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WITHIN THE CHURCH

A DISSERTATION
PRESENTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE
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by

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September, 1976

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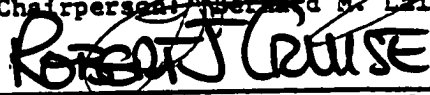
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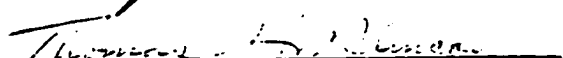
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ABSTRACT

**THE ROLE EXPECTATIONS FOR THE DIVISION DIRECTOR OF EDUCATION OF
SEVENTH-DAY ADVENTISTS, AS PERCEIVED BY SEVEN STATUS GROUPS
WITHIN THE CHURCH**

by

Timothy Vaughan Gorle

Chairperson: Bernard M. Lall

ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: THE ROLE EXPECTATIONS FOR THE DIVISION DIRECTOR OF
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Name of researcher: T. V. Gorle

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Date Completed: September 1976

Problem

One of the most important and costly services provided by the Seventh-day Adventist Church is education. With a rapidly growing membership overseas and new nations sprouting up almost overnight, the need for adapting and fitting the Adventist educational mold to church school systems in these new nations is crucial.

In this context, the Division Director of Education appears to play a vital part, yet his role has not been clearly delineated. It is with a view to ascertaining what his role should be, that this study has been undertaken.

Method

The respondents drawn from eight overseas divisions as well as from the world headquarters of the Seventh-day Adventist church were grouped under the organizational levels (sectors) of General Conference, Division, Union and Local, and the professions (units) of principals, pastors, and teachers.

A thirty statement questionnaire so designed as to be easily answered and computer scanned, and containing a five-point scale of response covering the range from 1, "strongly agree," to 5, "strongly disagree," was provided. These statements were grouped under six areas, namely, communicator and coordinator; director of personnel; educational specialist and consultant; relations with management; spiritual leader; and supervisor and evaluator.

This descriptive study used three statistical procedures to aid in analysing the data. The first, the Kendall Coefficient of Concordance W, tested the reliability within groups. The second, the Cattell Coefficient of Pattern Similarity, presented a "Gestalt" view of the inter-relationships of the group responses. The third, the median and Q test, assisted in item identification.

Results

The reliability was low but statistically significant. The Gestalt view indicated a negative pattern of similarity among the group responses. The views of teachers, church administrators, educational administrators, and education secretaries compared more closely than did those of pastors, Division Directors of Education,

EV

and General Conference respondents. The divergence of reaction indicates a certain independence of thought and response.

The areas of the role of the Division Director of Education, according to the degree of agreement awarded them, are placed in priority as follows: specialist and consultant; spiritual leader; supervisor and evaluator; communicator and coordinator; relations with management; director of personnel.

Conclusions

The priorities set by all respondents for the specific aspects of the role of the Division Director of Education were to:

- (1) propagate the philosophy of Christian education,
- (2) consult and advise Division administrators on educational matters,
- (3) ensure relevant, spiritual Bible teaching,
- (4) communicate with the General Conference education department,
- (5) encourage upgrading and in-service training for educators in all sectors,
- (6) ensure an Adventist emphasis in the curriculum of all schools,
- (7) organize division-level workshops, conferences, institutes and extension schools,
- (8) provide resource materials,
- (9) emphasize character development,
- (10) consult, through associates, on educational planning and operation,
- (11) communicate with all levels of educators,
- (12) consult in planning and problem-solving situations,
- (13) ensure the optimum balance among work, study, worship, and recreation in school programs,
- (14) assist in assessing the professional performance of educators,
- (15) uphold professional and religious standards,
- (16) ensure that current files are maintained on educational workers,
- (17) ensure that schools have current master plans of development,
- (18) ensure adequate supervision



of schools, (19) have responsibility for professional aspects of inter-division transfers of educational personnel, (20) generally communicate with church members, and (21) advise in the selection of union education secretaries.



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	xix
Chapter	
I. INTRODUCTION	1
Need for the Study	2
Statement of the Problem	4
Delineation of Research Problem	5
Purpose of the Study	6
Hypotheses	7
Division Directors of Education Compared with Major Church Groups	7
Major Church Groups Compared	7
Comparison Within Professional Units	7
All Respondents Concerning Role Statements	8
Scope and Limitations	8
Delimitations	9
Assumptions	9
Definition of Terms	10
Seventh-day Adventist Church Organization	10
Terms Related to Role Theory	16
Organization of the Study	17
II. REVIEW OF RELATED LITERATURE AND RESEARCH	19
Denominational Literature	20
Role Theory	21
Normative Aspect	24
Individual Oriented Aspect	25
Performance Aspect	26
School Superintendent	27
III. METHODOLOGY AND PROCEDURES	31
Overview	31
Approach to Research	31
Description of Research Methodology	32
Nomenclature	33
Research Design	33
Development of the Instrument	36
Instrument	40
Selection of Subjects	43
Data Collection and Recording	45

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	xx
Chapter	
I. INTRODUCTION	1
Need for the Study	2
Statement of the Problem	4
Delineation of Research Problem	5
Purpose of the Study	6
Hypotheses	7
Division Directors of Education Compared with Major Church Groups	7
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Comparison Within Professional Units	7
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Scope and Limitations	8
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Individual Oriented Aspect	25
Performance Aspect	26
School Superintendent	27
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Overview	31
Approach to Research	31
Description of Research Methodology	32
Nomenclature	33
Research Design	33
Development of the Instrument	36
Instrument	40
Selection of Subjects	43
Data Collection and Recording	45

Statistical Analysis	51
An Index of Reliability of Respondents	51
Profile of Pattern Similarity Among Groups of Respondents	55
Correlations between Groups of Respondents	57
Item Identification	58
 IV. PRESENTATION OF THE FINDINGS	 59
Overview and Design	59
Reliability	59
Gestalt View of Group Relationships	61
Identification of Specific Role Statements	73
Division Directors of Education as Respondents	75
Area One--Communicator and Coordinator	75
Area Two--Director of Personnel	77
Area Three--Educational Specialist and Consultant.	79
Area Four--Relations With Management	80
Area Five--Spiritual Leader.	83
Area Six--Supervisor and Evaluator	85
Pastor Respondents	87
Area One--Communicator and Coordinator	87
Area Two--Director of Personnel	90
Area Three--Educational Specialist and Consultant.	92
Area Four--Relations to Management	94
Area Five--Spiritual Leader	96
Area Six--Supervisor and Evaluator	98
Teacher Respondents	100
Area One--Communicator and Coordinator	100
Area Two--Director of Personnel	102
Area Three--Educational Specialist and Consultant.	104
Area Four--Relations With Management	106
Area Five--Spiritual Leader.	108
Area Six--Supervisor and Evaluator	108
Education Secretary Respondents	110
Area One--Communicator and Coordinator	112
Area Two--Director of Personnel	114
Area Three--Educational Specialist and Consultant.	116
Area Four--Relations With Management	118
Area Five--Spiritual Leader	120
Area Six--Supervisor and Evaluator	120
Church Administrator Respondents	123
Area One--Communicator and Coordinator	124
Area Two--Director of Personnel.	126
Area Three--Educational Specialist and Consultant.	128
Area Four--Relations With Management	130
Area Five--Spiritual Leader	132
Area Six--Supervisor and Evaluator	132
Educational Administrator Respondents	135
Area One--Communicator and Coordinator	135
Area Two--Director of Personnel.	138
Area Three--Educational Specialist and Consultant.	140

Area Four--Relations With Management	140
Area Five--Spiritual Leader	143
Area Six--Supervisor and Coordinator	145
General Conference Administrator Respondents	147
Area One--Communicator and Coordinator.	147
Area Two--Director of Personnel	149
Area Three--Educational Specialist and Consultant	151
Area Four--Relations With Management	153
Area Five--Spiritual Leader	155
Area Six--Supervisor and Evaluator	157
All Respondents	159
Area One--Communicator and Coordinator	160
Area Two--Director of Personnel	160
Area Three--Educational Specialist and Consultant	164
Area Four--Relations With Management	164
Area Five--Spiritual Leader	168
Area Six--Supervisor and Evaluator	168
Summary of Total Responses	171
Area One--Communicator and Coordinator	172
Area Two--Director of Personnel	174
Area Three--Educational Specialist and Consultant	177
Area Four--Relations With Management	179
Area Five--Spiritual Leader	181
Area Six--Supervisor and Evaluator	181
Written Comments in Response to the Instrument	184
Written Comments as Presented by Role Areas	185
Area One--Communicator and Coordinator	185
Area Two--Director of Personnel	187
Area Three--Educational Specialist and Consultant	188
Area Four--Relations With Management	190
Area Five--Spiritual Leader	191
Area Six--Supervisor and Evaluator	193
Summary of Results	194
Written Comments	197
Statement Identification	197
Results and Hypotheses.	204
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	208
Summary	208
Population Studied	209
Procedures.	209
Conclusions	210
Major Findings	210
"Strong Agreement" Section	210
"Moderate Agreement" Section	212
"Least Agreement" Section	214
Hypotheses.	217
Written Comments	221
Recommendations	221

