
	2.932	2	1.466	
Supervising	42.064	40	1.052	1.053
	2.215	2	1.108	
Managing	419.771	40	10.494	4.689*
	98.415	2	49.207	
Controlling	127.178	40	3.179	2.375
	15.101	2	7.550	

\*P < .05

(e) managing, (f) controlling. Six t-tests for paired data were used to test hypothesis four. The t-ratio for actual and ideal behavior on six role areas for deans of instruction is given in Table 13.

Results of the t-tests indicated a significant degree of difference in the means between actual and ideal role behavior for planning (.05 level); promoting (.05 level); supervising (.01 level); controlling (.01 level). Thus, hypothesis four (a), (c), (d), and (f) were rejected.

HYPOTHESIS FIVE stated that within the director of student personnel services role-defining group there is no significant difference between actual and ideal role behavior for: (a) planning, (b) organizing, (c) promoting, (d) supervising, (e) managing, (f) controlling. Six t-tests for paired data were used to test hypothesis five. The t-ratio for actual and ideal role behavior on six role areas for directors of student personnel services is given in Table 14.

Results of the t-tests indicated a significant degree of difference in the means between actual and ideal role behavior for planning (.05 level); organizing (.05 level); promoting (.01 level); supervising (.001 level); controlling (.05 level). Thus, hypothesis five (a), (b), (c), (d), and (f) were rejected.

Table 12

T-TEST FOR CORRELATED SAMPLES  
DIRECTOR OF ADULT EDUCATION

<u>PLANNING</u>				<u>ORGANIZING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	16	34.813	3.608**	Actual	16	21.000	3.596**
Ideal		38.375		Ideal		23.063	
<u>PROMOTING</u>				<u>SUPERVISING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	16	23.625	1.499	Actual	16	12.688	5.506***
Ideal		24.875		Ideal		14.813	
<u>MANAGING</u>				<u>CONTROLLING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	16	41.375	2.608	Actual	16	18.250	2.274*
Ideal		41.875		Ideal		19.625	

\*Significant at .05 level

\*\*Significant at .01 level

\*\*\*Significant at .001 level

Table 13

T-TEST FOR CORRELATED SAMPLES

DEAN OF INSTRUCTION

<u>PLANNING</u>				<u>ORGANIZING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	13	34.0769	2.3303*	Actual	13	21.5385	.8978
Ideal		36.8461		Ideal		22.2308	
<u>PROMOTING</u>				<u>SUPERVISING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	13	22.1538	2.8261*	Actual	13	11.2308	5.1227**
Ideal		25.2308		Ideal		14.6923	
<u>MANAGING</u>				<u>CONTROLLING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	13	42.3846	.8617	Actual	13	17.3846	4.0493**
Ideal		42.7692		Ideal		20.0000	

\*Significant at .05 level

\*\*Significant at .01 level

Table 14

T-TEST FOR CORRELATED SAMPLESDIRECTOR OF STUDENT PERSONNEL SERVICES

<u>PLANNING</u>				<u>ORGANIZING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	14	32.500	2.302*	Actual	14	19.429	2.239*
Ideal		36.643		Ideal		21.571	
<u>PROMOTING</u>				<u>SUPERVISING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	14	20.000	3.930**	Actual	14	10.071	5.507***
Ideal		24.571		Ideal		14.286	
<u>MANAGING</u>				<u>CONTROLLING</u>			
GROUP	DF	MEANS	T-RATIO	GROUP	DF	MEANS	T-RATIO
Actual	14	37.857	.669	Actual	14	16.286	2.659*
Ideal		39.143		Ideal		18.571	

\*Significant at .05 level

\*\*Significant at .01 level

\*\*\*Significant at .001 level

## Analysis of Data

The following descriptive data were thought to be useful to interpret further the research hypotheses. No proliferation of detail was intended in the paragraphs that describe each statement.

### PLANNING

The fourteen role-behavior statements associated with the planning role area are (Part I), statements 1-14. Findings for this role area appear in Appendix F, Table 1. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 1 - Develops a comprehensive adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 1 was actually performed more regularly than should be performed.

Distribution of responses for actual behavior tended to be skewed in the direction of category 3 - performs with regularity, while the responses for ideal behavior seemed to be distributed among all three categories.

Role Behavior Statement 2 - Participates in regional and/or state-wide planning for adult education.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 2 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be distributed among all three categories with a slight skew toward category 2--performs occasionally. For ideal role behavior, the responses seemed to be grouped among categories 2 and 3, with a slight skew toward category 3--should perform with regularity.

Role Behavior Statement 3 - Accepts appointment on regional accrediting agencies.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 3 should be performed more regularly than actually was performed.

Distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity, while distribution of responses for actual behavior were divided among the three categories.

Role Behavior Statement 4 - Conducts surveys, to identify resources in the community to serve in the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 4 should be performed more regularly than actually was performed.

Distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity, while distribution of responses for actual behavior were divided among the three categories.

Role Behavior Statement 5 - Provides leadership for the formulation of adult education policies.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups perceived little difference between actual and ideal performance for statement 5.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity, for actual and ideal behavior.

Role Behavior Statement 6 - Provides for systematic assessment of adult education needs in the community.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 6 should be performed more regularly than actually was performed.



Distribution of responses for actual behavior tended to be skewed in the direction of categories 2 and 3--performs occasionally and performs with regularity, while distribution of responses for ideal behavior were skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 7 - Develops strategies for gaining program support for adult education

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 7 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior tended to be skewed in the direction of categories 2 and 3--performs occasionally and performs with regularity, while distribution of responses for ideal behavior were skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 8 - Initiates innovative adult education programs.

Analysis of the distribution of responses and weighted means indicated each of the role-defining groups perceived little difference between actual and ideal performance for statement 8.

For the dean of instruction, distribution of responses for actual behavior were skewed in the direction of

categories 2 and 3--performs occasionally and performs with regularity, while distribution of responses for ideal behavior were distributed among categories 1, 2, and 3. For directors of student personnel services, distribution of responses for actual role behavior was evenly distributed between categories 2 and 3--performs occasionally and performs with regularity. While distribution of responses tended to be skewed in the direction of category 3--should perform with regularity.

Distribution of responses for directors of adult education for actual and ideal behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 9 - Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups perceived little difference between actual and ideal performance for statement 9.

Distribution of responses for deans of instruction and directors of adult education tended to be skewed in the direction of category 3 for both actual and ideal behavior--performs with regularity and should perform with regularity. For directors of student personnel services, distribution of

of responses were distributed between categories 2 and 3 for both actual and ideal behavior.

Role Behavior Statement 10 - Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 10.

Distribution of responses for actual and ideal role behavior tended to be distributed among all three categories.

Role Behavior Statement 11 - Develops proposals for federal aid for special training programs in adult education.

Analysis of the distribution of responses and weighted means indicated all three role-defining groups seemed to perceive that statement 11 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior tended to be skewed in the direction of category 2--performs occasionally, while responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 12 - Develops articulation procedures between the adult education program and other divisions within the college.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups perceived little difference between actual and ideal performance for statement 12.

Distribution of responses for actual and ideal role behavior tended to be widely distributed among all three groups.

Role Behavior Statement 13 - Assists in developing course descriptions for non-credit courses.

Analysis of the distribution of responses and weighted means indicated that deans of instruction and directors of student personnel services perceived that statement 13 should be performed more regularly than actually was performed. There was no perceived difference for directors of adult education between actual and ideal behavior.

Distribution of responses for actual behavior tended to be disbursed between categories 2 and 3--performs occasionally and performs with regularity, while the responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 14 - Works with other personnel within the college to formulate objectives and long-range goals of adult education.

Analysis of the distribution of responses and weighted means for statement 14 indicated that deans of instruction seemed to perceive that it was actually performed more regularly than should be performed; directors of student personnel services seemed to perceive that statement 14 should be performed more regularly than actually was performed; and directors of adult education seemed to perceive little difference between actual and ideal performance for statement 14.

Distribution of responses for actual role behavior seemed to be distributed among all three categories with a slight skew toward category 3--performs with regularity. For ideal behavior, the distribution of responses tended to be grouped in categories 2 and 3--should perform occasionally and should perform with regularity.

#### ORGANIZING

The eight role behavior statements associated with the organizing role area (Part I), are statements 15-22. Findings for this role area appear in Appendix F, Table 2. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 15 - Selects faculty to teach adult education courses.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 15.

Distribution of responses for actual and ideal role behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 16 - Assists in selecting materials to be used in adult education programs.

Analysis of the distribution of responses and weighted means indicated that directors of student personnel services and directors of adult education perceived little difference between actual and ideal performance for statement 16. Deans of instruction perceived the behavior was actually performed more regularly than should be performed.

Distribution of responses for actual and ideal role behavior tended to be distributed among all categories.

Role Behavior Statement 17 - Canvasses the community for suitable classroom space(s).

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups

seemed to perceive little difference between actual and ideal performance for statement 17.

Distribution of responses for actual and ideal role behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 18 - Works cooperatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those responses.

Analysis of the distribution of responses and weighted means indicated that all three role-identifying groups seemed to perceive that statement 18 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior were disbursed among categories 2 and 3--performs occasionally and performs with regularity, while distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 19 - Makes recommendations for an adequate staff for the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups

perceived little difference between actual and ideal performance for statement 19.

Role Behavior Statement 20 - Employs and assigns college faculty (regular and adjunct) to adult education courses.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 20 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior were disbursed among all three categories, while the distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 21 - Helps organize adult education advisory committees.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 21 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior tended to be disbursed among all three categories, while the distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.



Role Behavior Statement 22 - Makes arrangements to secure substitute teachers for adult education classes.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 22 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior tended to be disbursed among all three categories, while the distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

#### PROMOTING

The nine role behavior statements associated with the promoting role area are (Part I), statements 23-31. Findings for this role area appear in Appendix F, Table 3. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 23 - Maintains relations with civic, industrial, and social groups in the college's service region.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 23.

Distribution of responses for actual and ideal role behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 24 - Provides leadership for the adult education public information program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 23.

Distribution of responses for actual and ideal role behavior tended to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 25 - Speaks at civic group meetings regarding the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 25 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be distributed among all three categories, while distribution of responses for ideal role behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 26 - Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program.

Analysis of the distribution of responses and weighted means indicated that directors of student personnel services seemed to perceive that statement 26 should be more regularly performed than actually was performed. There seemed to be little perceived difference among deans of instruction and directors of adult education between actual and ideal behavior.

Distribution of responses for actual role behavior tended to be grouped around categories 2 and 3--performs occasionally and performs with regularity. For ideal behavior, the responses were distributed among categories 2 and 3--should perform occasionally and should perform with regularity--with a skew in the direction of category 3.

Role Behavior Statement 27 - Offers professional leadership by serving as a community educational change agent.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 27 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be disbursed among all three categories, while the distribution for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 28 - Provides leadership by interpreting to other divisions within the institution the purpose of adult education.

Analysis of the distribution of responses and weighted means indicated that the role-defining groups seemed to perceive that statement 28 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be grouped around categories 2 and 3--performs occasionally and performs with regularity. For ideal behavior, the distribution of responses seemed to be skewed toward category 3--should perform with regularity.

Role Behavior Statement 29 - Publishes articles, monographs, and conducts research in the field of adult education.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 29 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be distributed among all three categories with a slight skew toward category 1--performs rarely or not at all. The response for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 30 - Serves on community and professional committees.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 30.

Distribution of responses for actual and ideal role behavior seemed to be distributed among all three categories with a tendency toward a slight skew in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 31 - Recruits students for adult education courses.

Analysis of the distribution of responses and weighted means indicated that deans of instruction and directors of student personnel services seemed to perceive statement 31 should be performed more regularly than actually was performed. Directors of adult education seemed to perceive

that statement 31 was actually performed more regularly than should be performed.

Distribution of responses for actual and ideal behavior seemed to be distributed among all three categories with a slight skew toward category 3.

### SUPERVISING

The five role behavior statements associated with the supervising role area are (Part I), statements 32-36. Findings for this role area appear in Appendix F, Table 4. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 32 - Visits adult education classes while they are in session.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 32 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be disbursed among all three categories, while the distribution of responses for ideal role behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 33 - Develops in-service education programs for the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 33 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be disbursed among all three categories with a slight skew toward category 2--performs occasionally. For ideal role behavior, distribution of responses tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 34 - Provides a supportive climate while counseling adult education faculty.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 34 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be disbursed among all three categories, while the distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 35 - Organizes orientation programs for the adult education faculty, both full-time and part-time.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 35 should be performed more regularly than actually was performed.

Distribution of the responses for actual role behavior seemed to be distributed among all 3 categories, with a slight skew toward category 2--performs occasionally. For ideal role behavior, the distribution of responses tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 36 - Counsels students enrolled in adult education courses.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 36 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be evenly distributed among all three categories, while the distribution of responses for ideal role behavior tended to be skewed in the direction of category 3--should perform with regularity.



## MANAGING

The fifteen role behavior statements associated with the managing role area are (Part I), statements 37-51. Findings for this role area appear in Appendix F, Table 5. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 37 - Assists in establishing necessary fees for adult education classes.