APPENDIX 1	226
Letters	227
APPENDIX 2	230
Instrument	231
APPENDIX 3	233
Pilot Study	234
APPENDIX 4	240
Summary of Written Comments	241
BIBLIOGRAPHY	248
Books	248
Journals and Periodicals	249
Government, Learned Societies, and Organization Reports	250
Microform Reproductions	251
Dissertations	254
AUTOBIOGRAPHICAL STATEMENT	260

LIST OF TABLES

Table	Page
1. Origins and Disciplinary Traditions	23
2. Summary of Articles and Dissertations on the Role of School Superintendents	30
3. Frequency of Response to the Instrument in the Pilot-Study.	39
4. Number of Respondents in Each Group	44
5. Church Divisions: Membership and Population	46
6. Summary of Responses to the Questionnaire:	50
7. Numbers of Questionnaires Sent, Returned, and Commented upon by Divisions, Units (Church Professions), Sectors (Church Administrative Levels) and Educational Administrators	52
8. Total Number of Questionnaires Sent, Returned and Commented upon: Included are Totals from Table 7 and Numbers concerning the Units of General Conference Respondents, Teachers and Pastors	53
9. Degree of Agreement among Respondents within Groups by Divisions at the .01 Level of Significance with Critical Values of Chi-square	61
10. Degree of Agreement among Respondents within Groups by Units (Professions) in all Sectors of all Divisions at the .01 Level of Significance with Actual Values of Chi-square are Given	62
11. Role of Division Director of Education: Communicator and Coordinator--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	64
12. Role of Division Director of Education: Director of Personnel--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	66

13.	Role of Division Director of Education: Educational Specialist and Consultant--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	67
14.	Role of Division Director of Education: Relations with Management--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	69
15.	Role of Division Director of Education: Spiritual Leader--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	70
16.	Role of Division Director of Education: Supervisor and Evaluator--Response of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values	72
17.	The Cattell Coefficient of Pattern Similarity between Units (Professions) for All Respondents	74
18.	Category Ratings	75
19.	Role of Division Director of Education: Communicator and Coordinator. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations are ≤ 1	76
20.	Role of Division Director of Education: Director of Personnel. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations are ≤ 1	78
21.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Division Directors of Education Listed by Median Whose Interquartile Deviations are ≤ 1	81
22.	Role of Division Director of Education: Relations with Management Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations are ≤ 1	82
23.	Role of Division Director of Education: Spiritual Leader. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations are ≤ 1	84
24.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations are ≤ 1	86

25.	Role of Division Director of Education: Communicator and Coordinator. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	88
26.	Role of Division Director of Education: Director of Personnel. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	91
27.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	93
28.	Role of Division Director of Education: Relations with Management. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	95
29.	Role of Division Director of Education: Spiritual Leader. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	97
30.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Pastors Listed by Median Values Whose Interquartile Deviations are ≤ 1	99
31.	Role of Division Director of Education: Communicator and Coordinator. Responses by Teachers Listed by Median Values Whose Interquartile Deviations are ≤ 1	101
32.	Role of Division Director of Education: Director of Personnel. Responses by Teachers Listed by Median Values Whose Interquartile Deviations are ≤ 1	103
33.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Teachers Listed by Median Values Whose Interquartile Deviations are ≤ 1	105
34.	Role of Division Director of Education: Relations with Management Responses by Teachers Listed by Median Value Whose Interquartile Deviations are ≤ 1	107
35.	Role of Division Director of Education: Spiritual Leader. Responses by Teachers Listed by Median Values Whose Interquartile Deviations are ≤ 1	109
36.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Teachers Listed by Median Values Whose Interquartile Deviations are ≤ 1	111

37.	Role of Division Director of Education: Communicator and Coordinator. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	113
38.	Role of Division Director of Education: Director of Personnel. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	115
39.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	117
40.	Role of Division Director of Education: Relations with Management. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	119
41.	Role of Division Director of Education: Spiritual Leader. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	121
42.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations are ≤ 1	122
43.	Role of Division Director of Education: Communicator and Coordinator. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	125
44.	Role of Division Director of Education: Director of Personnel. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	127
45.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	129
46.	Role of Division Director of Education: Relations with Management. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	131
47.	Role of Division Director of Education: Spiritual Leader. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	133

48.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1 .	134
49.	Role of Division Director of Education: Communicator and Coordinator. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	136
50.	Role of Division Director of Education: Director of Personnel. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	139
51.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	141
52.	Role of Division Director of Education: Relations with Management Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	142
53.	Role of Division Director of Education: Spiritual Leader. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1 .	144
54.	Role of Division Director of Education: Supervisor and Evaluator. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	146
55.	Role of Division Director of Education: Communicator and Coordinator. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	148
56.	Role of Division Director of Education: Director of Personnel. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	150
57.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	152
58.	Role of Division Director of Education: Relations with Management. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	154

59.	Role of Division Director of Education: Spiritual Leader. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1 .	156
60.	Role of Division Director of Education: Supervisor and Evaluator. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations are ≤ 1	158
61.	Role of Division Director of Education: Communicator and Coordinator. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1 .	161
62.	Role of Division Director of Education: Director of Personnel. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1	162
63.	Role of Division Director of Education: Educational Specialist and Consultant. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1	165
64.	Role of Division Director of Education: Relations with Management. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1 . .	167
65.	Role of Division Director of Education: Spiritual Leader. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1	169
66.	Role of Division Director of Education: Supervisor and Evaluator. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations are ≤ 1 . .	170
67.	Role of Division Director of Education: Communicator and Coordinator. Summary of Responses by All Subjects Listed According to the Group Response to each Statement within Area One	173
68.	Role of Division Director of Education: Director of Personnel. Summary of Responses by All Subjects Listed According to the Group Responses to Each Statement Within Area Two	175
69.	Role of Division Director of Education: Educational Specialist and Consultant. Summary of Responses by All Subjects Listed According to the Group Responses to Each Statement Within Area Three	178

70.	Role of Division Director of Education: Relations with Management. Summary of Responses by All Subjects Listed According to the Group Responses of Each Statement Within Area Four	180
71.	Role of Division Director of Education: Spiritual Leader. Summary of Responses by All Subjects Listed According to the Group Responses to Each of the Four Statements Within Area Five	182
72.	Role of Division Director of Education: Supervisor and Evaluator. Summary of Responses by All Subjects Listed According to the Group Responses to Each of the Four Statements Within Area Six	183
73.	Role of Division Director of Education: Group Response Summary: Seven Group Responses to the Thirty-Question Instrument, Presented by Area and Category	195
74.	Role of Division Director of Education: Areas of Role Placed in Priority of Degree of Agreement, According to the Median Values of Group Responses to the Instrument. Values Given in Percentages	196
75.	Role of Division Director of Education: Statements Ranked by Median Values of Responses of All Subjects, Compared with the Number of Group Responses Listed in Categories 1, 2, 3, and Unclassified Column. Statement Areas are also Given	198
76.	Matrix of the Percentages of Communality Exhibited Among Groups in the Categorization of Their Responses to the Thirty Statements of the Instrument	203
77.	Ranking of Pairs of Units (Professions) According to the Degree of Agreement Between Them as Assessed by the Percentage of Communality Exhibited by the Categorization of Their Responses to the Instrument . .	205

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CHAPTER I

INTRODUCTION

Scripture states, "For as he thinketh in his heart, so is he" (Prov. 23:7). This brief statement applied to education carries tremendous impact. To what extent do the thoughts evoked, and courses covered, in the typical modern school offer to the student basic values upon which to successfully construct attitudes, perspectives, and worthy aims? The Seventh-day Adventist church early recognized the inseparable link between mental and spiritual well-being. Thus it viewed education as a uniquely spiritual function. This education certainly includes the providing of an optimum learning climate, the development of social graces and understanding, the care of the body, and the development of marketable skills. But beyond these the Adventist church hold that

. . . True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers.. It prepares the student for the joy of service . . . (White, 1903, p. 13).

This concept of joyful service for others because all people are recognized to be children of God, constitutes one of the pivotal points of the uniqueness of the Adventist educational approach. The emphasis on character development and Bible-based values form other essential elements in the Adventist philosophy of education.

School boards and principals care for the practical operation of Adventist schools and endeavor to adhere as closely as possible to Christian principles. The Church appoints educational secretaries throughout its school system to aid in the upholding of professional, religious, and physical standards, and to unite the educational efforts of the Church. The Division Director of Education attempts to perform these functions on a division-wide basis.

Since his influence is so far reaching, it appears important that the Church reassess the role of the Division Director of Education in the light of the expectations held for him, expressed by church leaders and educators.

Need for the Study

The department of education appears to be the most vulnerable of all church departments. Not only is the Division Director of Education scrutinized by a larger number of workers than his fellow church departmental leaders, but the work of his department comes under sharp review by parents whose children attend denominational schools. Few matters are as emotionally charged, or as open to questions concerning quality, accountability, and financial commitment, as those of the department of education. Treating a patient, making a book sale, or holding an institute is usually a short-term concern touching a few people. Having children in school, on the contrary, is a year-round concern which will not be judged alone on monetary values or treatments given, but will be judged upon the consistent performance of the teachers.

The educational department, unlike any other church department, is asked to professionally guide, supervise, assess, and report upon a large segment of church employees. No other department is asked to do this on any comparable scale. The emphasis in the education department is one of production far more than promotion. The quality of the product is the greatest promotional force. In Adventist schools, the efficiency, professional quality, and spirituality exhibited, and the type of students produced, are the measures of the work.

Every reputable manufacturer must control the quality of his product. Similarly, every efficient system of education has some mechanism for maintaining standards of quality. The present system of maintaining quality in the schools of the Seventh-day Adventist Church falls short. Reports concerning the quality of product are sometimes made, but no real mechanism exists for implementing action upon these reports.

The fact that church administrators themselves generally do not supervise the educational branch of their working force, nor take the recommendations of their educational secretaries too seriously, nor are willing to delegate authority to their educational secretaries, has led to ineffective educational leadership.

The Church has largely abdicated its leadership in overall school management. Local institutions concern themselves mainly with input from their immediate boards. Thus narrowness, parochialism, and a lack of interest in the broader educational program of the Church are fostered and are evident at all organizational levels.

Church finance, dealing with mundane materials which fluctuate in value, must be carefully planned, controlled, accounted, and

audited. Children, the Church's true wealth, whose training will have eternal consequences, are safeguarded by scarcely any effective supervision apart from the local institution itself, particularly in the secondary and tertiary levels.

This study is an initial step in an attempt to gain insights into the role which the Division Director of Education should play.

Statement of the Problem

Whenever and wherever there is a lack of role delineation, conflict is bound to arise. This is indeed the case concerning the role of the Division Director of Education. Some areas of frustration which may illustrate this problem are: division educational leadership, division departmental policy, and supervision.

If the division director is to lead a professional team of union and local educational directors, how much input should he have in the selection and retention of such personnel? What facets of their professional activities should fall under his guidance? If, on the other hand, it is considered that the union director of education is the director of his area, subject mainly to his union president and executive committee, then the role of the division director toward the union director could not be one of leadership. Policies designed for promotional departments (i.e. temperance and youth departments) do not fit when applied to a professional department (i.e. education). Until the role of the director of education is delineated, how can suitable policies be produced? Supervision is a part of the division director's work. Recommendations not implemented tend to lead to disenchantment and cynicism. Church policy completely

isolates the Division Director of Education from any means of executing recommendations arising from his supervisory role. Thus the Church often alienates its teachers and leaves to state accrediting boards or government departments the work of enforcing standards within its system.

These examples cited above point out that problems do exist because the role of the Division Director of Education, at least in some divisions, is not clearly delineated.

Delineation of Research Problem

It can be anticipated that a study concerning the role of Division Directors of Education who work in Latin America, Europe, Africa, India, the Far East, Australia, and numerous islands, will summon responses as divergent as the countries they serve. To expect to control certain variables even to the extent of making a quazi-experimental study is not realistic. If it were not for the close-knit organizational structure of the Seventh-day Adventist church, it would, in the face of scores of different educational systems within the eight divisions, be unreasonable to expect to arrive at consensus concerning the role of the Division Director of Education. Leaving aside the problems of constructing an instrument that could bridge the enormous disparity which exists among these divisions, it is clear that for a westerner to try to make inferences and theorize as to the factors prompting the responses of people scattered around the world would be inappropriate. The thrust of this study is toward a clear and accurate description of the role of the Division Director of Education. Since this is a descriptive and not

an experimental study, in accordance with Isaac (1974, p. 142), the hypotheses state the expectations of the researcher in positive terms. The types of statistical analyses chosen for this study were selected as vehicles to aid in the clearest possible description of the outcomes. Of these, after the assurance of significant reliability within groups, first priority is given to item identification because this analysis presents respondent emphasis to role statements and areas. It also indicates the perception of the role of the Division Director of Education as seen by various groups, and presents a composite picture as viewed by all the respondents. The next priority will go to the relationships found within a group, and the relationships between two groups, and interactions among various groups of respondents.

Purpose of the Study

The purpose of this study is to determine the extent of the divergence and congruence of role expectation for the position of Division Director of Education in the Seventh-day Adventist Church. Furthermore it is the purpose of this study to describe as clearly and accurately as possible the role of the Division Director of Education as derived from the responses of the church groups included in the study. It is anticipated that clear role delineation will resolve apparent conflicts and will provide a clearer understanding of what the Division Director of Education should do to enhance the educational work of the Seventh-day Adventist Church.

**Division Directors of Education Compared
With Major Church Groups**

Hypothesis 1

There is significant agreement between the expectations of the role of the Division Director of Education, as perceived by the directors themselves, and as perceived by each of the church groups-- specifically: Pastors, Teachers, Education Secretaries (all local and union sectors), Church Administrators, Education Administrators, General Conference Church Administrators and Education Secretaries.

Major Church Groups Compared

Hypothesis 2

There is significant agreement among the major church groups in the expectations held concerning the role of the Division Director of Education. Specifically these groups are: Pastors, Teachers, Education Secretaries (local and union sectors), Church Administrators, Educational Administrators, General Conference Church Administrators and Education Secretaries.

Comparison Within Professional Units

Hypothesis 3

There is significant agreement between the perception of the role of the Division Director of Education as held by respondents of the same profession (unit). Specifically this is the case with: Pastors, Teachers, Education Secretaries, Church Administrators, and Educational Administrators.

All Respondents Concerning Role Statements

Hypothesis 4

There is significant agreement by all major groups relative to certain statements of the role of the Division Director of Education, as presented in the instrument.

Scope and Limitations

Throughout the planning period for this study, there has been a continual narrowing of the scope. For example, there was initially the idea of comparing the views of groups of workers from different educational and experiential levels. A comparison of rural and urban respondents was also considered. Such ideas had to be dropped. Church administrators and educational secretaries from the General Conference of Seventh-day Adventists world headquarters in Washington D.C., and the five professional groups working within the five organizational levels from the eight divisions of the Seventh-day Adventist Church now represent the scope of the study.

In an international study of this kind, the limitations which immediately appear are those of language, culture, and communications. Respondents represent an infinite variety of educational level and professional experience. There is no way of ascertaining whether communication or language barriers, apathy or neglect, or even animosity, prevented a reply. War and civil unrest prevented the responses of an entire division (Afro-Mideast). These are limitations quite apart from those usually connected with a study dependent on a questionnaire. Questionnaires lend themselves to misinterpretation by respondents because the originator cannot explain what he means.

Omissions often render returns unusable. Particularly in an international study, the percentage of questionnaire returns tends to be low.

Delimitations

The study was limited to those world divisions with similar organizational structure. The divisions of China, the Union of Soviet Socialist Republic, and North America were initially excluded. Subsequently through inoperative communication facilities the Afro-Mideast Division was also omitted. Adventist lay members were excluded because it was impossible to obtain the necessary demographic information for making a random selection. The selection of educational administrators and the sampling of teachers was made from only those schools which would have some working contact with, and therefore some basis for evaluation of, the Division Director of Education. Thus elementary and middle schools were omitted, as were also lower-level training schools. The secondary schools and colleges classified in The Seventh-day Adventist Yearbook as S-1, S-2, and S-3 for secondary schools and C-1, C-2, and C-3 for colleges were included in this study. The samplings of teachers and pastors were randomly selected from the names listed in The Seventh-day Adventist Yearbook, 1975.

Assumptions

1. It is assumed that in spite of the variety of languages used in the various divisions of the Seventh-day Adventist Church included in this study that a sufficient knowledge of English among the workers allows for the answering of the questionnaire.

2. It is assumed that the sampling of pastors and teachers and church officials on the local level will reflect the opinions of church members with whom these leaders constantly associate in their respective areas.

Definition of Terms

Seventh-day Adventist Church Organization

General Explanation: The Seventh-day Adventist Church operates on a four-tier system in its church organization. (1) At the base of this church government is the local church board, which cooperates with the local church pastor in all matters relating to local church government. (2) The local conference pays and directs the activities of local pastors and other church workers under its care. (3) A number of local conferences are in turn directed and guided by a union conference, which has authority over a large geographical area. (4) The union conference, in turn, is answerable to the General Conference, the headquarters of which is in Washington D.C. Outside of North America, divisional headquarters perform a role similar to that of the General Conference. Whether, therefore, one is referring to the work in the United States or in other parts of the world, there still exists these four basic levels of church government.

From the local conference to the General Conference, all levels of church administration follow the pattern of an elected executive committee whose actions are implemented by the president. As the chief executive officer, he is aided by a secretary and treasurer. These three constitute the officers of the said organization. A union conference committee, for example, is composed of local

conference presidents, institutional heads, and departmental secretaries, who work under the direction of the president in caring for specialized areas of church work. Among these departmental secretaries is one responsible for education. At the division level, such a secretary is called the Division Director of Education. At the local level one man may carry several departments, whereas, at the General Conference level, each department has an entire staff of secretaries to care for the large volume of work.

Adventists: In this research study the word Adventists may be substituted for the full name of Seventh-day Adventist Church.

General Conference: This term is an abbreviation of the full name General Conference of Seventh-day Adventists, and refers to the Church World Headquarters: 6840 Eastern Avenue, N.W., Washington, D.C., 20012.