Analysis of the distribution of responses and weighted means indicated that deans of instruction and directors of student personnel services seemed to perceive that statement 37 should be performed more regularly than actually was performed. Directors of adult education seemed to perceive little difference between actual and ideal performance.

Distribution of responses for actual behavior tended to be distributed among the three categories, while distribution of responses for ideal behavior tended to be skewed toward category 3--should perform with regularity.

Role Behavior Statement 38 - Coordinates the collection of fees for adult education classes.

Analysis of the distribution of responses and weighted means indicated that deans of instruction seemed to perceive little difference between actual and ideal performance for statement 38. Directors of student personnel

services seemed to perceive that statement 38 was actually being performed more regularly than should be performed. Directors of adult education seemed to perceive a slight difference between what actually was performed than should be performed.

Distribution of responses for actual behavior tended to be grouped around categories 2 and 3--performs occasionally and performs with regularity. For ideal behavior, the responses seemed to be distributed among all three categories with a slight skew toward category 3--should perform with regularity, for deans of instruction and directors of adult education. There seemed to be a slight skew in the direction of category 2--should perform occasionally, for directors of student personnel services.

Role Behavior Statement 39 - Arranges for the maintenance of detailed payroll records for the adult education faculty.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 39 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be disbursed among the 3 categories with a slight skew toward category 3--performs with regularity. For ideal

role behavior, all of the responses for deans of instruction and directors of adult education were in category 3-- should perform with regularity, while the responses for directors of student personnel services tended to be grouped in categories 2 and 3.

Role Behavior Statement 40 - Makes budget allocations to specific adult education programs.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 40.

Distribution of responses for actual and ideal behavior tended to be skewed in the direction of category 3-- performs with regularity and should perform with regularity.

Role Behavior Statement 41 - Arranges for registration of students in adult education classes.

Analysis of the distribution of responses and weighted means indicated that deans of instruction and directors of adult education seemed to perceive little difference between actual and ideal role behavior for statement 41. Directors of student personnel services seemed to perceive that statement 41 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be distributed among all three categories for the director of student personnel services, while the distribution of responses for deans of instruction and director of adult education seemed to be grouped among categories 2 and 3--performs occasionally and performs with regularity. For ideal role behavior the distribution of responses tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 42 - Utilizes the institution's human and financial resources for support of the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three reference groups seemed to perceive little difference between actual and ideal role behavior for statement 42.

Distribution of responses for actual role behavior tended to be grouped in categories 2 and 3 for deans of instruction and directors of adult education, while distribution of responses for directors of student personnel services seemed to be disbursed among all three categories. For ideal role behavior, the distribution of responses seemed to be distributed among all three categories with a slight skew toward category 3--should perform with regularity.

Role Behavior Statement 43 - Participates as a member of the institution's decision-making management team.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 43 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be grouped among all 3 categories, while distribution of responses for ideal behavior tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 44 - Coordinates the program development process for adult education.

Analysis of the distribution of responses and weighted means for statement 44 indicated that deans of instruction seemed to perceive little difference between actual and ideal performance; directors of student personnel services seemed to perceive that it should be performed more regularly than actually was performed; and directors of adult education seemed to perceive it was actually performed more regularly than should be performed.

Distribution of responses for actual role behavior seemed to be grouped among categories 2 and 3 with a slight

skew in the direction of category 3--performs with regularity. For ideal role behavior the responses seemed to be distributed among all 3 categories with a skew in the direction of category 3--should perform with regularity.

Role Behavior Statement 45 - Plays a direct role in policy formulation, implementation, and evaluation for adult education.

Analysis of the distribution of responses and weighted means for statement 45 indicated deans of instruction and directors of adult education seemed to perceive little difference between actual and ideal performance; directors of student personnel services seemed to perceive it was actually performed more regularly than should be performed.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity. For ideal role behavior, the distribution of responses seemed to be skewed in the direction of category 3--should perform with regularity for deans of instruction and directors of adult education. The distribution of responses for directors of student personnel services seemed to be evenly divided among categories 2 and 3.

Role Behavior Statement 46 - Arranges for the assignment of adult education classroom space.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups perceived that there was little difference between actual and ideal performance.

Distribution of responses for actual and ideal role behavior seemed to be grouped in categories 2 and 3 with a slight skew in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 47 - Responds to correspondence concerning the adult education programs.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 47.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity. For ideal role behavior, the distribution of responses seemed to be among all three categories with a slight skew in the direction of category 3--should perform with regularity.

Role Behavior Statement 48 - Attends professional meetings that relate to adult education.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 48.

Distribution of responses for actual and ideal role behavior seemed to be skewed in the direction of category 3--performs with regularity and should perform with regularity.

Role Behavior Statement 49 - Initiates changes in the adult education division whenever necessary.

Analysis of the distribution of responses and weighted means for statement 49 indicated that deans of instruction and directors of adult education seemed to perceive little difference between actual and ideal performance. Directors of student personnel services seemed to perceive that statement 49 actually was performed more regularly than should be performed.

Distribution of responses for actual role behavior seemed to be grouped in categories 2 and 3 with a slight skew toward category 3--performs with regularity. For ideal role behavior, the distribution of responses seemed to be disbursed among all three categories, with a slight skew toward



category 3--should perform with regularity, for deans of instruction and directors of adult education. Distribution of responses for directors of student personnel services tended to be skewed in the direction of category 2--should perform occasionally.

Role Behavior Statement 50 - Supports the cause for equal rights for part-time adult education instructors.

Analysis of the distribution of responses and weighted means indicated that all three reference groups seemed to perceive little difference between actual and ideal performance for statement 50. Directors of student personnel services seemed to perceive it should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity for deans of instruction and directors of adult education, while there seemed to be a slight skew in the direction of category 2--performs occasionally, for directors of student personnel services. For ideal role behavior, the responses seemed to be grouped among categories 2 and 3, with a slight skew in the direction of category 3--should perform with regularity.

Role Behavior Statement 51 - Supports the cause for equal rights for part-time students enrolled in the adult education program.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 51 actually was performed more regularly than should be performed.

Distribution of responses for actual role behavior seemed to be disbursed among all three categories, with a slight skew toward category 3--performs with regularity for deans of instruction and directors of adult education. For ideal role behavior, the distribution of responses tended to be evenly distributed among all 3 categories.

#### CONTROLLING

The seven role behavior statements associated with the role area controlling are (Part I), statements 52-58. Findings for this role area appear in Appendix F, Table 6. In the paragraphs that follow, each statement is discussed in terms of actual and ideal behavior.

Role Behavior Statement 52 - Assists in evaluating materials to be used in adult education programs.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups

seemed to perceive that statement 52 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior seemed to be grouped among categories 2 and 3--performs occasionally and performs with regularity. For ideal role behavior, the distribution of responses tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 53 - Arranges for the maintenance of routine institutional records of the adult education programs.

Analysis of the distribution of responses and weighted means for statement 53 indicated that deans of instruction and directors of adult education seemed to perceive little difference between actual and ideal performance; directors of student personnel services seemed to perceive it should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity for deans of instruction and directors of adult education, while the responses for directors of student personnel services seemed to be grouped among categories 2 and 3. For ideal behavior, the distribution of responses

tended to be skewed toward category 3--should perform with regularity for all 3 reference groups.

Role Behavior Statement 54 - Arranges for the maintenance of class enrollment data on a quarterly basis.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive statement 54 was actually performed more regularly than should be performed.

Distribution of responses for actual role behavior tended to be skewed in the direction of category 3--performs with regularity, while the distribution of responses for ideal role behavior seemed to be disbursed among all 3 categories.

Role Behavior Statement 55 - Provides for systematic evaluation of adult education programs.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 55 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be spread among all three categories, while the distribution of responses for ideal behavior tended to be skewed toward category 3--should perform with regularity.

Role Behavior Statement 56 - Conducts empirical research in the field of adult education.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 56 should be performed more regularly than actually was performed.

Distribution of responses for actual behavior seemed to be distributed among all three categories with a slight skew toward category 1--performs rarely or not at all. For ideal role behavior, the responses tended to be skewed in the direction of category 3--should perform with regularity.

Role Behavior Statement 57 - Provides for systematic evaluation regarding faculty job performance.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive that statement 57 should be performed more regularly than actually was performed.

Distribution of responses for actual role behavior seemed to be distributed among all 3 categories, while the distribution of responses for ideal role behavior tended to be skewed in the direction of category 3--should perform with regularity for deans of instruction and directors of adult education. Responses for directors of student personnel services seemed to be evenly divided between categories 2 and 3.

Role Behavior Statement 58 - Evaluates the economic feasibility for offering adult education programs.

Analysis of the distribution of responses and weighted means indicated that all three role-defining groups seemed to perceive little difference between actual and ideal performance for statement 58.

Distribution of the responses for both actual and ideal role seemed to be distributed among all three categories.

### Summary

1. Results of the analysis of variance for the three role defining groups indicated that a significant degree of disagreement existed between them in the areas of promoting, supervising, and managing for actual role behavior.

2. Results of the analysis of variance for the three role defining groups indicated that a significant degree of disagreement existed between them in the area of managing for ideal role behavior.

3. T-tests for correlated samples indicated a significant degree of difference between actual and ideal role behavior for planning, organizing, supervising, and controlling as perceived by directors of adult education.

4. T-tests for correlated samples indicated a significant degree of difference between actual and ideal role

behavior for planning, promoting, supervising, and controlling as perceived by deans of instruction.

5. T-tests for correlated samples indicated a significant degree of difference between actual and ideal role behavior for planning, organizing, promoting, supervising, and controlling as perceived by directors of student personnel services.

Table 15

ACTUAL AND IDEAL BEHAVIOR  
SUMMARY

## ROLE-DEFINING GROUPS

	Deans of Instruction	Directors of Student Personnel Services	Directors of Adult Education
Planning	2.330*	2.302*	3.608**
Organizing	0.897	2.239*	3.596**
Promoting	2.826*	3.930**	1.499
Supervising	5.122**	5.507***	5.506***
Managing	0.861	0.669	2.608
Controlling	4.049**	2.659*	2.274*

\*Significant at .05 level

\*\*Significant at .01 level

\*\*\*Significant at .001 level



Table 16

SUMMARY OF ANALYSIS OF DATA

ROLE EXPECTATIONS MET	Directors of Adult Education	Deans of Instruction	Directors of Student Personnel Services
Planning	*1, 5, 6, 7, 8, 9, 13, 14	5, 7, 9, 13	5
Organizing	15, 17, 18, 19	15, 17, 18, 19	15, 18, 19
Promoting	23, 24, 25, 26, 28, 30	23, 24	23, 24
Supervising	32, 34		
Managing	37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50	38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50	40, 43, 46, 47, 48
Controlling	53, 55, 58	53, 58	58

ROLE EXPECTATIONS NOT MET

Planning	2, 3, 4, 10, 11, 12	1, 2, 3, 4, 6, 8, 10, 11, 12, 14	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14
Organizing	16, 20, 21, 22	16, 20, 21, 22	16, 17, 20, 21, 22
Promoting	27, 29, 31	25, 26, 27, 28, 29, 30, 31	25, 26, 27, 28, 29, 30, 31
Supervising	33, 35, 36	32, 33, 34, 35, 36	32, 33, 34, 35, 36
Managing	43, 51	37, 42, 51	37, 38, 39, 41, 42, 44, 45, 49, 50, 51
Controlling	52, 54, 56, 57	52, 54, 55, 56, 57	52, 53, 54, 55, 56, 57

\*Statement number

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### INTRODUCTION

It was the purpose of this research effort to investigate the degree of agreement on actual and ideal roles of Directors of Adult Education in North Carolina's sixteen community colleges. The sixteen community colleges were considered the social system wherein each director played roles according to expectations perceived by three groups of role definers. The three role-defining groups were: deans of instruction, directors of student personnel services, and directors of adult education.

The role-defining groups were asked to compare their perception of actual and ideal role behavior by responding to 58 selected role behavior statements. These statements were clustered in six role areas: planning, organizing, promoting, supervising, managing, and controlling.

A panel of experts was selected to respond to a questionnaire consisting of 58 role behavior statements. The panelists were asked to indicate in which one of four role areas--administration, leadership, supervision, or promotion--they would locate each of the role activity statements. The results of this initial survey indicated the panel

members felt there was not a significant degree of discrimination between administration and leadership.

In an effort to improve the questionnaire, it was revised and sent to ten administrators at Appalachian State University, selected members of the panel of experts, and directors of adult education in selected technical institutes in North Carolina. In the revised questionnaire, administration was viewed as an umbrella with six component parts: planning, organizing, promoting, supervising, directing, and controlling. Results of the second survey indicated general agreement regarding the way administration was subdivided. Minimal suggestions were made for the definitions given each of the six areas.

#### SUMMARY OF FINDINGS

1. A statistically significant degree of disagreement existed between all three reference groups in the areas of promoting, supervising, and managing for actual role behavior.

2. A statistically significant degree of disagreement existed between all three reference groups in the area of managing for ideal role behavior.

3. Directors of adult education seemed to perceive a statistically significant degree of difference between

actual and ideal role behavior for planning, organizing, supervising, and controlling.

4. Deans of instruction seemed to perceive a statistically significant degree of difference between actual and ideal role behavior for planning, promoting, supervising, and controlling.

5. Directors of student personnel services seemed to perceive a statistically significant degree of difference between actual and ideal role behavior for planning, organizing, promoting, supervising, and controlling.

#### CONCLUSIONS

The following conclusions were based on the findings of this study:

1. The three role-defining groups seemed to agree on actual behavior of the director of adult education as suggested by the role behavior statements associated with planning, organizing, and controlling. They tended to disagree with those role behavior statements associated with promoting, supervising, and managing. Degree of agreement tended to be greater between deans of instruction and directors of adult education for the role areas of promoting, supervising, and managing. This may suggest that either the dean of instruction or director of adult education needs to communicate more effectively with the director of student

personnel services regarding the actual behavior of directors of adult education for promoting, supervising, and managing.

2. The three role-defining groups seemed to agree on ideal behavior of the director of adult education as suggested by the role behavior statements associated with planning, organizing, promoting, supervising, and controlling. They tended to disagree with those role behavior statements associated with managing. Degree of agreement tended to be greater between deans of instruction and directors of adult education for the role area of managing. This may suggest that either the dean of instruction or the director of adult education needs to communicate more effectively with the director of student personnel services regarding the ideal behavior of directors of adult education for managing.

3. Within the incumbent (director of adult education) role-defining group, there appeared to be an association between actual and ideal behavior of the Director for promoting and managing. This seemed to indicate directors of adult education, as a group, perceived they were fulfilling the roles expected of them for these two role areas. There tended to be little association between actual and ideal behavior of the Director ascribed by the role areas of planning, organizing, supervising, and controlling. This seemed to indicate directors of adult education perceived they were

not fulfilling those role behaviors expected of them for planning, organizing, supervising, and controlling.

4. Within the dean of instruction role-defining group, there appeared to be an association between actual and ideal behavior of the Director for organizing and managing. This seemed to indicate deans of instruction perceived directors of adult education were fulfilling the roles expected of them for these two role areas. There tended to be little association between actual and ideal behavior of the Director ascribed by the role areas of planning, promoting, supervising, and controlling. This seemed to indicate that deans of instruction perceived that directors of adult education were not fulfilling the roles expected of them for planning, promoting, supervising, and controlling.

5. Within the director of student personnel services role-defining group, there appeared to be an association between actual and ideal behavior of the director of adult education for managing. This seemed to indicate directors of student personnel services perceived directors of adult education were fulfilling the roles expected of them for managing. There tended to be little association between actual and ideal behavior of the director of adult education ascribed by the role areas of planning, organizing, promoting, supervising, and controlling. This seemed to indicate that

directors of student personnel services perceived that directors of adult education were not fulfilling the roles expected of them for planning, organizing, promoting, supervising, and controlling.

6. All three role-defining groups seemed to perceive an association between actual and ideal role behavior of directors of adult education for managing. This seemed to indicate the Directors were fulfilling the roles expected of them for managing. One might theorize that those role behavior statements associated with managing (e.g., arranges for registration of students in adult education classes, arranges for the assignment of adult education classroom space, attends professional meetings that relate to adult education, supports the cause for equal rights for part-time students enrolled in the adult education program) were more easily perceived by the role-defining groups as behavior expected of a director of adult education. This would appear to indicate congruency among the role-defining groups for managing.

7. All three role-defining groups seemed to perceive little association between actual and ideal role behavior of directors of adult education for planning, supervising, and controlling. This seemed to indicate the Directors were not fulfilling the roles expected of them for

planning, supervising, and controlling. One might postulate that those role behavior statements associated with planning, supervising, and controlling (e.g., provides for systematic assessment of adult education needs in the community, develops proposals for federal aid for special training programs in adult education, counsels students enrolled in adult education courses, develops in-service education programs for the adult education faculty, conducts empirical research in the field of adult education, assists in evaluating materials to be used in adult education programs) were perceived by the role-defining groups as behavior that should be performed more regularly than was actually performed. This would appear to indicate role conflict among the role-defining groups for planning, supervising, and controlling.

8. Based on the findings in this study, it appeared the directors of adult education were experiencing some degree of role conflict. Intersender conflict, as identified by Katz and Kahn (1966), would appear to be the kind being encountered by the director of adult education.

9. The study revealed that directors of student personnel services and deans of instruction perceived directors of adult education were not fulfilling the roles expected of them for supervising. This may suggest that the dean of instruction and director of student personnel



services need to interact more frequently with the Director to determine (1) if the statements associated with supervising are appropriate role expectations and (2) reasons for the difficulty Directors experienced meeting these expectations. Fishburn's study indicated a lack of understanding between teachers and administrators regarding the perceived roles of teachers. The applicability of Fishburn's study to this researcher's effort is that a lack of understanding of what is expected of a director of adult education could lead to role conflict and lessen the effectiveness of the adult program.

10. In his study of the roles of vocational teachers in Oklahoma, Sutker (1967) found a higher degree of agreement between what the teachers should do than they actually do. This writer's study would seem to support Sutker's findings. A review of Table 16 would seem to indicate directors of adult education should be performing certain roles more regularly than are actually being performed.

11. Sarbin defined role expectations as collections of cognitions others possess of occupants of a focal position. The results of this study indicated directors of student personnel services may not fully understand what is expected of directors of adult education. For example, there tended to be a higher degree of congruence between deans of instruction and directors of adult education for planning

than directors of student personnel services. This could indicate directors of student personnel services are not aware of what is expected of directors of adult education for planning.

12. The results of this study indicated the actual role area of controlling is not what is expected. Thus it may be necessary for all three reference groups to determine what may be precluding directors of adult education from fulfilling these role expectations. Variables such as budgetary constraints, lack of adequate staff, insufficient facilities may be contributing factors. It may be determined that controlling is not a valid role area.

13. Congruence refers to the degree of agreement among members of a reference group with regard to their perception of role behavior for an occupant of a focal position. The results of this study indicated a high degree of congruency between deans of instruction and directors of adult education for managing. This may indicate deans of instruction and directors of adult education need to communicate with directors of student personnel services regarding the area of managing.

#### RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made:

1. Intra-institutional in-service workshops should be conducted annually to discuss the functions and responsibilities of staff leadership roles, such as the director of adult education. In addition, these workshops could focus on such topics as the type of student who enrolls in the adult program, evaluation techniques, and program planning. In summary, such workshops might be useful in reducing misunderstandings which may occur over the relationship of the adult education curriculum with the rest of the institution's curriculum.

2. An improved system of communication between various administrative offices would seem to enhance the perception of the role of directors of adult education. The findings of this study would seem to indicate that directors of student personnel services do not interact frequently enough with directors of adult education to understand their (directors of adult education) roles. Training programs in communications could be used by focal position occupants and counter-position occupants to develop improved professional relationships and promote better role understandings.

3. Deans of instruction should continue to work with directors of adult education so that such directors can fulfill more completely the roles expected of them.

4. The North Carolina Department of Community Colleges may be able to use the findings of this study to give

consideration to developing a model job description for directors of adult education.

5. A procedure for resolving role conflict should be established. This is not to say conflict is harmful to institutional processes. Rather, if conflict is to be beneficial to an institution it should be regulated and utilized.

6. Consideration should be given to professional training, experience in program administration and planning in adult education, and a commitment to work with both community and institutional personnel in selecting a director of adult education.

7. This same study should be replicated to add validity to the research procedure and methodology. A study involving a similar reference group should be done in the community college system of other states.

8. This study should be replicated with the following changes:

- (a) include technical institutes
- (b) increase the number of reference groups to include faculty, students, other staff positions such as director of admissions, public school officials, and members of the State Department of Community Colleges

- (c) increase the number of role behavior statements for the role area of supervising
- (d) include other role areas such as teacher, counselor, and member of professional associations

9. This study focused on the function and responsibility of directors of adult education. Another study might focus on the qualities and values of an occupant of such a position. An example might be "Believes in a democratic process in policy-making."

10. A comparative study of directors of adult education among four-year colleges and universities may contribute further to a better understanding of the roles of adult education administrators.

11. As the area of adult education continues to grow, similar studies should be conducted to identify new roles associated with the director of adult education.

12. Comparative studies should be conducted in other geographical sections of the country to determine if there is a variation in expectations of the director of adult education.

13. A study dealing with the director of student personnel services and his perception of directors of adult education would seem appropriate in view of the findings of this

study. Expectations on the part of student personnel directors appear to be disparate from the other role-defining groups.

14. The difficulty experienced by the panel of experts in discriminating between administration and leadership would appear to justify a study dealing with these role areas.

15. All institutions should develop a job description for the Director position. This could be of assistance in reducing misunderstandings among other staff members regarding roles of directors of adult education.

16. Additional studies should be conducted that would include lay members of the community as role-identifiers. Such groups may be civic leaders, business and industrial leaders, political leaders, public health officials, and members of professional groups such as doctors, lawyers, and dentists.

17. Other studies dealing with specialized personnel within the field of adult education would seem appropriate. These studies might include directors of adult basic education, directors of manpower development training, and directors of extension.

18. A study dealing only with actual role behavior of incumbents might be useful. Such a study could consider

the frequency with which a role was performed, and the importance of such a role.

19. A study of directors of adult education in which they estimate the cognitions of other staff members regarding role expectations might be useful for further role clarification.

20. A similar study might be useful to determine what role behavior statements elicit similar patterns of behavior regardless of the setting.

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## APPENDIXES

### Appendix A: Panel of Experts

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Dr. Charles Jones, Chairman  
Department of Vocational-Technical Education  
College of Education  
Marshall University  
Huntington, West Virginia

Appendix B: Job Description For A  
Director of Adult Education

Director of Adult Education

The Director of Adult Education is directly responsible to the Dean of Instruction for the following:

1. Coordinates with Division Chairmen the development, promotion, and supervision of special credit programs.
2. Recruits, interviews, and recommends part-time faculty for the special credit programs.
3. Recruits, interviews, and hires part-time faculty for the non-credit programs.
4. Coordinates special credit course schedules with Division Chairmen.
5. Develops the non-credit course schedules.
6. Plans and supervises the local budget for non-credit courses.
7. Supervises registration activities for special credit and non-credit courses.
8. Assists in the orientation and in-service training of part-time special credit faculty, as well as non-credit faculty.
9. Develops and supervises short courses, seminars, and other special programs for industry or community needs.

10. Collects data for the determination of appropriate credit and non-credit instructional offerings.
11. Develops a comprehensive program of community services for the New River Community College region, and implements same.
12. Pursues federal funds and other sources for the funding of regional educational needs.
13. Advises special credit students.
14. Develops appropriate instructional material and instructional plans for any courses offered through the Office of Continuing Education and maintains file of same.
15. Coordinates Special Training Programs for local industry.
16. Coordinates the Speakers' Bureau of New River Community College.
17. Maintains adequate records of business transactions involved in tuition fees and other funds received from participants in non-credit programs.
18. Schedules and chairs Advisory Committee meetings.
19. Performs other duties such as special projects and assignments identified by the Dean of Instruction.

Appendix C: Correspondence Dealing With  
Improving The Research Instrument

Dear \_\_\_\_\_ :

As part of my doctoral research, I am conducting a study of the role of Directors of Adult Education in the community college system of North Carolina.

In an effort to lend face validity to the research instrument, I am asking you to serve as a panel member because of your recognized expertise in the field of adult education. Therefore, would you please be kind enough to recommend for Part I, the most appropriate location for each of the role behavior activity statements and for Part II, your perception of each.

The statements were selected on the basis of a comprehensive review of the literature, personal interviews with incumbent Directors of Adult Education in two southeastern states, reviewing job descriptions of adult administrators in three southeastern states, and personal knowledge of the position. A final draft of the research instrument will be based on responses from the panel members.

If you have any questions regarding this, please do not hesitate to write me or call collect at Area Code (704) 264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk



## Appendix C: Instructions to the Panel of Experts

### Part I

Listed on the following pages are 58 role activity statements which relate to Directors of Adult Education in community colleges in North Carolina. For Part I, indicate in which role area you would place each of the role activity statements by placing a check ( ) mark in the appropriate column.

### Definitions

Administration - in administering the adult education program, the Director "displays behavior indicative of decision-making, planning, reporting, controlling, communicating" adult education programs. (Morgan, 1971).

Leadership - the ability and readiness to inspire, guide, direct, or manage . . . others within the institution.

Supervision - to direct the work of those the Director of Adult Education supervises . . . to coordinate the special functions of those who participate in the adult education program so that the goals of the institution are achieved . . . a supervisor demonstrates, explains, illustrates (Supervision and Consultation, AEA of U.S., 1956).

Promotion - informing the general public of the activities and policies of the institution's adult education program.

Space is provided at the end of the questionnaire for your comments concerning the clarity of the role activity statements, and suggesting other role activity statements. If additional statements are listed, please indicate

in which role area you would place them. Also, please comment on the definitions given for the four role areas.