Division: This is an abbreviation for the headquarters of the Seventh-day Adventist Church whose jurisdiction covers a large geographical part of the world; such as the Far East, Australasia, or South America. In each case the official title will include the word Division which differentiates it from the General Conference in Washington, for instance, Trans-Africa Division, General Conference of Seventh-day Adventists. Technically members of the division staff are considered also to be members of the General Conference staff. In practice, because of distance and the nature of the organization, these members do not attend many of the meetings held in Washington.

Union Conference: Within each division the church work is sub-divided into large sections, and the work within that territory is directed by a union conference. This is so called because it is a

union of a number of local conferences. The union conference is self-supporting financially, and forms a strong administrative unit of church work, often including colleges, hospitals, publishing houses, and other major institutions, as well as a number of local conferences, under its care.

Union Mission: The union mission is similar to a union conference except that it is not financially independent and operates on a combined budget of its own income and appropriations disbursed by the division.

Local Conference: This is the church organization which falls between the union conference and the local church district. It is a financially self-supporting organization and has direction of the church work within a designated area. This organization may operate schools, medical institutions, and various phases of church work, as well as directing in the pastoral care of the local churches.

Local Mission or Mission Field: or Section: These titles denote the organization on approximately the same level as a local conference but which is not financially self-supporting and, like the union mission, operates on the basis of earned income and appropriations. Although it frequently operates on a more frugal and simple level than the local conference, its basic function is similar to that of the local conference.

Pastor: This is the title given to an ordained minister of the Seventh-day Adventist Church.

President: This title pertains to the chief administrator of the General Conference, division, union, and local conference or

mission. It is used also for college heads. These elected officers chair their respective executive committees and implement the decisions made.

Secretary: The secretary is the second highest official in the church organization, and in many of the lower levels of church organization the position is combined with that of treasurer. The General Conference has, in addition to the secretary, a staff of under-secretaries. The main function of the secretary is to record the actions taken at the time the executive committee meets and to deal with personnel.

Treasurer: Each level of church organization has a treasurer who, with the secretary and president, form the officer group who implement the decisions of their particular executive committee. The president is the ranking officer. Treasurers control the funds.

Education Secretary: The title used to designate a secretary in any of the four denominational organizational levels who has a special interest in and a responsibility for the church school system within his own particular level is Education Secretary. At the 1965 General Conference Session the name Division Education Secretary was changed to Division Director of Education.

Division Director of Education: This is the title used for the secretary in the Department of Education on the division level. He is an educator chosen to give direction to the church educational work in a given territory. For instance, the Division Director of Education for the Southern Asia Division directs the educational work in India, Pakistan, Afganistan, Nepal, Bangladesh, Burma, and Sri Lanka (Ceylon).

President of College: In the majority of cases the head of an Adventist College is called the president of that college.

College: In general the word college is applied to educational institutions offering courses on a tertiary level. Some institutions adopt this title because they offer professional courses, even though these may not be given on a post-secondary school level. In certain countries this title may be given to high schools. In this study fine shades of meaning as to just the level of work covered will not be of great significance. On the whole, however, the term college will refer to an educational institution offering post-secondary school courses.

High School or Secondary School: These terms will refer to secondary schools or academies which in general terms are schools giving instruction from approximately the sixth or eighth grade (or year in school) to the twelfth or thirteenth grade.

Division Operated Institution: In this study, this term designates an educational institution which serves more than one union and is administered by a board of trustees appointed by the division executive committee.

Departmental Secretaries: At each organization level secretaries are elected whose work it is, under the guidance of their president, to foster various special church programs. These responsibilities may include such aspects as medical, educational, literature, youth work, community services, welfare, and various other departments.

Denominational: In this study this word will refer to the Seventh-day Adventist Church in its organizational aspect related to

policies and government as an organization rather than viewed from the standpoint of the local congregation.

Classification of Adventist Educational Institutions: In The Seventh-day Adventist Yearbook the various universities, colleges, secondary schools, and elementary schools are classified according to the kind of program offered.

The classifications for colleges pertinent to this study are:

C - 1 Four years of post-secondary studies offering twelve or more majors on undergraduate level.

C - 2 Four years of post-secondary studies with four to eleven majors in undergraduate level, or studies leading to the first degree.

C - 3 Four years of post-secondary studies with one to three majors on undergraduate level, or studies leading to the first degree.

The classification for secondary schools pertinent to this study are:

S - 1 Complete national secondary program, admitting to institutions of higher learning, with additional worker-training courses on secondary level.

S - 2 Complete national secondary program, admitting to institutions of higher learning.

S - 3 Incomplete national secondary program (the number of years varies), not giving admission to institutions of higher learning, with additional worker-training courses, some of which may be on secondary level (The Seventh-day Adventist Yearbook 1975, p. 281).

Teacher: Teachers are employees within the Seventh-day Adventist school system having full-time classroom teaching responsibilities.

Principal: The administrative head of a school having two or more teachers under his direction who devotes his time to teaching supervision, and administrative work adapted to the size of his school is called a principal. For the purpose of this study, this title should be fitted to the position regardless of what the local terminology may be.

Terms Related to Role Theory

Role: Role is often considered to be the part played by an actor. In applying this professionally, three main areas are often delineated, namely: (1) Normative; (2) Individually oriented; (3) Performance oriented. In this study the normative view will be taken. Thus attention will be given to the pattern of activity expected of a person in proving his eligibility for the position he holds.

Role Conflict: This term refers to a situation where "Inconsistent prescriptions (or other standards) [are] held for a person" (Biddle, 1966, p. 12), which places upon him competing or antagonistic commitments.

Role Expectations: Role expectations fall naturally into two categories, namely rights and responsibilities. Both actor and observers have views as to these dimensions.

Role Perception: This term denotes the mental view which one holds concerning the work of a particular actor.

Role Congruency: This term "refers to a situation in which an actor as the incumbent of one or more positions perceives that the same or highly similar expectations are held for him" (Biddle, 1966, p. 288).

Role Behavior: This term refers to limited and specific behavior which is expected of an incumbent of a particular position.

Role Attribute: This term refers to the demonstrated behavior of an incumbent which harmonizes with the expected behavior for such a role.

Status: The word status is used interchangeably with the term "position" in connection with role expectations and the role theory. It is so used in this research.

Status Group: This term denotes a group within a social or church structure which has common ties and is referred to as a status group. In this study this will refer to such groups as Division Directors of Education, teachers, and union conference personnel.

Organization of the Study

The sequence and content of the remainder of this study is arranged in chapters as follows:

Chapter II is a review of literature; first, of that pertinent church literature which bears on the role of the Division Director of Education, and second, of that material on role and role theory. Some material from studies on the role of school superintendents will also be included.

Chapter III describes the methodology and procedures used in this study. Details concerning the selection of territory, respondents, sampling procedure, and the selected type of statistical analysis will be given. The process of making and testing the instrument to be used and the procedures for the gathering of the data will

be delineated. The methodology used for the processing and analysis of the data are outlined.

Chapter IV is the presentation of the findings in which the complete coverage and analysis of the data are provided. The materials in this chapter are organized into sections. The first section discusses the overview and design. This is followed by the section on reliability. Next, the Gestalt view of pattern similarity is given. Item identification is next presented followed by the presentation of written comments.

Chapter V is the reiteration of the purpose of the study, the population studied, the procedures employed, and the major findings of the study. A summary of conclusions and recommendations follows.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Little has been written denominationally, concerning Division Directors of Education. This paucity of literature cannot be greatly augmented from sources outside the Church, because state systems of education have no parallel position. The public school post most similar to the Division Director of Education is that of the school superintendent. At least five major differences exist between a Division Director of Education and a school superintendent. First, the division director is responsible for the schools within a much larger geographical area, which is usually far more heterogeneous than the usual school district over which a school superintendent has jurisdiction. Second, the division director has no direct financial responsibility for the schools under his care. Third, the division director is not responsible to any given school or college board within the school system, but rather is responsible to the division president and executive committee. Fourth, the division director does not have to deal with the question of negotiations with labor unions since such unions do not exist in the church school system. Fifth, while he may advise concerning school personnel, the division director has no power to hire school personnel. The division secretary appoints educators, as he does all other church personnel, and they are responsible to him. The division director is an advisor and serves on the

boards of division-operated institutions. The Division Board of Regents and Educational Committee are accrediting and planning committees which he chairs. He also serves on many sub-committees dealing with various educational matters. Much of his time is spent in visiting, evaluating, and advising mainly secondary schools, training schools, and colleges.

Considerable literature has been written and much research has been done relative to the work of school superintendents; however, these apply only partially to the Division Director of Education.

This review is organized into two major sections. The first deals with denominational literature concerning Division Directors of Education. The second covers a brief discussion of the Role Theory, and a survey of literature and research concerning the role of school superintendents.

Denominational Literature

The General Conference Department of Education responded to a request for specific material describing the role of the Division Director of Education by stating that, to their knowledge, no such description existed. Policies and suggestions relative to the General Conference Department of Education would also apply to Division Directors of Education. From time to time the educational department of the General Conference has outlined the duties of various secretaries within its office.

The General Conference Working Policy, published by the General Conference of Seventh-day Adventists, A Guide to School Administration (Brown, 1965), and Patterns of Seventh-day Adventist Education (Brown,

1972), appear to be the basic church-oriented sources of information relative to educational policy and performance expectations. Doctor Brown (1965) quotes pertinent sections from the General Conference Working Policy for the convenience of school administrators. Salient topics from these writings which relate to this study may be listed as follows:

Personal Relations and Organizational Authority

Organizational Outline for the Administration of a School

Educational Policies of the Denomination

- a. Governing Policies
- b. Division Education Board
- c. Division Board of Regents
- d. Classification of Schools
- e. Supervision of Schools
- f. Raising the Teaching Levels of Schools

The Responsibility of Leadership

Role Theory

The roots of the word "role," which are often used in highly specialized ways today go back through English usage to its origin in French. Role in French is derived from "the Latin rotula (the little wheel, or round log, the diminutive of rota--wheel). In antiquity it was used, originally, only to designate a round (wooden) roll on which sheets of parchment were fastened so as to smoothly roll ('wheel') them around" (Biddle, 1966, p. 6). From this the word came to designate the parchment rather than the roller. Later when books with pages came into use, roles referred to "papers pertaining to law

courts, . . . or to governments" (Biddle, 1966, p. 6). It was also used to refer to minutes of proceedings, such as the rolls of Parliament in England. The word was early used also for the script which actors memorized and, in "the sixteenth or seventeenth centuries, with the emergence of the modern stage, the parts of the theatrical characters are read from "roles," paper fascicles. Whence each scenic "part" becomes a "role" (Moreno, 1960, p. 80).

Thus the word so long used in connection with official records and documents was also inseparably joined to acting. From this point it was a relatively small adaptation for it to assume the specialized uses of today. The major precursors of the role theory are depicted briefly in Table 1.

Writers reflecting many different philosophical viewpoints use the word "role," which necessarily conforms to the views of the user. It has proved so versatile that:

The concept role is at present still rather vague, nebulous, and nondefinitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus (Neiman, 1951, p. 149).

If the word "role" were discrete in its application, such consensus might be hoped for, but what a variety of concepts cluster about this word!

An examination of the writings of the precursors of role theory and others of that era reveals that they employed concepts similar to modern conceptions of role. James, Baldwin, and Colley wrote about the self; Dewey analyzed habit and conduct; Sumner developed conceptions of mores and folkways; Maine introduced the idea of status; Simmel discussed interaction; and Durkheim and Ross wrote about social forces. The

TABLE 1.--Origins and Disciplinary Traditions

Period	American Psychologists and Social Philosophers	American Sociologists and Anthropologists	European Psychologists	European Sociologists, Anthropologists, and Social Philosophers
Prior to 1900	James (1890) Hall (1891, 1898) Baldwin (1891, 1897, 1899) Dewey (1899) Royce (1900)	.	Binet (1900)	Maine (1861) Bergson (1889, 1900) Durkheim (1893, 1894, 1897)
1901-1910		Cooley (1902, 1909) Summer (1906) Ross (1908)		
1911-1920		Thomas and Znaniecki (1918)	Blondel (1914)	Scheler (1913, 1915) Moreno (1919) Simmel (1920)
1921-1930	Dewey (1922)	Park and Burgess (1924) Morgan (1929)	Guillaume (1925) Blondel (1927) Janet (1928, 1929)	Müller-Freienfels (1923, 1925) Moreno (1923) Von Wiese (1924) Scheler (1925) Lowith (1928)
1931-1940		Mayo (1933) Roethlisberger and Dickson (1939) Park (1939)	Janet (1932, 1936, 1937) Piaget (1932) Blondel (1932)	Müller-Freienfels (1933) Eggert (1937)

concepts of person, social type, personality, and function were also among those in the thoughtways of that time (Biddle, 1966, p. 5).

The word "role" has clearly conveyed an individualistic concept to some, suggesting ideas of a subjective, personal role. It has suggested habit and conduct to others, and mores and folkways to still others. Status, interaction, function--each of these has been equated with the concept of role. The importance of personality and emphasis on social types, in connection with role, is also considered significant.

After discussing the views of numerous writers, Gross (1958) says:

Although their formulations have some fundamental differences most of the authors whose definitions have been presented are concerned with the same phenomena. Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals (1) in social locations (2) behave (3) with reference to expectations.

Almost all of the authors have used the role concept to embrace the normative element of social behavior. People do not behave in a random manner; their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants. Some authors have included this idea in the concept of status or position, others in role, but nearly all include it somewhere (p. 17).

Role will be briefly treated under three headings suggested by the quotation above.

Normative Aspect

The first, which will be the aspect of role used in this study, is the Normative Aspect. Linton (1936), from the anthropologist's viewpoint, sees forceful, living element in role. He explains that "a status, as distinct from the individual who may occupy it, is simply a

collection of rights and duties. . . . A role represents the dynamic aspect of status. . . . When [the individual] puts the rights and duties which constitute the status into effect, he is performing a role" (pp. 113, 114).

As Gross (1958) comments:

The use of the phrase "the combined status and role" indicates that except for the location function assigned to status which is not assigned to role, there is little to distinguish the two concepts. The former refers to the ideal pattern, the latter to behavior which expresses the pattern. Linton says that the distinction between the two is "of only academic interest" (p. 12).

In this context, role does not refer so much to actual behavior of an occupant of a position, but to behavioral standards. It consists of ". . . attitudes, values and behavior ascribed by the society to any and all persons occupying this status" (Linton, 1936, p. 77). As Gross points out, many authors agree with this "normative culture pattern."

Newcomb (1950), the psychologist, says further:

The ways of behaving which are expected of any individual who occupies a certain position constitute the role (or, as many writers use the term, social role) associated with that position. . . . A position, as Linton's term "status" implies, is something static; it is a place in a structure, recognized by members of the society and accorded by them to one or more individuals. A role, on the other hand, is something dynamic; it refers to the behavior of the occupants of a position--not to all their behavior, as persons, but to what they do as occupants of the position (p. 280).

Individual Oriented Aspect

In attempting to classify the extremely divergent views held by various writers, Biddle and Thomas (1966) state that Neiman, Hughs, Rommetveit, Gross, Mason, and McEachern have all remarked on the

striking diversity of definition which immediately becomes evident when one reviews what has been said concerning role. (Biddle & Thomas, 1966) state that "a careful review of the definitions reveals, however, that there is one nearly universal common denominator, namely, that the concept pertains to the behaviors of particular persons" (p. 29).

Concepts of this individual orientation are expressed in terms such as,

"Self role" or an "other role", to a "male role" or a "female role", to a "supervisor role" or "employee role", to a "children's role" or an "adult role", to a "mother role", "father role", "leader role", "teacher role", "doctor role", "patient role", and so on. The generic behavior identified by particular person segments might be called particularized roles (Biddle, 1966, pp. 30, 31).

Performance Aspect

The starting point for Parsons and Davis, as sociologists, is the interaction situation. Interaction implies behavior and requires a concept to represent how individuals do behave in addition to how they should behave as incumbents of positions, which Davis and Parsons both have. Davis defined a role as the actual behavior of an incumbent of a position while Parsons used the term performances (Gross, 1958, p. 16).

Performance is often broken down into segments or sectors so that it can be more specifically and precisely noted or evaluated. Under the subheading "Expectations for Behaviors and Attributes," Gross (1955) says:

This basis of role segmentation provides concepts by means of which an investigator can distinguish between what incumbents of positions should do and what incumbents of positions should be, or the characteristics they should have. A role can be segmented into expectations for behaviors and expectations for attributes.

Most authors have restricted their treatment of expectations to those in the first category, for behavior. Parsons, however, does make exactly this distinction when he says, "In orienting to an actor as object . . . primacy may be given . . . to his

attributes or qualities, independently of specific expected performances, or to his performances, completed, in process, or expected in the future" (p. 63).

Accountability is a favorite theme in many modern contexts, certainly some roles will be subject to appraisal from the performance perspective.

School Superintendent

School superintendents, according to Callahan (1966), were generally considered to be scholarly educational leaders from about 1865 onward. Certain periods in their history were marked by special activities. From 1910 to 1929 the superintendent was business executive. From 1930 to 1953, he played the role of statesman in an increasingly democratic school situation. From 1954 to 1966 he became an applied social scientist. Griffiths (1962) whose own dissertation (1952), dealt with school superintendents, notes:

The personnel function of the superintendent is assuming larger and larger proportions. Due to such factors as increased size of school districts, increased professional preparation of teachers, the teacher shortage, increases in salaries of professional educators, and the general change in employer-employee relationships in the country, the superintendent of today faces many more problems than did his predecessors. Some of these factors are of the superintendent's own making. He exercises no control, however, over most of the factors, but must cope with them nevertheless (p. 165).

Griffiths mentions employer-employee relationships, which in the later sixties and seventies have taken on new dimensions with the stress on collective bargaining. While history may assign to the seventies very special roles which school superintendents typically have filled, at the moment, there is so much written on so many aspects of the educational scene, that it is most difficult to gauge what

present aspects of the superintendents' work will prove to be the most timely and significant. In order to observe the current trends in the role of the School Superintendent, 227 periodical articles and materials taken from the Education Resource Information Center files and forty-eight doctoral dissertations were studied. This material, which with very few exceptions was produced up to the end of 1975, can be divided into the following seven categories:

1. **Instruction and Teachers:** Studies relating to teaching, in general, and to specific skills or requirements are included. Matters concerned with teachers in their teaching pursuits and with their views as educators are also included. Wage negotiations are not included.