Role Activity Statements	Leadership	Administration	Supervision	Promotion
1. Develops a comprehensive adult education program				
2. Visits adult education classes while they are in session				
3. Selects faculty to teach adult education courses				
4. Assists in evaluating materials to be used in adult education programs				
5. Assists in selecting materials to be used in adult education programs				
6. Canvasses the community for suitable classroom space(s)				
7. Establishes necessary fees for adult education classes				
8. Coordinates the collection of fees for adult education classes				
9. Maintains routine institutional records of the adult education program				
10. Maintains relations with civic, industrial, and social groups in the college's service region				
11. Provides leadership for the adult education public information program				
12. Maintains detailed payroll records for the adult education faculty				
13. Makes budget allocations to specific adult education programs				

Role Activity Statements	Leadership	Administration	Supervision	Promotion
14. Speaks at civic group meetings regarding the adult education program				
15. Keeps enrollment data by class on a quarterly basis				
16. Participates in regional and/or state-wide planning for adult education				
17. Accepts appointment on regional accrediting committees				
18. Develops in-service education programs for the adult education faculty				
19. Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program				
20. Arranges for registration of students in adult education classes				
21. Provides a supportive understanding climate while counseling adult education faculty				
22. Co-ordinates the utilization of human and financial resources that are internal to the institution				
23. Conducts surveys, to identify resources in the community to serve in the adult education program				
24. Participates as a member of the institution's decision-making management team				
25. Provides leadership for the formulation of adult education policies				

Role Activity Statements	Leadership	Administration	Supervision	Promotion
26. Periodically assesses adult education needs in the community				
27. Directs the program development process for adult education				
28. Develops strategies for gaining program support for adult education				
29. Works co-operatively with teachers in planning their program, identifying resources needed to implement that program, and securing those resources				
30. Evaluates adult education programs on a regular basis				
31. Offers professional leadership by serving as a community change agent				
32. Initiates innovative adult education programs				
33. Conducts empirical research in the field of adult education				
34. Provides an adequate staff for the adult education program				
35. Interprets to the rest of the institution the purpose of adult education				
36. Plays a direct role in policy formulation, implementation, and evaluation for adult education				
37. Employs and assigns faculty to individual adult education courses				

Role Activity Statements	Leadership	Administration	Supervision	Promotion
38. Arranges for the assignment of adult education classroom space				
39. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses				
40. Helps organize adult education advisory committees				
41. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education				
42. Organizes orientation programs for the adult education faculty, both full-time and part-time				
43. Develops proposals for federal aid for special training programs in adult education				
44. Develops articulation procedures between the adult education program and other divisions within the college				
45. Secures substitute teachers for adult education classes as part of his regular assignment				
46. Assists in developing course descriptions for non-credit classes				
47. Responds to correspondence concerning adult education programs				
48. Works with other personnel within the college to formulate objectives and long-range goals of adult education				

Role Activity Statements	Leadership	Administration	Supervision	Promotion
49. Attends professional meetings that relate to adult education				
50. Initiates changes in the adult education division whenever necessary				
51. Receives regular evaluation regarding his job performance				
52. Makes a case for equal rights for part-time adult education instructors				
53. Makes a case for equal rights for part-time students enrolled in the adult program				
54. Publishes articles, monographs, and conducts research in the field of adult education				
55. Serves on community and professional committees				
56. Provides continuous evaluation of the economic feasibility for offering adult education programs and courses				
57. Recruits students for adult education courses				
58. Counsels students enrolled in adult education courses				

Comments

Which role behavior activity statements are not clearly stated? If any, would you please indicate these in the space below with suggested changes.

Should additional role behavior activity statements be included? If so, how important do you perceive them to be and in which role area would you place them?

Other Comments



## Instructions to the Panel of Experts

Part II

Listed on the following pages are 58 role activity statements, which relate to Directors of Adult Education in community colleges in North Carolina. For Part II, indicate your perception of the importance of each role activity statement by placing a check ( ) mark in the appropriate column.

Space is provided at the end of the questionnaire for your comments concerning the clarity of the role activity statement and suggesting additional role activity statements. If additional statements are listed, please indicate your perception of their importance.

Role Activity Statements	Extremely Important	Important	Somewhat Important	Unimportant
1. Develops a comprehensive adult education program				
2. Visits adult education classes while they are in session				
3. Selects faculty to teach adult education courses				
4. Assists in evaluating materials to be used in adult education programs				
5. Assists in selecting materials to be used in adult education programs				
6. Canvasses the community for suitable classroom space(s)				
7. Establishes necessary fees for adult education classes				
8. Coordinates the collection of fees for adult education classes				
9. Maintains routine institutional records of the adult education program				
10. Maintains relations with civic, industrial, and social groups in the college's service region				
11. Provides leadership for the adult education public information program				
12. Maintains detailed payroll records for the adult education faculty				
13. Makes budget allocations to specific adult education programs				

Role Activity Statements		Extremely Important	Important	Somewhat Important	Unimportant
14.	Speaks at civic group meetings regarding the adult education program				
15.	Keeps enrollment data by class on a quarterly basis				
16.	Participates in regional and/or state-wide planning for adult education				
17.	Accepts appointment on regional accrediting committees				
18.	Develops in-service education programs for the adult education faculty				
19.	Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program				
20.	Arranges for registration of students in adult education classes				
21.	Provides a supportive understanding climate while counseling adult education faculty				
22.	Co-ordinates the utilization of human and financial resources that are internal to the institution				
23.	Conducts surveys, to identify resources in the community to serve in the adult education program				
24.	Participates as a member of the institution's decision-making management team				
25.	Provides leadership for the formulation of adult education policies				

Role Activity Statements	Extremely Important	Important	Somewhat Important	Unimportant
26. Periodically assesses adult education needs in the community				
27. Directs the program development process for adult education				
28. Develops strategies for gaining program support for adult education				
29. Works co-operatively with teachers in planning their program, identifying resources needed to implement that program, and securing those resources				
30. Evaluates adult education programs on a regular basis				
31. Offers professional leadership by serving as a community change agent				
32. Initiates innovative adult education programs				
33. Conducts empirical research in the field of adult education				
34. Provides an adequate staff for the adult education program				
35. Interprets to the rest of the institution the purpose of adult education				
36. Plays a direct role in policy formulation, implementation, and evaluation for adult education				
37. Employs and assigns faculty to individual adult education courses				

Role Activity Statements	Extremely Important	Important	Somewhat Important	Unimportant
38. Arranges for the assignment of adult education classroom space				
39. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses				
40. Helps organize adult education advisory committees				
41. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education				
42. Organizes orientation programs for the adult education faculty, both full-time and part-time				
43. Develops proposals for federal aid for special training programs in adult education				
44. Develops articulation procedures between the adult education program and other divisions within the college				
45. Secures substitute teachers for adult education classes as part of his regular assignment				
46. Assists in developing course descriptions for non-credit classes				
47. Responds to correspondence concerning adult education programs				
48. Works with other personnel within the college to formulate objectives and long-range goals of adult education				

Role Activity Statements	Extremely Important	Important	Somewhat Important	Unimportant
49. Attends professional meetings that relate to adult education				
50. Initiates changes in the adult education division whenever necessary				
51. Receives regular evaluation regarding his job performance				
52. Makes a case for equal rights for part-time adult education instructors				
53. Makes a case for equal rights for part-time students enrolled in the adult program				
54. Publishes articles, monographs, and conducts research in the field of adult education				
55. Serves on community and professional committees				
56. Provides continuous evaluation of the economic feasibility for offering adult education programs and courses				
57. Recruits students for adult education courses				
58. Counsels students enrolled in adult education courses				

Comments

Which role behavior activity statements are not clearly stated? If any, would you please indicate these in the space below with suggested changes.

Should additional role behavior activity statements be included? If so, how important do you perceive them to be and in which role area would you place them?

Other Comments

Appalachian State University Administrators

Dr. Herbert W. Wey  
Chancellor

Dr. Richard D. Howe  
Assistant to the Chancellor

Dr. Cratis D. Williams, Dean  
Graduate School  
Acting Vice-Chancellor for Academic Affairs

Mr. Ned Trivette  
Vice-Chancellor for Business Affairs

Dr. Alvis L. Corum  
Dean of Learning Resources

Dr. W. G. Anderson, Principal  
Hardin Park School

Dr. W. H. Plemmons  
President Emeritus

Dr. Benjamin L. Brooks, Director  
Division of Human Resources

Dr. Elmo V. Roesler, Research Coordinator  
University Research Services

Dr. Lester L. VanGilder, Chairman  
Department of Counselor Education and Reading



Memorandum to Appalachian State University  
Administrators

I am currently working on my dissertation for the Ed.D. Program at Virginia Polytechnic Institute and need your assistance.

If you would agree that Administration is the umbrella under which an organization is managed, then it seems that Administration would consist of several component parts. On the attached page, I have identified six parts of what is variously defined as Administration.

Would you:

- (1) agree with the terms identified as representing the totality of administration?
- (2) if not, what would you change, i.e., if you disagreed with Directing, what would you substitute for it?
- (3) do you agree with the definitions?
- (4) if not, what would you add? delete?
- (5) do you feel each stands alone? that is, is there a great deal of over-lap or very little as they are defined?
- (6) would you combine terms? i.e., planning and organization?

I realize this is an imposition on your time but any assistance will be greatly appreciated. If you should have any questions, please call me at 2204, 2205, or 2206.

Thank you and I shall look forward to hearing from you.

DPP:bec  
Attachment

### Administration

Planning - the process of studying and assessing needs, both for the institution and the community, and making tentative plans based on these needs

Organization - identifying and arranging the human and physical resources for the work of the organization; employment of staff, establishing relationships

Promotion - informing the general public of the activities of the institution through newspaper, radio, television, and other media releases

Supervision - oversees the instructional program, assists in building good morale, provides for in-service education for the staff

Directing - managing the day-day activities of the organization, handling the budget, allocates resources, gives direction on where the organization is going

Controlling - assessing programs, evaluating, putting data together for the chief administrative officer

Letter to Selected Members of the  
Panel of Experts

Dear :

Recently you assisted me in the development of a research instrument for my doctoral dissertation. The suggestions recommended by you and other members of the panel have led to revisions of Part I of the original questionnaire, which dealt with locating the role activity statements in one of four areas - administration, leadership, supervision, and promotion. It seemed that several of the panelists experienced difficulty in discriminating between administration and leadership.

After discussing this further with members of my doctoral committee, it was felt that perhaps administration should be considered as the umbrella with six component parts: planning, organizing, promoting, supervising, managing, controlling. An effort has been made to define each area with a minimum of overlap.

Enclosed you will find a revision of Part I. I regret this imposition on your time, but I would appreciate your taking a few moments to complete the questionnaire.

If you have any questions regarding this, please do not hesitate to write me or call collect at (704) 264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk

DPP:bec  
Enclosures

Letter to Directors of Adult Education in  
Selected Technical Institutes in North Carolina

Dear :

As part of my doctoral research, I am conducting a study of the role of Directors of Adult Education in the community colleges of North Carolina.

In an effort to lend face validity to the enclosed research instrument, would you please be kind enough to recommend the most appropriate location for each of the role activity statements.

For the purpose of this study, Administration has been divided into six component parts. A definition for these areas can be found on the attached sheet of instructions.

The role activity statements were selected on the basis of a comprehensive review of the literature, a review of job descriptions of adult administrators, and personal knowledge of the position.

If you have any questions regarding this, please do not hesitate to write me or call collect at Area Code (704) 264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk

DPP:bec  
Enclosure

Revised Questionnaire Sent to Panel of Experts  
and Technical Institutes

Instructions

Listed on the following pages are 58 role activity statements which relate to Directors of Adult Education in the community colleges in North Carolina. Please indicate in which role area you would place each of the role activity statements by placing a check (✓) mark in the appropriate column.

Space is provided at the end of the questionnaire for your comments concerning the clarity of the role activity statements and suggesting other role areas. If additional statements are listed, indicate in which role area you would place them.