2. **Policy; Planning and Decision-making:** Studies dealing with the formulation of policies, the skills and techniques of planning and Decision-making, and the consideration of the interaction and implications of these skills are included here.

3. **Teacher Militancy and Negotiations:** Studies in this category cover labor union-type activities that have recently invaded the profession.

4. **Politics and Community Support and Leadership:** Studies treating the relations and interaction of the superintendent of schools with the areas of leadership role, community support, and politics are dealt with in this category. The term "politics" is interpreted broadly.

5. **Performance, Function, and Management:** Studies which deal with the attributes, abilities, relationships, and proficiencies

exhibited or required by superintendents in areas related to adequate performance, functioning and management are included in this category.

6. Innovation and Change: Studies related to change superimposed upon superintendents as well as engendered by them are included. The implications of and reactions to change and innovation are also included.

7. Normative: Studies which deal with the evaluation of and concepts of the expected role of the superintendent are included in this category.

In order to clearly portray a comparative overview of the number of recent articles and dissertations dealing with the various aspects of the role of the school superintendent, table 2 is provided. Seven subject categories are listed in the column on the left of the table. This is followed by three columns. The first is headed articles, the second, dissertations, and the third, total. In each of these columns the numbers of materials produced are listed in the rows corresponding to the category headings.

The table indicates that the realm of teacher militancy and negotiation; the politics and interrelationships with the community; performance, functional, and administrative ability of the superintendent; and the normative evaluation of the superintendent are the dominant concerns.

Certainly ongoing research is being vigorously conducted in areas related to the subject of this study.

TABLE 2.--Summary of Articles and Dissertations on the Role of
School Superintendents

Category	Articles	Dissertations	Total
1. Instruction and Teachers	17	1	18
2. Policy, Planning, Decision-making	16	5	21
3. Teacher Militancy and Negotiations	28	10	38
4. Politics, Community Support & Leadership	47	6	53
5. Performance, Function, Management	37	6	43
6. Change and Innovation	27	1	28
7. Normative	55	19	74
Totals	227	48	275

CHAPTER III

METHODOLOGY AND PROCEDURES

Overview

Interest in this topic grew out of the realization that a clear delineation of the responsibilities of the Division Director of Education was not prescribed. Further, the great diversity of, and enormous changes in educational thought and practice currently observable emphasized the timeliness of an assessment of how the various publics within the Seventh-day Adventist church organization perceived the role of the Division Director of Education.

The reaction of the General Conference Department of Education and the leaders in the Department of Education at Andrews University was one of encouragement.

Approach to Research

The question as to how broad to make the coverage of this study took some serious discussion and thought. Finally it was decided to make the widest possible survey. The parameters within which an individual study might be contained were in the form of constraints and considerations. Of the twelve world divisions of the Seventh-day Adventist church it was decided to include nine. These nine are compatible and similar in organization. The three divisions of China, the Union of Soviet Socialist Republics, and North America were omitted. The first two were omitted because no church system of schools is

operated within them, and the North American Division, because its organizational design requires an administrative structure slightly different from the nine divisions included in the study. The Afro-Mideast Division with headquarters in Beirut, Lebanon, was subsequently dropped from the study because of a collapse in communications.

Description of Research Methodology

The purpose of the study was to ascertain the role perceived for the Division Director of Education by various church groups. To this end accurate and systematic descriptive measures were needed. Isaac (1974) emphasizes this point by delineating some of the types of studies for which descriptive research is designed. These are listed as public-opinion surveys, fact-finding surveys, job descriptions, and questionnaire and interview studies. In a more detailed explanation he states:

Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive--it does not necessarily seek to explain relationships, test hypotheses, make predictions, or get at meanings and implications, although research aimed at these more powerful purposes may incorporate descriptive methods. Research authorities, however, are not in agreement on what constitutes "descriptive research" and often broaden the term to include all forms of research except historical and experimental. In this broader context, the term survey studies is often used to cover the examples listed above (p. 18).

Descriptive research in this literal sense meets the objectives of this study. The purpose is to describe existing phenomena and to attempt to identify the degree of congruence of opinion held by the various groups of respondents concerning the role of the Division Director of Education. The priorities prescribed for the various aspects of the role, as presented in the instrument, as well as the

emphasis expressed through individual comments, will form part of the analysis. Seeking explanations for the responses, statistical testing of the hypotheses, and explaining relationships or inferences will fall entirely outside the main thrust of this study. In five of the groups in this study, the opinions of the populations were assessed. Inferences, projections, and generalizations for these groups were inappropriate. In the case of pastors and teachers, a random selection was made from the staff listings contained in The Seventh-day Adventist Yearbook (1975). In dealing with these sample groups the emphasis is descriptive rather than inferential.

Nomenclature

To facilitate the presentation of data and to identify the various groups and sub-groups considered in the study the following standard nomenclature was used. Each of the eight world areas are referred to as divisions. The five sub-groups categorized by type of employment (e.g., Teacher, Pastor, Administrator, etc.) are identified as units. The five levels of church organization constituting each division (local conference, local field, union conference, mission union, and division) are identified as sectors.

Research Design

The range of respondents in this international study included two hundred and two basic groups. The number of variables involved were relatively few. Thirty statements covering six areas of the role of the Division Director of Education formed the instrument. Responses were indicated on a five-point scale with one denoting "strong

agreement," and five indicating "strong disagreement." It was assumed that the data collected displayed interval characteristics.

In an attempt to minimize contamination or distortion of the data the questionnaire invited and provided space for individual comments from respondents. These written comments are presented and evaluated in chapter V of the study. Various language and cultural backgrounds, political and national loyalties, religious conditioning, personal preferences and experience, knowledge, and career orientation may be factors in diversifying the expression of respondents. This divergent background may also constitute a restraint to perception of and response to the questionnaire.

The congruence of view concerning the role of the Division Director of Education was first considered from within the various groups, then from among different groups of respondents, followed by comparisons between specific groups of respondents. Finally the consistency of view held by respondents in all the groups for specific statements of the instrument was considered.

The procedure for determining the degree of consensus of response within each group was the Kendall Coefficient of Concordance W . Low reliability of response within groups might predicate a low degree of agreement between groups. It is for this reason that reliability of response within groups was measured first.

Specifically, the reliability of response was tested over all responses by divisions and units. In the presentation of data the order in which divisions and units are presented has remained constant.

The reliability of all responses by units was determined. Thus the responses of pastors employed in all sectors of the church and over all eight divisions was determined. Likewise, the reliability of response of teachers, educational secretaries, church administrators, and educational administrators employed in all sectors and over all the divisions were each, in turn, calculated. Finally the responses within each division were tested for reliability.

Having tested the level of reliability of response by divisions and units, the similarity of response among groups was then determined. Gattel's Coefficient of Pattern Similarity was the statistical methodology used to show the overall pattern of similarity among the eight major groups. Specifically the comparisons generated compared the responses between the Division Director of Education and the following units from all division, as well as from the General Conference:

1. Pastors from all sectors in all division.
2. Teachers from all sectors in all divisions.
3. All educational secretaries from all sectors and divisions except the Division Director of Education.
4. Church administrators in all sectors from all divisions.
5. Educational administrators in all sectors from all divisions.
6. Church administrators in the General Conference.
7. Educational secretaries in the General Conference.

The third process involved the identification of specific statements and the degree of agreement attached to each by the various

respondents. The thirty statements were considered individually. The groups were treated and the same sequence followed in this process as in the previous statistical methodologies. This third process uses the median and interquartile range. Through these two measures, the degree of agreement held by a specific group on each of the thirty questions was ascertained. The interquartile range reveals how uniformly each group adheres to the statement. Thus a measure of consensus within the group for each statement was obtained. Finally the fourth process was the presentation of the written comments submitted by respondents.

Development of the Instrument

The respondents in this study were all employees of the Seventh-day Adventist church. It was anticipated that many, because of pressures of professional and church duties, might be quite unwilling to respond to a lengthy questionnaire. Furthermore, interest would tend to be slight if the study were considered to be remote and its initiator were unknown.

Widely varying levels of education, divergent professional occupations, as well as cultural and language differences among prospective respondents, placed additional restrictions upon the instrument.

Besides considerations concerning the subjects, the content of the questionnaire is also unique. Although several questionnaires were scrutinized, none appeared appropriate, either in content or form, for the special needs either of the respondents or for the adequate

description of the role of the Division Director of Education. It became apparent that the basic design of a questionnaire appropriate for this study would have to encompass the following qualities:

1. It would have to be short and easy to answer.
2. It would have to be written in language so simple as to accommodate respondents with either limited education or grasp of English.
3. It would have to present a challenge sufficiently great to capture the attention of respondents fluent and discriminating in their use of English.
4. It would have to cover, in spite of its brevity, as completely as possible the main aspects of the role of the Division Director of Education as presented in denominational literature.
5. It would have to have statements so designed as to permit a range of response.
6. It would have to not only give opportunity for, but encourage individual comment thus providing an open field for respondents to maneuver in.
7. It would have to embody a format which in accuracy and design would allow the marked responses to the instrument to fit onto a single sheet in a form that could be computer read.

The six areas of the role of the Division Director of Education included in the questionnaire were based, as far as possible, upon concepts derived from denominational literature.

The instrument was pre-tested in a pilot study conducted with selected respondents on the Andrews University campus.

The pilot questionnaire was distributed, under a covering letter dated July 28, 1975, to selected students and professors at Andrews University. All respondents in the pilot study had worked in situations closely resembling those of respondents in the proposed study. (See appendix 3 for the draft instrument.) Respondents were selected from as many as possible of the sectors and professional units that would be encountered in the actual study. Five of the nine world divisions were actually represented in the pilot study. The categories of workers represented were as follows:

General Conference level:	1 - Previous General Conference education secretary
	1 - Professor at a General Conference institution
Division level:	2 - Division educational secretaries
	2 - Teachers from division schools
Union level:	1 - President
	1 - Education secretary
	1 - Accountant
	2 - Principals of union schools
	2 - Teachers from union schools
Local level:	1 - President
	1 - Treasurer
	1 - Principal
	1 - Education secretary
	2 - Teachers
	3 - Pastors
	—
Total	<u>22</u> Respondents

Respondents were invited to offer comments concerning format, content, and clarity of expression. The twenty-two returns were tabulated on the frequency of selection, on the scale of one to five, over the thirty-one independent variables. Table 3 presents the frequency of response.

TABLE 3.--Frequency of Response to the Instrument in the Pilot-Study

	Strongly Disagree		Strongly Agree		
Variables	1	2	3	4	5
Frequency of Response	30	72	32	200	355

This indicates a marked skewing of the data.

The Cattell Coefficient of Pattern Similarity was generated on the three groups. The mean and standard deviation of responses for each group was plotted (note appendix 3).

The indications of the pilot study on the questionnaire were generally encouraging. A revised instrument was produced incorporating several changes in format and arrangement as well as a rewording and clarification of certain questions. One of these changes was the reversing of the positions of "strongly agree" and "strongly disagree" headings in comparison to the response scale of 1 to 5. This revised questionnaire was discussed with professors and graduate students. In the revised instrument the amount of demographic information

requested was reduced because it was evident that it would introduce too many ancillary aspects more or less tangential to the main intent of the study. Further refining of the questionnaire included repeated revisions and review by research specialists, professors, and graduate students, as well as the chairman and members of the author's doctoral committee.

The covering letters and instructions, as well as the questionnaire, were repeatedly revised with a view to achieving optimum clarity, precision, appeal, and interest for the sake of the respondents.

On January 15, 1976 the questionnaire was printed and trial copies were marked and processed through the opscan computer reader to make certain they were satisfactory.

Instrument

The final, printed instrument contained 33 statements. The first three drew forth demographic information enabling respondents to be classified by unit (profession), sector (level of employment), and division.

Questions 4 through 33 formed the variables. Respondents replied by filling in with pencil the block which corresponded to their choice. The questions were grouped in six sections dealing with the major areas of the role of the Division Director of Education. The first area was communicator and coordinator. Under the communicator aspect, statement 4, communicating with church members on a non professional, church-oriented manner; statement 5, dealing with

communicating with church educators through department publications; and statement 8, concerning communicating with the General Conference educational department, were pertinent. Coordination was emphasized in statements 6, 7, 9, and 10, and dealt with assessment of needs, coordinating the department as a consultant body, and the upholding of standards. Coordination and communication are so intertwined that it is impossible to separate them wholly.

The section on director of personnel (statements 11 through 15) attempted to probe into various aspects of personnel direction which appeared to be contiguous to the Division Director of Education. The first concerned his direction of union and local education secretaries, the second concerned his part in the selection of union education secretaries and educational administrators, and the last, his part in assessing the professional suitability of educational workers considered for transfers between unions and divisions. The third section, including statements 16 through 20, dealt with the area of educational specialist and consultant. Here the director's role in providing resource materials, on plans of solving problems, and supporting the union and local education secretaries in running inservice programs for the upgrading and benefit of teachers were included. The work of organizing division-level workshops, conferences, and institutes, and the initiating of master plans for union and division educational institutions were also considered in this section.

Statements 21 through 25 dealt with relations with management. Here examples of points of contact between the Division Director of Education and various levels of church administrators were suggested

and different stances were proposed. In this way it was expected that various aspects of these relationships would be introduced and a suitable range of response provided for. Consulting and advising the division administrators on educational matters was considered first. Next, relationships with union and institutional administrators were dealt with at various degrees of force or authority. For example, should the division director assist in assessing the professional performance of union employees? If so, to what extent should such assessment affect the professional lives of these employees? Should the Division Director of Education have executive authority in professional matters? In fact, does his title of director signify this? Finally, should he hold out strongly for the needs of the educational work to the point of insisting that certain measures be taken?

Statements 26 through 29 consider the area of spiritual leadership. Does the Division Director of Education have responsibility for the fostering of character development among teachers and students? Should he be held responsible for ensuring that relevant, spiritual Bible teaching is being conducted? Should he propagate Christian philosophy? Should he personally conduct evangelistic outreach?

The sixth area concerning supervision and evaluation included four statements, 30 through 33. These dealt with whether or not the Division Director of Education should be responsible for the supervision of schools throughout the division. If so, to what degree should he be held responsible for ensuring that balanced programs and

Adventist emphasis is maintained in Adventist schools? Finally, to what extent should he keep records in his office on educational personnel.

It was recognized that thirty statements could not completely cover all the areas of this role, and there was no desire to be restrictive or to force responses into a mold. Thus the instrument requested, and provided space for, additional comments.

Selection of Subjects

In order to obtain the greatest possible coverage of church opinion, respondents who interact most directly with the Division Directors of Education were chosen from the major units (professions) and sectors (levels) within the church organization. The entire spectrum of workers from top church leaders to local pastors and teachers were invited to share in reflecting their particular shades of responses. Church administrators and education secretaries were drawn from the General Conference and from the five sectors within each of the eight world divisions. Educational administrators were drawn from the five sectors of the eight divisions. (These groups within the parameters set represented populations). The pastors and teachers included in the study were drawn by random samplings from the nine divisions taken as a whole.

In the case of the five population units there was no way of equalizing the number in each group. The General Conference respondents were the smallest unit, and therefore each respondent in that group constituted a greater proportion of the opinion of that group. As the number of respondents at each of the other church levels

increased the consensus or divergence of opinion was based on a larger distribution.

Inasmuch as the higher levels of church government are made up of men of larger experience, their individual opinions might be expected to carry more weight. Table 4 presents the size of the various groups of respondents invited to participate in the study.

TABLE 4:--Number of Respondents in Each Group

	Questionnaires Issued
I Populations:	
General Conference	15
Divisions	31
Unions	177
Local	461
Principals	173
II Samples:	
Pastors	248
Teachers	249
	1,354

Specifically the populations were constituted as follows: At the General Conference level, the president, seven vice-presidents, the treasurer, and the secretary were included. The directors of education on the General Conference level were also included. At the division

sector, the president, secretary, treasurer, and the director of education were included. At the union sector the president, the secretary-treasurer, and education secretary were included. At the local sector, the president and education secretary were included. The principals of high schools and colleges, who come more directly under the influence of the division director than do the principals of elementary schools, were included.

The two groups (pastors and teachers in table 3), sampled at random from a total of over nine thousand names listed in the current Seventh-day Adventist Yearbook, reflect a wide spectrum of experience and opinion.

To illustrate the scope of this study, Table 5 presents the coverage of the areas represented by listing under each division the number of organized unions, the church membership, and the population within the division territory.

Data Collection and Recording

The questionnaire was, with the exception of a few central African countries, sent by surface mail so that the greatest possible number could be sent with the available funds. Self-addressed, air mail envelopes were included, and those sent to respondents in the United States, that is the General Conference and Inter American Division offices, were stamped. No provision was made for return postage from foreign countries as it was assumed that this study had sufficient denominational backing for respondents to legitimately use office mailing facilities. For the pastors and teachers who would not have official mailing facilities, international postal coupons

TABLE 5:--Church Divisions: Membership and Population

Division	Church Unions	Number	Church Membership	Population
*Afro-Mideast	East Africa, Ethiopia Middle East, Tanzania	4	157,281	212,925,784
Australasian	Central Pacific, Papua New Guinea, Trans-Common- wealth, Trans-Tasman, West Pacific	5	107,083	20,027,233
Euro-Africa	Angola, Austrian, Bulgarian, Czechoslovakian, Equitorial African, Franco-Belgian, German, Hungarian, Indian Ocean, Mozambique, Romanian, South- German, Southern European, Swiss, West-German, Yugoslavian, North-African Mission, Senegal Mission	15	202,015	427,829,815
Far Eastern	Central Philippine, East- Indonesia, Japan, Korean, N. Philippine, South-China Island, S. Philippine, Southeast Asia, West-Indonesia S.D.A. Mission	9	269,899	407,623,164

TABLE 5:--Continued

Inter American	Antillian, Caribbean, Central American, Colombia- Venezuela, Franco-Haitian, Mexican, West Indies, Cuba	7	390,283	137,546,204
Northern Europe- West Africa	British, Finland, Netherlands, Nigeria, Polish, Swedish, West Africa, West Nardie, Ireland	8	98,848	215,884,729
South American	Austral, Chile, East Brazil, South Brazil	6	332,261	169,939,509
Southern Asia	Burma, Central India, Northern Pakistan, South India, Sri Lanka, Afghanistan, Bangladesh	6	78,291	748,835,560
Trans-Africa	Central, South, South-East, Southern, Zaire, Zambesi, Zambia	7	254,596	67,284,865
		67	1,890,557	2,405,896,863

*Later dropped for lack of returns

were enclosed. (these cost 26¢ each and could be exchanged in overseas countries for local stamps.) Because of the distance and expense of communication, great effort was put into making the questionnaire and accompanying materials as appealing as possible, since the quality of returns would depend on the initial impact. A limited number of reminders were sent.