Definitions:

Planning - studying and assessing needs, both for the institution and the community, and making tentative plans based on these needs

Organizing - identifying and arranging the human, physical, and fiscal resources for the work of the organization; employment of staff, establishing employee relationships

Promoting - informing the general public of the activities of the institution through newspaper, radio, television, and other media releases

Supervising - Overseeing the instructional program, assisting in building good morale, providing for in-service education for the staff

Managing - conducting the day-day activities of the organization other than the instructional program, handling the budget, allocating resources, giving direction on where the organization is going, making decisions

Controlling - assessing programs, evaluating, putting data together for the chief administrative officer

## Role Activity Statements

	Planning	Organizing	Promoting	Supervising	Managing	Controlling
1. Develops a comprehensive adult education program						
2. Visits adult education classes while they are in session						
3. Selects faculty to teach adult education courses						
4. Assists in evaluating materials to be used in adult education programs						
5. Assists in selecting materials to be used in adult education programs						
6. Canvasses the community for suitable classroom space(s)						
7. Establishes necessary fees for adult education classes						
8. Coordinates the collection of fees for adult education classes						
9. Maintains routine institutional records of the adult education program						
10. Maintains relations with civic, industrial, and social groups in the college's service region						
11. Provides leadership for the adult education public information program						
12. Maintains detailed payroll records for the adult education faculty						

Role Activity Statements	Planning	Organizing	Promoting	Supervising	Managing	Controlling
13. Makes budget allocations to specific adult education programs						
14. Speaks at civic group meetings regarding the adult education program						
15. Keeps enrollment data by class on a quarterly basis						
16. Participates in regional and/or state-wide planning for adult education						
17. Accepts appointment on regional accrediting committees						
18. Develops in-service education programs for the adult education faculty						
19. Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program						
20. Arranges for registration of students in adult education classes						
21. Provides a supportive understanding climate while counseling adult education faculty						
22. Co-ordinates the utilization of human and financial resources that are internal to the institution						
23. Conducts surveys, to identify resources in the community to serve in the adult education program						



## Role Activity Statements

	Planning	Organizing	Promoting	Supervising	Managing	Controlling
24. Participates as a member of the institution's decision-making management team						
25. Provides leadership for the formulation of adult education policies						
26. Periodically assesses adult education needs in the community						
27. Manages the program development process for adult education						
28. Develops strategies for gaining program support for adult education						
29. Works co-operatively with teachers in planning their program, identifying resources needed to implement that program, and securing those resources						
30. Evaluates adult education programs on a regular basis						
31. Offers professional leadership by serving as a community educational change agent						
32. Initiates innovative adult education programs						
33. Conducts empirical research in the field of adult education						
34. Provides an adequate staff for the adult education program						
35. Interprets to the rest of the institution the purpose of adult education						

## Role Activity Statements

	Planning	Organizing	Promoting	Supervising	Managing	Controlling
36. Plays a direct role in policy formulation, implementation, and evaluation for adult education						
37. Employs and assigns faculty to individual adult education courses						
38. Arranges for the assignment of adult education classroom space						
39. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses						
40. Helps organize adult education advisory committees						
41. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education						
42. Organizes orientation programs for the adult education faculty, both full-time and part-time						
43. Develops proposals for federal aid for special training programs in adult education						
44. Develops articulation procedures between the adult education program and other divisions within the college						
45. Secures substitute teachers for adult education classes as part of his regular assignment						
46. Assists in developing course descriptions for non-credit classes						

## Role Activity Statements

	Planning	Organizing	Promoting	Supervising	Managing	Controlling
47. Responds to correspondence concerning adult education programs						
48. Works with other personnel within the college to formulate objectives and long-range goals of adult education						
49. Attends professional meetings that relate to adult education						
50. Initiates changes in the adult education division whenever necessary						
51. Makes regular evaluation regarding his job performance						
52. Makes a case for equal rights for part-time adult education instructors						
53. Makes a case for equal rights for part-time students enrolled in the adult program						
54. Publishes articles, monographs, and conducts research in the field of adult education						
55. Serves on community and professional committees						
56. Provides continuous evaluation of the economic feasibility for offering adult education programs and courses						
57. Recruits students for adult education courses						
58. Counsels students enrolled in adult education courses						

## Letters of Transmittal for the Pilot Study

Dear \_\_\_\_\_ :

As part of my doctoral research, I am conducting a study of the role of Directors of Adult Education in the community colleges of North Carolina. In an effort to improve the validity and reliability of the enclosed instrument, a pilot study is being conducted among selected technical institutes in North Carolina. I would appreciate your taking a few minutes to complete the enclosed questionnaire.

The rapid growth in adult/continuing education has created a commensurate number of administrative positions, one of which is the Director of Adult and/or Continuing Education. It seems, therefore, that a study of the role(s) of Directors of Adult Education in two-year institutions would be appropriate. The enclosed questionnaire is designed to collect data for this study.

The questionnaire is divided into two parts. Part I is concerned with your perception of the actual role behavior of the Director; Part II is concerned with the ideal role behavior of the Director. The 58 role activity statements were selected on the basis of a comprehensive review of the literature, reviewing job descriptions of adult administrators, opinions of a panel of experts, and personal knowledge of the position.

If you have any questions regarding this, please do not hesitate to write me or call collect at (704)264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk

DPP:bec  
Enclosures

Dear Colleague:

As part of my doctoral research, I am conducting a study of the role of Director of Adult Education in the community colleges of North Carolina. In an effort to improve the validity and reliability of the enclosed instrument, a pilot study is being conducted among selected community colleges in Virginia. I would appreciate your taking a few minutes to complete the enclosed questionnaire.

The rapid growth in adult/continuing education has created a commensurate number of administrative positions, one of which is the Director of Adult or Continuing Education. It seems, therefore, that a study of the role(s) of Directors of Adult Education in the community college would be appropriate. The enclosed questionnaire is designed to collect data for this study.

The questionnaire is divided into two parts. Part I is concerned with your perception of the actual role behavior of the Director; Part II is concerned with the ideal role behavior of the Director. The 58 role activity statements were selected on the basis of a comprehensive review of the literature, a review of job descriptions of adult administrators, opinions of a panel of experts, and personal knowledge of the position.

If you have any questions regarding this, please do not hesitate to write me or call collect at (704) 264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk

DPP:bec  
Enclosures

## QUESTIONNAIRE FOR PILOT STUDY

THE ROLE(S) OF THE DIRECTOR OF ADULT  
EDUCATION IN THE COMMUNITY COLLEGEINTRODUCTION

There are several ways to determine role(s) for a position in a social system. The method employed for this study is to have a group of role-identifiers, with whom the Director interacts on a daily basis, determine what degree of agreement exists between actual and ideal behavior. The groups selected are: deans of instruction, directors of student personnel services, and directors of adult education. The attached two-part questionnaire is designed to collect the data for this study.

## DIRECTIONS FOR PART I

Part I of this questionnaire contains 58 role activity statements to determine your perception of the actual role behavior of the Director of Adult Education in the community college.

After reading each statement, select and check (✓) the category that best describes your perception of the Director's actual role. The categories are:

1. performs with regularity
2. performs occasionally
3. performs rarely or not at all

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
1. Develops a comprehensive adult education program.	1	2	3
2. Visits adult education classes while they are in session.	1	2	3
3. Selects faculty to teach adult education courses.	1	2	3
4. Assists in selecting materials to be used in adult education programs.	1	2	3
5. Assists in evaluating materials to be used in adult education programs.	1	2	3
6. Canvasses the community for suitable classroom space(s).	1	2	3
7. Establishes necessary fees for adult education classes.	1	2	3
8. Coordinates the collection of fees for adult education classes.	1	2	3
9. Maintains routine institutional records of the adult education program.	1	2	3
10. Maintains relations with civic, industrial, and social groups in the college's service region.	1	2	3
11. Provides leadership for the adult education public information program.	1	2	3
12. Maintains detailed payroll records for the adult education faculty.	1	2	3
13. Makes budget allocations to specific adult education programs.	1	2	3
14. Speaks at civic group meetings regarding the adult education program.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
15. Keeps enrollment data by class on a quarterly basis.	1	2	3
16. Participates in regional and/or state-wide planning for adult education.	1	2	3
17. Accepts appointment on regional accrediting committees.	1	2	3
18. Develops in-service education programs for the adult education faculty.	1	2	3
19. Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program.	1	2	3
20. Arranges for registration of students in adult education classes.	1	2	3
21. Provides a supportive climate while counseling adult education faculty.	1	2	3
22. Coordinates the utilization of human and financial resources internal to the institution.	1	2	3
23. Conducts surveys, to identify resources in the community to serve in the adult education program.	1	2	3
24. Participates as a member of the institution's decision-making management team.	1	2	3
25. Provides leadership for the formulation of adult education policies.	1	2	3
26. Periodically assesses adult education needs in the community.	1	2	3



<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
27. Manages the program development process for adult education.	1	2	3
28. Develops strategies for gaining program support for adult education.	1	2	3
29. Works co-operatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those resources.	1	2	3
30. Evaluates adult education programs on a regular basis.	1	2	3
31. Offers professional leadership by serving as a community educational change agent.	1	2	3
32. Initiates innovative adult education programs.	1	2	3
33. Conducts empirical research in the field of adult education.	1	2	3
34. Provides an adequate staff for the adult education program.	1	2	3
35. Interprets to the rest of the institution the purpose of adult education.	1	2	3
36. Plays a direct role in policy formulation, implementation, and evaluation for adult education.	1	2	3
37. Employs and assigns faculty to individual adult education courses.	1	2	3
38. Arranges for the assignment of adult education classroom space.	1	2	3
39. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
40. Helps organize adult education advisory committees.	1	2	3
41. Works with Division Heads and Departmental Chairmen in the development of credit programs for adult education.	1	2	3
42. Organizes orientation programs for the adult education faculty, both full-time and part-time.	1	2	3
43. Develops proposals for federal aid for special training programs in adult education.	1	2	3
44. Develops articulation procedures between the adult education program and other divisions within the college.	1	2	3
45. Secures substitute teachers for adult education classes.	1	2	3
46. Assists in developing course descriptions for non-credit classes.	1	2	3
47. Responds to correspondence concerning adult education programs.	1	2	3
48. Works with other personnel within the college to formulate objectives and long-range goals of adult education.	1	2	3
49. Attends professional meetings that relate to adult education.	1	2	3
50. Initiates changes in the adult education division whenever necessary.	1	2	3
51. Makes regular evaluation regarding job performance.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
52. Makes a case for equal rights for part-time adult education instructors.	1	2	3
53. Makes a case for equal rights for part-time students enrolled in the adult program.	1	2	3
54. Publishes articles, monographs, and conducts research in the field of adult education.	1	2	3
55. Serves on community and professional committees.	1	2	3
56. Provides continuous evaluation of the economic feasibility for offering adult education programs and courses.	1	2	3
57. Recruits students for adult education courses.	1	2	3
58. Counsels students enrolled in adult education courses.	1	2	3

## DIRECTIONS FOR PART II

Part II of this questionnaire contains 58 role activity statements to determine your perception of the ideal role behavior of the Director of Adult Education in the community college.

After reading each statement, select and check (✓) the category that best describes your perception of the Director's ideal role. The categories are:

1. should perform with regularity
2. should perform occasionally
3. should perform rarely or not at all

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>
1. Speaks at civic group meetings regarding the adult education program.	1 2 3
2. Keeps enrollment data by class on a quarterly basis.	1 2 3
3. Participates in regional and/or state-wide planning for adult education.	1 2 3
4. Accepts appointment on regional accrediting committees.	1 2 3
5. Develops in-service education programs for the adult education faculty.	1 2 3
6. Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program.	1 2 3
7. Arranges for registration of students in adult education classes.	1 2 3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
8. Provides a supportive climate while counseling adult education faculty.	1	2	3
9. Co-ordinates the utilization of human and financial resources internal to the institution.	1	2	3
10. Conducts surveys, to identify resources in the community to serve in the adult education program.	1	2	3
11. Participates as a member of the institution's decision-making management team.	1	2	3
12. Provides leadership for the formulation of adult education policies.	1	2	3
13. Periodically assesses adult education needs in the community.	1	2	3
14. Manages the program development process for adult education.	1	2	3
15. Develops strategies for gaining program support for adult education.	1	2	3
16. Secures substitute teachers for adult education classes.	1	2	3
17. Assists in developing course descriptions for non-credit classes.	1	2	3
18. Responds to correspondence concerning adult education programs.	1	2	3
19. Works with other personnel within the college to formulate objectives and long-range goals of adult education.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
20. Attends professional meetings that relate to adult education.	1	2	3
21. Initiates changes in the adult education division whenever necessary.	1	2	3
22. Makes regular evaluation regarding job performance.	1	2	3
23. Makes a case for equal rights for part-time education instructors.	1	2	3
24. Makes a case for equal rights for part-time students enrolled in the adult program.	1	2	3
25. Publishes articles, monographs, and conducts research in the field of adult education.	1	2	3
26. Serves on community and professional committees.	1	2	3
27. Provides continuous evaluation of the economic feasibility for offering adult education programs and courses.	1	2	3
28. Recruits students for adult education courses.	1	2	3
29. Counsels students enrolled in adult education courses.	1	2	3
30. Develops a comprehensive adult education program.	1	2	3
31. Visits adult education classes while they are in session.	1	2	3
32. Selects faculty to teach adult education courses.	1	2	3
33. Assists in evaluating materials to be used in adult education.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
34. Assists in selecting materials to be used in adult education programs.	1	2	3
35. Canvasses the community for suitable classroom space(s).	1	2	3
36. Establishes necessary fees for adult education classes.	1	2	3
37. Coordinates the collection of fees for adult education classes.	1	2	3
38. Maintains routine institutional records of the adult education program.	1	2	3
39. Maintains relations with civic, industrial, and social groups in the college's service region.	1	2	3
40. Provides leadership for the adult education public information program.	1	2	3
41. Maintains detailed payroll records for the adult education faculty.	1	2	3
42. Makes budget allocations to specific adult education programs.	1	2	3
43. Works cooperatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those resources.	1	2	3
44. Evaluates adult education programs on a regular basis.	1	2	3
45. Offers professional leadership by serving as a community educational change agent.	1	2	3
46. Initiates innovative adult education programs.	1	2	3

<u>ROLE ACTIVITY STATEMENTS</u>	<u>CATEGORY</u>		
47. Conducts empirical research in the field of adult education.	1	2	3
48. Provides an adequate staff for the adult education program.	1	2	3
49. Interprets to the rest of the institution the purpose of adult education.	1	2	3
50. Plays a direct role in policy formulation, implementation, and evaluation for adult education.	1	2	3
51. Employs and assigns faculty to individual adult education courses.	1	2	3
52. Arranges for the assignment of adult education classroom space.	1	2	3
53. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses.	1	2	3
54. Helps organize adult education advisory committees.	1	2	3
55. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education.	1	2	3
56. Organizes orientation programs for the adult education faculty, both full-time and part-time.	1	2	3
57. Develops proposals for federal aid for special training programs in adult education.	1	2	3
58. Develops articulation procedures between the adult education program and other divisions within the college.	1	2	3



Appendix D: List of 16  
North Carolina Community Colleges

Caldwell Community College  
Central Piedmont Community College  
Coastal Carolina Community College  
College of the Albemarle  
Davidson County Community College  
Gaston College  
Isothermal Community College  
Lenoir Community College  
Mitchell College  
Rockingham Community College  
Sandhills Community College  
Southeastern Community College  
Surry Community College  
Wayne Community College  
Western Piedmont Community College  
Wilkes Community College

Appendix E: Cover Letter and  
Research Instrument

Route 4  
Teaberry Hills  
Boone, North Carolina  
October 11, 1974

Dear :

As part of my doctoral research, I am conducting a study of the role of Directors of Adult Education in North Carolina's community colleges. The study should be of assistance in determining actual and ideal role(s) of directors as perceived by three reference groups, one of which is the chief academic officer. The rapid growth in adult/continuing education has created several administrative positions, one of which is the Director of Adult Education and/or Continuing Education. Thus it seems a study of the role(s) of such a position in two-year institutions is appropriate.

The enclosed questionnaire is designed to collect data for this study and I would appreciate your taking a few minutes to complete it.

The questionnaire is divided into two parts. Part I is concerned with your perception of the actual role behavior of the Director; Part II is concerned with the ideal role behavior of the Director. The 58 role activity statements were selected on the basis of a comprehensive review of the literature, a review of job descriptions of adult administrators, opinions of a panel of experts, and personal knowledge of the position.

If you have any questions regarding this, please do not hesitate to write me or call collect at (704) 264-5050.

Thank you for your assistance.

Sincerely,

Dennis P. Prisk

THE ROLE(S) OF THE DIRECTOR OF ADULT  
EDUCATION IN THE COMMUNITY COLLEGE

INTRODUCTION: There are several ways to determine role(s) for a position in a social system. The method employed for this study is to have a group of role-identifiers, with whom the Director interacts on a daily basis, respond to a number of items contained in a research instrument. These responses will be summarized and statistical applications made that should help in determining the degree of agreement between actual and ideal behavior of Directors of Adult Education. The groups selected are: deans of instruction, directors of student personnel services, and directors of adult education. This two-part questionnaire is designed to collect the data for this study.

PART I. INSTRUCTIONS

Part I of this questionnaire contains 58 role activity statements to determine your perception of the actual role behavior of the Director of Adult Education in the community college. The statements are divided among six role areas - planning, organizing, promoting, supervising, managing, controlling. After reading each statement, select and check [] the category that best describes your perception of the Director's actual role.

ROLE ACTIVITY STATEMENTS	CATEGORY		
	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
1. Develops a comprehensive adult education program	[ ]	[ ]	[ ]
2. Participates in regional and/or state-wide planning for adult education	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
3. Accepts appointment on regional accrediting committees.	[ ]	[ ]	[ ]
4. Conducts surveys, to identify resources in the community to serve in the adult education program.	[ ]	[ ]	[ ]
5. Provides leadership for the formulation of adult education policies.	[ ]	[ ]	[ ]
6. Provides for systematic assessment of adult education needs in the community.	[ ]	[ ]	[ ]
7. Develops strategies for gaining program support for adult education.	[ ]	[ ]	[ ]
8. Initiates innovative adult education programs.	[ ]	[ ]	[ ]
9. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses.	[ ]	[ ]	[ ]
10. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education.	[ ]	[ ]	[ ]
11. Develops proposals for federal aid for special training programs in adult education.	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
12. Develops articulation procedures between the adult education program and other divisions within the college.	[ ]	[ ]	[ ]
13. Assists in developing course descriptions for non-credit classes.	[ ]	[ ]	[ ]
14. Works with other personnel within the college to formulate objectives and long-range goals of adult education.	[ ]	[ ]	[ ]
ORGANIZING			
15. Selects faculty to teach adult education courses.	[ ]	[ ]	[ ]
16. Assists in selecting materials to be used in adult education programs.	[ ]	[ ]	[ ]
17. Canvasses the community for suitable classroom space(s).	[ ]	[ ]	[ ]
18. Works cooperatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those resources.	[ ]	[ ]	[ ]
19. Makes recommendations for an adequate staff for the adult education program.	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
20. Employs and assigns college faculty [regular and adjunct] to adult education courses.	[ ]	[ ]	[ ]
21. Helps organize adult advisory committees.	[ ]	[ ]	[ ]
22. Makes arrangements to secure substitute teachers for adult education classes.	[ ]	[ ]	[ ]
<hr/>			
PROMOTING			
23. Maintains relations with civic, industrial and social groups in the college's service region.	[ ]	[ ]	[ ]
24. Provides leadership for the adult education public information program.	[ ]	[ ]	[ ]
25. Speaks at civic group meetings regarding the adult education program.	[ ]	[ ]	[ ]
26. Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program.	[ ]	[ ]	[ ]
27. Offers professional leadership by serving as a community educational change agent.	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
28. Provides leadership by interpreting to other divisions within the institution the purpose of adult education.	[ ]	[ ]	[ ]
29. Publishes articles, monographs, and conducts research in the field of adult education.	[ ]	[ ]	[ ]
30. Serves on community and professional committees.	[ ]	[ ]	[ ]
31. Recruits students for adult education courses.	[ ]	[ ]	[ ]
<b>SUPERVISING</b>			
32. Visits adult education classes while they are in session.	[ ]	[ ]	[ ]
33. Develops in-service education programs for the adult education faculty.	[ ]	[ ]	[ ]
34. Provides a supportive climate while counseling adult education faculty.	[ ]	[ ]	[ ]
35. Organizes orientation programs for the adult education faculty, both full-time and part-time.	[ ]	[ ]	[ ]
36. Counsels students enrolled in adult education courses.	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
MANAGING			
37. Assists in establishing necessary fees for adult education classes.	[ ]	[ ]	[ ]
38. Coordinates the collection of fees for adult education classes.	[ ]	[ ]	[ ]
39. Arranges for the maintenance of detailed payroll records for the adult education faculty.	[ ]	[ ]	[ ]
40. Makes budget allocations to specific adult education programs.	[ ]	[ ]	[ ]
41. Arranges for registration of students in adult education classes.	[ ]	[ ]	[ ]
42. Utilizes the institution's human and financial resources for support of the adult education program.	[ ]	[ ]	[ ]
43. Participates as a member of the institution's decision-making management team.	[ ]	[ ]	[ ]
44. Coordinates the program development process for adult education.	[ ]	[ ]	[ ]
45. Plays a direct role in policy formulation, implementation, and evaluation for adult education.	[ ]	[ ]	[ ]



	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
46. Arranges for the assign- ment of adult education classroom space.	[ ]	[ ]	[ ]
47. Responds to correspon- dence concerning adult education programs.	[ ]	[ ]	[ ]
48. Attends professional meetings that relate to adult education.	[ ]	[ ]	[ ]
49. Initiates changes in the adult education division whenever necessary.	[ ]	[ ]	[ ]
50. Supports the cause for equal rights for part- time adult education instructors.	[ ]	[ ]	[ ]
51. Supports the cause for equal rights for part- time students enrolled in the adult education program.	[ ]	[ ]	[ ]
<b>CONTROLLING</b>			
52. Assists in evaluating materials to be used in adult education programs.	[ ]	[ ]	[ ]
53. Arranges for the mainte- nance of routine insti- tutional records of the adult education programs.	[ ]	[ ]	[ ]
54. Arranges for the mainte- nance of class enroll- ment data on a quarterly basis.	[ ]	[ ]	[ ]

	Performs with regular- ity	Performs occa- sionally	Performs rarely or not at all
55. Provides for systematic evaluation of adult education programs.	[ ]	[ ]	[ ]
56. Conducts empirical research in the field of adult education.	[ ]	[ ]	[ ]
57. Provides for systematic evaluation regarding faculty job performance.	[ ]	[ ]	[ ]
58. Evaluates the economic feasibility for offering adult education programs.	[ ]	[ ]	[ ]

COMMENTS:

## PART II. INSTRUCTIONS

Part II of this questionnaire contains 58 role activity statements to determine your perception of the ideal role behavior of the Director of Adult Education in the community college. After reading each statement, select and check [✓] the category that best describes your perception of the Director's ideal role.

ROLE ACTIVITY STATEMENTS	CATEGORY		
SUPERVISING	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
1. Organizes orientation programs for the adult education faculty, both full-time and part-time.	[ ]	[ ]	[ ]
2. Develops in-service education programs for the adult education faculty.	[ ]	[ ]	[ ]
3. Counsels students enrolled in adult education courses.	[ ]	[ ]	[ ]
4. Visits adult education classes while they are in session.	[ ]	[ ]	[ ]
5. Provides a supportive climate while counseling adult education faculty.	[ ]	[ ]	[ ]

	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
<b>CONTROLLING</b>			
6. Evaluates the economic feasibility for offering adult education programs.	[ ]	[ ]	[ ]
7. Arranges for the maintenance of class enrollment data on a quarterly basis.	[ ]	[ ]	[ ]
8. Provides for systematic evaluation regarding faculty job performance.	[ ]	[ ]	[ ]
9. Conducts empirical research in the field of adult education.	[ ]	[ ]	[ ]
10. Assists in evaluating materials to be used in adult education programs.	[ ]	[ ]	[ ]
11. Arranges for the maintenance of routine institutional records of the adult education program.	[ ]	[ ]	[ ]
12. Provides for systematic evaluation of adult education programs.	[ ]	[ ]	[ ]
<b>PROMOTING</b>			
13. Publishes articles, monographs, and conducts research in the field of adult education.	[ ]	[ ]	[ ]

	Should perform with regular- ity	Should perform occa- sionally	Should perform rarely or not at all
14. Provides leadership for the adult education public information program.	[ ]	[ ]	[ ]
15. Offers professional leadership by serving as a community educational change agent.	[ ]	[ ]	[ ]
16. Recruits students for adult education courses.	[ ]	[ ]	[ ]
17. Maintains relations with civic, industrial, and social groups in the college's service region.	[ ]	[ ]	[ ]
18. Serves on community and professional committees.	[ ]	[ ]	[ ]
19. Helps develop, within other college divisions, an important understanding and acceptance of the adult education program.	[ ]	[ ]	[ ]
20. Provides leadership by interpreting to other divisions within the institution the purpose of adult education.	[ ]	[ ]	[ ]
21. Speaks at civic group meetings regarding the adult education program.	[ ]	[ ]	[ ]

	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
MANAGING			
22. Arranges for registration of students in adult education programs.	[ ]	[ ]	[ ]
23. Responds to correspondence concerning adult education programs.	[ ]	[ ]	[ ]
24. Supports the cause for equal rights for part-time students enrolled in the adult education program.	[ ]	[ ]	[ ]
25. Coordinates the program development process for adult education.	[ ]	[ ]	[ ]
26. Coordinates the collection of fees for adult education classes.	[ ]	[ ]	[ ]
27. Supports the cause for equal rights for part-time adult education instructors.	[ ]	[ ]	[ ]
28. Arranges for the maintenance of detailed payroll records for the adult education faculty.	[ ]	[ ]	[ ]
29. Arranges for the assignment of adult education classroom space.	[ ]	[ ]	[ ]
30. Assists in establishing necessary fees for adult education classes.	[ ]	[ ]	[ ]

	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
31. Utilizes the institution's human and financial resources for support of the adult education program.	[ ]	[ ]	[ ]
32. Makes budget allocations to specific adult education programs.	[ ]	[ ]	[ ]
33. Attends professional meetings that relate to adult education.	[ ]	[ ]	[ ]
34. Plays a direct role in policy formulation, implementation, and evaluation for adult education.	[ ]	[ ]	[ ]
35. Initiates changes in the adult education division whenever necessary.	[ ]	[ ]	[ ]
36. Participates as a member of the institution's decision-making management team.	[ ]	[ ]	[ ]
37. Makes recommendations for an adequate staff for the adult education program.	[ ]	[ ]	[ ]
38. Assists in selecting materials to be used in adult education programs.	[ ]	[ ]	[ ]
39. Makes arrangements to secure substitute teachers for adult education classes.	[ ]	[ ]	[ ]

	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
40. Works cooperatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those resources.	[ ]	[ ]	[ ]
41. Employs and assigns college faculty [regular and adjunct] to adult education courses.	[ ]	[ ]	[ ]
42. Selects faculty to teach adult education courses.	[ ]	[ ]	[ ]
43. Helps organize adult education advisory committees.	[ ]	[ ]	[ ]
44. Canvasses the community for suitable classroom space(s).	[ ]	[ ]	[ ]
<b>PLANNING</b>			
45. Develops strategies for gaining program support for adult education.	[ ]	[ ]	[ ]
46. Develops proposals for federal aid for special training programs in adult education.	[ ]	[ ]	[ ]
47. Develops a comprehensive adult education program.	[ ]	[ ]	[ ]



	Should perform with regularity	Should perform occasionally	Should perform rarely or not at all
48. Works with other personnel within the college to formulate objectives and long-range goals of adult education.	[ ]	[ ]	[ ]
49. Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses.	[ ]	[ ]	[ ]
50. Accepts appointment on regional accrediting committees.	[ ]	[ ]	[ ]
51. Provides for systematic assessment of adult education needs in the community.	[ ]	[ ]	[ ]
52. Assists in developing course descriptions for non-credit classes.	[ ]	[ ]	[ ]
53. Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education.	[ ]	[ ]	[ ]
54. Participates in regional and/or state-wide planning for adult education.	[ ]	[ ]	[ ]
55. Initiates innovative adult education programs.	[ ]	[ ]	[ ]
56. Conducts surveys, to identify resources in the community to serve in the adult education program.	[ ]	[ ]	[ ]

	Should perform with regular- ity	Should perform occa- sionally	Should perform rarely or not at all
57. Develops articulation procedures between the adult education program and other divisions within the college.	[ ]	[ ]	[ ]
58. Provides leadership for the formulation of adult education policies.	[ ]	[ ]	[ ]

Appendix F: Distribution of responses for each category of the rating scale for actual and ideal role behavior and the weighted means.

Table 1 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 1:</u> Develops a comprehensive adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.85
Directors of Adult Education	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{14}{39}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	4	7	2	1.85
Directors of Student Personnel Services	3	8	10	2.00
Director of Adult Education	$\frac{4}{11}$	$\frac{2}{17}$	$\frac{10}{22}$	2.37
<u>Statement 2:</u> Participates in regional and/or state-wide planning for adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	7	5	2.30
Directors of Student Personnel Services	0	7	7	2.50
Directors of Adult Education	$\frac{0}{1}$	$\frac{13}{27}$	$\frac{3}{15}$	2.18

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	4	9	2.69
Directors of Student Personnel Services	1	4	9	2.57
Directors of Adult Education	$\frac{0}{1}$	$\frac{4}{12}$	$\frac{12}{30}$	2.75
 <u>Statement 3:</u> Accepts appointment on regional accrediting agencies				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	8	4	1	1.46
Directors of Student Personnel Services	7	6	1	1.57
Directors of Adult Education	$\frac{4}{19}$	$\frac{9}{19}$	$\frac{3}{5}$	1.93
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.85
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{15}{40}$	2.93

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 4:</u> Conducts surveys, to identify resources in the community to serve in the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	3	5	5	2.15
Directors of Student Personnel Services	3	6	5	2.14
Directors of Adult Education	$\frac{0}{6}$	$\frac{7}{18}$	$\frac{9}{19}$	2.56
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
<u>Statement 5:</u> Provides leadership for the formulation of adult education policies				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	4	9	2.69
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{0}{0}$	$\frac{4}{12}$	$\frac{12}{31}$	2.75

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	2	12	2.85
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{6}$	$\frac{14}{37}$	2.87

Statement 6: Provides for systematic assessment of adult education needs in the community

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	5	7	2.46
Directors of Student Personnel Services	2	4	8	2.43
Directors of Adult Education	$\frac{1}{4}$	$\frac{4}{13}$	$\frac{11}{26}$	2.62

	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	2	0	11	2.69
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{1}{3}$	$\frac{1}{5}$	$\frac{14}{35}$	2.81

Statement 7: Develops strategies for gaining program support for adult education

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	3	9	2.62
Directors of Student Personnel Services	1	5	8	2.50
Directors of Adult Education	$\frac{0}{2}$	$\frac{4}{12}$	$\frac{12}{29}$	2.75
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.79
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
 <u>Statement 8: Initiates innovative adult education programs</u>				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	6	7	2.40
Directors of Student Personnel Services	0	7	7	2.50
Directors of Adult Education	$\frac{1}{1}$	$\frac{3}{16}$	$\frac{12}{26}$	2.70
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	2	2	9	2.50
Directors of Student Personnel Services	0	4	10	2.71

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
Directors of Adult Education	$\frac{1}{3}$	$\frac{1}{7}$	$\frac{14}{33}$	2.81

Statement 9: Develops programs for special interest groups in the college's service region, e.g., a program for Registered Nurses

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	1	7	6	2.36
Directors of Adult Education	$\frac{0}{1}$	$\frac{3}{12}$	$\frac{13}{30}$	2.81

	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	5	9	2.64
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{5}$	$\frac{16}{38}$	3.00

Statement 10: Works with Division Heads and/or Departmental Chairmen in the development of credit programs for adult education

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	3	4	6	2.23
Directors of Student Personnel Services	4	6	4	2.00



Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
Directors of Adult Education	7 <u>14</u>	4 <u>14</u>	5 <u>15</u>	1.88
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	3	7	3	2.00
Directors of Student Personnel Services	0	7	7	2.50
Director of Adult Education	2 <u>5</u>	8 <u>22</u>	6 <u>16</u>	2.25
<u>Statement 11:</u> Develops proposals for federal aid for special training programs in adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	4	6	3	1.92
Directors of Student Personnel Services	4	8	2	1.86
Directors of Adult Education	1 <u>9</u>	14 <u>28</u>	1 <u>6</u>	2.00
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	0 <u>0</u>	3 <u>6</u>	12 <u>36</u>	2.81

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 12:</u> Develops articulation procedures between the adult education program and other divisions within the college				
	<u>ACTUAL BEHAVIOR</u>			
Dean of Instruction	1	6	6	2.38
Director of Student Personnel Services	3	5	6	2.21
Director of Adult Education	$\frac{2}{6}$	$\frac{6}{17}$	$\frac{8}{20}$	2.37
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	4	4	5	2.08
Directors of Student Personnel Services	4	7	3	1.93
Directors of Adult Education	$\frac{3}{11}$	$\frac{8}{19}$	$\frac{5}{13}$	2.12
<u>Statement 13:</u> Assists in developing course descriptions for non-credit courses				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	2	10	2.69
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{0}{2}$	$\frac{3}{11}$	$\frac{13}{30}$	2.81

Table 1 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	1	12	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{3}{4}$	$\frac{13}{38}$	2.81
 <u>Statement 14:</u> Works with other personnel within the college to formulate objectives and long-range goals of adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	2	4	8	2.43
Directors of Adult Education	$\frac{2}{4}$	$\frac{2}{9}$	$\frac{12}{30}$	2.62
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	6	6	2.38
Directors of Student Personnel Services	0	7	7	2.50
Directors of Adult Education	$\frac{0}{1}$	$\frac{3}{16}$	$\frac{13}{26}$	2.81

Table 2 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 15:</u> Selects faculty to teach adult education courses				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	0	12	3.00
Directors of Student Personnel Services	1	3	10	2.64
Directors of Adult Education	$\frac{0}{1}$	$\frac{3}{6}$	$\frac{12}{34}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.71
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
<u>Statement 16:</u> Assists in selecting materials to be used in adult education programs				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	2	6	6	2.28
Directors of Adult Education	$\frac{1}{3}$	$\frac{5}{14}$	$\frac{10}{26}$	2.56

Table 2 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	7	5	2.31
Directors of Student Personnel Services	1	4	9	2.57
Directors of Adult Education	$\frac{1}{3}$	$\frac{4}{15}$	$\frac{11}{25}$	2.62
 <u>Statement 17:</u> Canvasses the community for suitable class- room space(s)				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	5	9	2.64
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{8}$	$\frac{14}{35}$	2.87
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	1	11	2.77
Directors of Student Personnel Services	1	2	11	2.71
Directors of Adult Education	$\frac{1}{3}$	$\frac{2}{5}$	$\frac{13}{35}$	2.75

Table 2 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 18:</u> Works cooperatively with teachers in planning their program, identifying resources needed to implement that program, and assists in securing those resources				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	4	9	2.69
Directors of Student Personnel Services	1	5	8	2.50
Directors of Adult Education	0	5	11	2.69
	<u>1</u>	<u>14</u>	<u>28</u>	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	0	1	15	2.94
	<u>0</u>	<u>7</u>	<u>36</u>	
<u>Statement 19:</u> Makes recommendations for an adequate staff for the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Dean of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	1	15	2.71
Directors of Adult Education	0	1	15	2.94
	<u>0</u>	<u>3</u>	<u>42</u>	

Table 2 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{9}$	$\frac{14}{34}$	2.87
 <u>Statement 20:</u> Employs and assigns college faculty (regular and adjunct) to adult education courses				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	2	9	2.54
Directors of Student Personnel Services	3	8	3	2.00
Directors of Adult Education	$\frac{3}{8}$	$\frac{6}{16}$	$\frac{7}{19}$	2.25
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00

Table 2 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<b>Statement 21: Helps organize adult education advisory committees</b>				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	4	7	2.38
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{0}{3}$	$\frac{8}{18}$	$\frac{8}{22}$	2.50
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	4	9	2.69
Directors of Student Personnel Services	0	8	6	2.43
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{13}$	$\frac{15}{30}$	2.94
<b><u>Statement 22: Makes arrangements to secure substitute teachers for adult education classes</u></b>				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	3	3	7	2.31
Directors of Student Personnel Services	2	7	5	2.21
Directors of Adult Education	$\frac{1}{6}$	$\frac{8}{18}$	$\frac{7}{19}$	2.37



Table 2 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{15}{40}$	2.94

Table 3 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 23:</u> Maintains relations with civic, industrial, and social groups in the college's service region				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{6}$	$\frac{14}{37}$	2.87
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{7}$	$\frac{14}{36}$	2.87
<u>Statement 24:</u> Provides leadership for the adult education public information program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	1	2	11	2.71
Directors of Adult Education	$\frac{0}{1}$	$\frac{2}{6}$	$\frac{14}{36}$	2.87

Table 3 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	0	1	15	2.94
	0	6	37	
<u>Statement 25:</u> Speaks at civic group meetings regarding the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Dean of Instruction	1	4	8	2.54
Directors of Student Personnel Services	2	7	5	2.21
Directors of Adult Education	0	4	12	2.75
	3	15	25	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	1	12	2.93
Directors of Adult Education	0	0	16	3.00
	0	1	41	

Table 3 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 26:</u> Helps develop, within other college divisions, an improved understanding and acceptance of the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	6	7	2.54
Directors of Student Personnel Services	1	8	5	2.28
Directors of Adult Education	$\frac{1}{2}$	$\frac{4}{18}$	$\frac{11}{23}$	2.62
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	5	8	2.61
Directors of Student Personnel Services	1	2	11	2.71
Directors of Adult Education	$\frac{0}{1}$	$\frac{4}{11}$	$\frac{12}{31}$	2.75
<u>Statement 27:</u> Offers professional leadership by serving as a community educational change agent				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	6	5	2.23
Directors of Student Personnel Services	2	9	3	2.07
Directors of Adult Education	$\frac{2}{6}$	$\frac{4}{19}$	$\frac{10}{18}$	2.50

Table 3 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{4}$	$\frac{14}{39}$	2.87
 <u>Statement 28:</u> Provides leadership by interpreting to other divisions within the institution the purpose of adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	6	6	2.38
Directors of Student Personnel Services	1	8	5	2.28
Directors of Adult Education	$\frac{0}{2}$	$\frac{4}{18}$	$\frac{12}{23}$	2.75
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	1	11	2.77
Directors of Student Personnel Services	1	2	11	2.71
Directors of Adult Education	$\frac{3}{5}$	$\frac{2}{5}$	$\frac{11}{33}$	2.50

Table 3 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 29:</u> Publishes articles, monographs, and conducts research in the field of adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	8	3	2	1.54
Directors of Student Personnel Services	11	2	1	1.28
Directors of Adult Education	$\frac{6}{25}$	$\frac{5}{10}$	$\frac{5}{8}$	1.94
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	1	13	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{2}$	$\frac{15}{41}$	2.94
<u>Statement 30:</u> Serves on community and professional committees				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	5	8	2.61
Directors of Student Personnel Services	3	8	3	2.00
Directors of Adult Education	$\frac{1}{4}$	$\frac{4}{17}$	$\frac{11}{22}$	2.62

Table 3 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	3	1	9	2.46
Directors of Student Personnel Services	3	3	8	2.36
Directors of Adult Education	$\frac{3}{9}$	$\frac{1}{5}$	$\frac{12}{29}$	2.56
 <u>Statement 31:</u> Recruits students for adult education courses				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	2	9	2.54
Directors of Student Personnel Services	2	5	7	2.36
Directors of Adult Education	$\frac{0}{4}$	$\frac{5}{12}$	$\frac{11}{27}$	2.69
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	3	0	10	2.54
Directors of Student Personnel Services	2	1	11	2.64
Directors of Adult Education	$\frac{3}{8}$	$\frac{3}{4}$	$\frac{10}{31}$	2.44

Table 4 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 32:</u> Visits adult education classes while they are in session				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	4	8	2.54
Directors of Student Personnel Services	2	7	5	2.21
Directors of Adult Education	$\frac{0}{3}$	$\frac{3}{14}$	$\frac{12}{25}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	1	13	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{16}{42}$	3.00
<u>Statement 33:</u> Develops in-service education programs for the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	7	4	2.15
Directors of Student Personnel Services	4	6	4	2.00
Directors of Adult Education	$\frac{1}{7}$	$\frac{8}{21}$	$\frac{7}{15}$	2.37



Table 4 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{5}$	$\frac{15}{38}$	2.94
 <u>Statement 34:</u> Provides a supportive climate while counseling adult education faculty				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	3	8	2.46
Directors of Student Personnel Services	2	7	5	2.21
Directors of Adult Education	$\frac{0}{4}$	$\frac{4}{14}$	$\frac{12}{25}$	2.75
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{4}$	$\frac{15}{39}$	2.94

Table 4 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 35:</u> Organized orientation programs for the adult education faculty, both full-time and part-time				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	3	4	6	2.23
Directors of Student Personnel Services	3	7	4	2.07
Directors of Adult Education	$\frac{1}{7}$	$\frac{8}{19}$	$\frac{7}{17}$	2.37
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
<u>Statement 36:</u> Counsels students enrolled in adult education courses				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	4	7	2	1.85
Directors of Student Personnel Services	7	6	1	1.57
Directors of Adult Education	$\frac{2}{13}$	$\frac{6}{19}$	$\frac{8}{11}$	2.37

Table 4 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	1	13	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{3}$	$\frac{15}{40}$	2.94

Table 5 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 37:</u> Assists in establishing necessary fees for adult education classes				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	3	8	2.46
Directors of Student Personnel Services	5	5	4	1.93
Directors of Adult Education	$\frac{0}{7}$	$\frac{3}{11}$	$\frac{13}{25}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{3}$	$\frac{16}{40}$	3.00
<u>Statement 38:</u> Coordinates the collection of fees for adult education classes				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{0}{1}$	$\frac{3}{11}$	$\frac{13}{31}$	2.81

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	2	10	2.69
Directors of Student Personnel Services	3	8	3	2.00
Directors of Adult Education	$\frac{1}{5}$	$\frac{5}{15}$	$\frac{10}{23}$	2.56
 <u>Statement 39:</u> Arranges for the maintenance of detailed payroll records for the adult education faculty				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	2	0	11	2.69
Directors of Student Personnel Services	3	2	9	2.43
Directors of Adult Education	$\frac{2}{7}$	$\frac{3}{5}$	$\frac{11}{31}$	2.56
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 40:</u> Makes budget allocations to specific adult education programs				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	0	12	2.85
Directors of Student Personnel Services	1	2	11	2.71
Directors of Adult Education	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{14}{37}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	1	13	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{1}$	$\frac{16}{42}$	3.00
<u>Statement 41:</u> Arranges for registration of students in adult education classes				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	3	5	6	2.21
Directors of Adult Education	$\frac{0}{3}$	$\frac{3}{9}$	$\frac{13}{31}$	2.81

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{2}$	$\frac{16}{41}$	3.00
 <u>Statement 42:</u> Utilizes the institution's human and financial resources for support of the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{0}{1}$	$\frac{4}{12}$	$\frac{12}{30}$	2.75
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	5	8	2.61
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{1}{2}$	$\frac{4}{15}$	$\frac{11}{26}$	2.62

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 43:</u> Participates as a member of the institution's decision-making management team				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	1	3	10	2.64
Directors of Adult Education	$\frac{2}{3}$	$\frac{4}{10}$	$\frac{10}{30}$	2.50
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
<u>Statement 44:</u> Coordinates the program development process for adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	6	8	2.57
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{9}$	$\frac{15}{34}$	2.94



Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	1	1	12	2.78
Directors of Adult Education	$\frac{1}{2}$	$\frac{4}{6}$	$\frac{11}{35}$	2.62
 <u>Statement 45:</u> Plays a direct role in policy formulation, implementation, and evaluation for adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	5	9	2.64
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{8}$	$\frac{15}{35}$	2.94
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	7	7	2.50
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{8}$	$\frac{15}{35}$	2.94

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 46:</u> Arranges for the assignment of adult education classroom space				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	5	9	2.64
Directors of Adult Education	$\frac{0}{0}$	$\frac{4}{11}$	$\frac{12}{32}$	2.75
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	2	11	2.85
Directors of Student Personnel Services	0	6	8	2.57
Directors of Adult Education	$\frac{0}{0}$	$\frac{5}{13}$	$\frac{11}{30}$	2.69
<u>Statement 47:</u> Responds to correspondence concerning adult education programs				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{4}$	$\frac{14}{39}$	2.87

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	3	9	2.61
Directors of Student Personnel Services	1	4	9	2.57
Directors of Adult Education	$\frac{0}{2}$	$\frac{3}{10}$	$\frac{13}{31}$	2.81
 <u>Statement 48:</u> Attends professional meetings that relate to adult education				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	1	13	2.93
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{4}$	$\frac{14}{39}$	2.87
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	

Statement 49: Initiates changes in the adult education division whenever necessary

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{6}$	$\frac{15}{37}$	2.94

	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	1	8	5	2.28
Directors of Adult Education	$\frac{1}{2}$	$\frac{4}{15}$	$\frac{11}{26}$	2.62

Statement 50: Supports the cause for equal rights for part-time adult education instructors

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	1	2	10	2.69
Directors of Student Personnel Services	0	8	6	2.43
Directors of Adult Education	$\frac{0}{1}$	$\frac{3}{13}$	$\frac{13}{29}$	2.81

Table 5 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	4	10	2.71
Directors of Adult Education	0	4	12	2.75
	<u>0</u>	<u>9</u>	<u>34</u>	
 <u>Statement 51:</u> Supports the cause for equal rights for part-time students enrolled in the adult education program				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	2	6	6	2.28
Directors of Adult Education	0	1	15	2.94
	<u>2</u>	<u>8</u>	<u>33</u>	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	3	9	2.61
Directors of Student Personnel Services	2	5	7	2.36
Directors of Adult Education	2	8	6	2.25
	<u>5</u>	<u>16</u>	<u>22</u>	

Table 6 of Appendix

Role-defining group	Category and number			Weighted Means
	1	2	3	

Statement 52: Assists in evaluating materials to be used  
in adult education programs

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	5	8	2.61
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{1}{2}$	$\frac{6}{17}$	$\frac{9}{24}$	2.50
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	0	6	8	2.57
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{10}$	$\frac{14}{32}$	2.87

Statement 53: Arranges for the maintenance of routine  
institutional records of the adult  
education programs

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	1	6	7	2.43
Directors of Adult Education	$\frac{0}{1}$	$\frac{2}{9}$	$\frac{14}{33}$	2.87

Table 6 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	$\frac{0}{0}$	$\frac{2}{5}$	$\frac{14}{38}$	2.87
 <u>Statement 54:</u> Arranges for the maintenance of class enrollment data on a quarterly basis				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{1}{4}$	$\frac{15}{39}$	2.94
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	1	2	10	2.69
Directors of Student Personnel Services	2	4	8	2.43
Directors of Adult Education	$\frac{2}{5}$	$\frac{4}{10}$	$\frac{10}{28}$	2.50

Table 6 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	

Statement 55: Provides for systematic evaluation of adult education programs

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	7	6	2.46
Directors of Student Personnel Services	3	4	7	2.28
Directors of Adult Education	0	4	12	2.75
	<u>3</u>	<u>15</u>	<u>25</u>	

	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	2	12	2.86
Directors of Adult Education	0	1	15	2.94
	<u>0</u>	<u>3</u>	<u>40</u>	

Statement 56: Conducts empirical research in the field of adult education

	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	7	5	1	1.54
Directors of Student Personnel Services	9	2	3	1.57
Directors of Adult Education	5	8	3	1.50
	<u>21</u>	<u>15</u>	<u>7</u>	



Table 6 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	1	12	2.92
Directors of Student Personnel Services	0	3	11	2.78
Directors of Adult Education	$\frac{0}{0}$	$\frac{0}{4}$	$\frac{16}{39}$	3.00
 <u>Statement 57:</u> Provides for systematic evaluation regarding faculty job performance				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	3	6	4	2.08
Directors of Student Personnel Services	2	6	6	2.28
Directors of Adult Education	$\frac{1}{6}$	$\frac{6}{18}$	$\frac{9}{19}$	2.50
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	0	13	3.00
Directors of Student Personnel Services	0	7	7	2.50
Directors of Adult Education	$\frac{0}{0}$	$\frac{4}{11}$	$\frac{12}{32}$	2.75

Table 6 of Appendix (continued)

Role-defining group	Category and number			Weighted Means
	1	2	3	
<u>Statement 58:</u> Evaluates the economic feasibility for offering adult education programs				
	<u>ACTUAL BEHAVIOR</u>			
Deans of Instruction	0	3	10	2.77
Directors of Student Personnel Services	1	5	8	2.50
Directors of Adult Education	$\frac{1}{2}$	$\frac{1}{9}$	$\frac{14}{32}$	2.81
	<u>IDEAL BEHAVIOR</u>			
Deans of Instruction	0	4	9	2.69
Directors of Student Personnel Services	1	4	9	2.57
Directors of Adult Education	$\frac{0}{1}$	$\frac{5}{13}$	$\frac{11}{29}$	2.69

## VITA

Dennis P. Prisk was born November 15, 1940, in Madison, Wisconsin. In 1948, his family moved to Ft. Lauderdale, Florida. He attended the public schools there and graduated from Ft. Lauderdale Senior High School in 1960. In the fall of that same year he entered Palm Beach Junior College and graduated with an A.A. degree in 1962. He entered Florida State University in the fall of 1962 and completed his undergraduate studies in June, 1964. He received the M.A. degree in 1965 from Appalachian State University.

His employment has included teaching in the public school system in Broward County, Florida, and working in the Extension and Summer School office at Appalachian State University. He is currently the Associate Director for Program at the Center for Continuing Education, Appalachian State University.

He married Bonnie Miller in December, 1968, and they have two children--David Lee, five years old, and Charles Andrew, eighteen months old.

*Dennis P. Prisk*

THE ROLE OF THE DIRECTOR OF ADULT  
EDUCATION:

A STUDY OF DEGREE OF AGREEMENT ON ACTUAL AND  
IDEAL ROLE OF DIRECTORS OF ADULT EDUCATION IN  
NORTH CAROLINA COMMUNITY COLLEGES AS PERCEIVED  
BY DEANS OF INSTRUCTION, DIRECTORS OF STUDENT  
PERSONNEL SERVICES, AND DIRECTORS OF ADULT EDUCATION

by

Dennis Patterson Prisk

(ABSTRACT)

The purpose of this study was (1) to determine the degree of agreement among three role-defining groups concerning their perception of actual and ideal role behavior ascribed to the Director of Adult Education and (2) to determine the degree of agreement within each role-defining group concerning their perception of actual and ideal role behavior ascribed to the Director of Adult Education.

The three role-defining groups were Deans of Instruction, Directors of Student Personnel Services, and Directors of Adult Education. The six role areas associated with the position of Director of Adult Education were: Planning, Organizing, Promoting, Supervising, Managing, and Controlling.

A two-part questionnaire consisting of 58 role behavior statements, divided among the six role areas, was

mailed to each of 48 members of the reference group. Forty-three responded to the questionnaire.

Each individual was asked to select the category for each statement that best reflected his perception of the regularity with which the director actually performed the behavior. This same request was made regarding his perception of the desirability of the behavior.

The results of the study indicated a significant degree of disagreement between the three role-defining groups in the areas of promoting, supervising, and managing for actual role behavior. A significant degree of disagreement existed between the three role-defining groups in the area of managing for ideal role behavior. Directors of Adult Education perceived a significant degree of difference between actual and ideal role for planning, organizing, supervising, and controlling. Deans of Instruction perceived a significant degree of difference between actual and ideal role behavior for planning, promoting, supervising, and controlling. Directors of Student Personnel Services perceived a significant degree of difference between actual and ideal role behavior for planning, organizing, promoting, supervising, and controlling.

Based on the findings of the study, the following recommendations were made: (1) the study should be replicated to add validity to the research procedure and

methodology; (2) similar studies should be conducted to identify new and emerging roles of directors of adult education; (3) a comparative study would appear useful to determine if similar patterns of behavior emerge regardless of the setting. Other recommendations included: communication workshops within the institution, other studies that would include additional role-identifiers, technical institutes, four-year colleges, and more variables, and comparative studies dealing with specialized personnel within the field of adult education.