The questionnaires were mailed on January 22, and the cut-off date was May 27. The recording of returns was kept current at all times. The first four returns were received on January 29. March was the month in which the largest number of returns arrived. The largest number received in a single mail was twenty returns on March 15. In early April a brisk rate of returns continued, but this tapered off toward the end of the month. The number of returns in May diminished with a number of days showing zero returns.

One thousand, four hundred and twenty-five questionnaires, with their accompanying personalized letters, instructions, references, and self-addressed envelopes were prepared for mailing. Of these, sixteen destined for Angola, part of the Euro-Africa Division, were not mailed because of the withdrawal of workers and the collapse of communication occasioned by war. Lebanon at the same time experienced a surge of unrest. Since the General Conference gave assurance that mail was getting through to Lebanon, fifty-five instruments for the Afro-Mideast Division were sent. Only one return was received from this division, however, and because of a breakdown in communications, the Afro-Mideast Division was deleted from the study.

The figure used for computing percentage returns was the original 1,425 less the 16 not sent to Angola and the 55 sent to Afro-Mideast Division, or a total of 1,354. Of these 1,354 questionnaires, 13 were returned by post offices stating that the addressees were unknown. Four more returns were so incomplete as to be unusable. Thus a further seventeen instruments, or 1.19 percent of those originally prepared, were not productive to the study. Table 6 presents details of questionnaires sent and returned with relevant percentage equivalents. The number of respondents who wrote additional comments (41 percent) is also given. The upper section of table 6 presents the respondents from the eight divisions excluding the pastors and teachers who are listed separately. The restraints of language may be a large factor in the lower percentage of response to the instrument in certain divisions. The two divisions showing the lowest percentage of returns are largely non-English speaking areas. The percentage of returns from all subjects is 36.13, which for an international study appears to be a creditable return.

The numbers and percentages of written comments are also presented. The overall percentage of written comments of 41.01 indicates considerable interest by respondents in the study.

The lower part of table 6 presents the number and percentage of returns and written comments for various units (professions) and sectors (levels) of respondents. General Conference respondents showed 100.00 percent, the division sector 90.32 percent, the union sector 50.81 percent, and the local sector 30.52 percent returns. The units not included in these figures are listed separately. The percentage

TABLE 6:--Summary of Responses to the Questionnaire:

Name of Organization	Number of Questionnaires		Percent of Questionnaires Returned	Number of Comments	Percentage of Returned Questionnaires Containing Comments
	Sent	Returned			
<u>DIVISIONS:</u>			%		%
Australasia	82	43	52.44	25	58.14
Euro-Africa	180	46	25.56	13	28.26
Far Eastern	164	70	42.68	26	37.14
Inter-American	129	48	37.21	22	45.83
N.E.W.A.	48	29	60.42	12	41.38
South American	90	27	30.00	8	29.63
Southern Asia	59	27	45.76	10	37.04
Trans-Africa	90	50	55.56	28	56.00
Totals	842	340	40.38	144	42.35
<u>SECTORS:</u>					
Division	31	28	90.32	13	46.43
Union	177	91	50.84	38	41.76
Local	461	149	31.43	55	36.91
<u>UNITS:</u>					
Ed. Admin.	173	72	41.62	38	52.78
Pastors	248	64	25.81	22	34.38
Teachers	249	76	30.52	31	40.79
<u>GEN. CONFERENCE:</u>					
Respondents	15	15	100.00	6	40.00
<u>ALL RESPONDENTS:</u>					
	1,354	495	36.13	203	41.01

NOTE: Given are the numerical and percentage equivalents of returns and additional comments. Respondents from the General Conference, major sectors and relevant units summed over the eight divisions, and from the divisions are included.

of returned questionnaires for all respondents was 36.13, and the percentage of these returns containing written responses was 41.01.

Table 7 gives details of the numbers of questionnaires returned by various units and sectors in each of the divisions. The units included are church administrators and educational secretaries in each of the sectors and educational administrators listed separately. For example the four questionnaires sent to each division sector were for the president, secretary, treasurer, and Division Director of Education.

Table 8 adds to the totals of table 7 the totals of questionnaires sent and returned and the number of comments made by respondents from the General Conference, and from pastors and teachers.

Statistical Analysis

An Index of Reliability of Respondents

It was appropriate to determine the overall degree of agreement among the respondents and rankings within a specific group. The Kendall Coefficient of Concordance (W) was considered to express this degree of agreement. This statistical procedure is often used in determining intertest reliability. It can be considered an index of actual agreement as related to the maximum possible agreement. The coefficient (W) exhibits a range of 0.0 to + 1.0 where +1 indicates perfect agreement.

This analysis is effective for groups of varying sizes, with special tables applicable to small groups and standard Chi square tables of significance for large groups. A high or significant value of W may be interpreted as meaning that respondents are applying

TABLE 7.--Numbers of Questionnaires Sent, Returned, and Commented upon by Divisions, Units (Church Professions), Sectors (Church Administrative Levels), and Educational Administrators

Divisions	Division		Sectors				Educational Administrators		Totals				
	Sent	Returned	Union	Local	Sent	Returned	Sent	Returned	Sent	Returned			
2. Australia	4	4	15	20	7	51	12	12	7	5	82	43	25
3. Euro-Africa	4	3	48	24	6	116	12	12	5	2	180	46	13
4. Far Eastern	4	3	27	31	6	79	54	54	19	7	164	70	26
5. Inter-America	4	4	20	26	4	69	36	36	10	8	129	48	22
6. N. Eur. W. Afr.	3	3	14	12	4	18	13	13	6	3	48	29	12
7. South American	4	4	18	8	3	51	17	17	7	3	90	27	8
8. Southern Asia	4	3	15	7	4	26	14	14	6	3	59	27	10
9. Trans-Africa	4	4	20	21	4	51	15	15	12	7	90	50	28
Totals	31	28	177	149	38	461	173	173	72	38	842	340	144

TABLE 8.--Total Number of Questionnaires Sent, Returned and Commented upon: Included are Totals from Table 7 and Numbers concerning the Units of General Conference Respondents, Teachers, and Pastors

	Totals		
	Sent	Returned	Comments
Totals from eight divisions detailed in table 7	842	340	144
General Conference respondents	15	15	6
Pastors from all sectors of all eight divisions	248	64	22
Teachers from all sectors of all eight divisions	249	76	31
	<u>1,354</u>	<u>495</u>	<u>203</u>

essentially the same standard in ranking the elements under study.

Siegel (1956), explains this coefficient as follows:

The Kendall coefficient of concordance W measures the extent of association among several (k) sets of rankings of N entities. It is useful in determining the agreement among several judges or the association among three or more variables. It has special applications in providing a standard method of ordering entities according to consensus when there is available no objective order of the entities (p. 239).

To compute (W), the following formula may be used:

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N)}$$

where s = sum of squares of the observed deviations from the

$$\text{mean of } R_j, \text{ that is, } s = \sum \left(R_j - \frac{\Sigma R_j}{N} \right)^2$$

k = number of sets of rankings, e.g., the number of judges

N = number of entities (objects or individuals) ranked

$\frac{1}{12} k^2 (N^3 - N)$ = maximum possible sum of the squared deviations, i.e., the sum s which would occur with perfect agreement among k rankings.

With the correction of ties incorporated, the Kendall coefficient of concordance is,

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N) - k \sum T}$$

where $\sum T$ directs one to sum the values of T for all the k rankings (T = tied rankings).

The advantages to this study, of this type of analysis, were (1) the reliability of responses for a group may be tested on single role category or indeed over the whole instrument at one time; (2) since the study deals with the perceptions of respondents relative to the instrument, the index of reliability generated indicated the degree of agreement exhibited within groups thus providing a basis on which between group consensus might be expected; (3) it might serve to provide a guide for group combinations within the instrument, and (4) it may indicate to the investigator which groups need no further analysis and which groups require further study in interpreting divergent views within the group.

The disadvantages of this type of analysis may be a lack of specificity because it deals with several judges' views on three or more variables. Further, tied observations require somewhat lengthy additional calculations. It is noted that agreement among judges may

not indicate a correct answer. If respondents work on a false premise, there may be high concordance but low proximity or agreement with a statement.

Profile of Pattern Similarity Among Groups of Respondents

The second statistical methodology used to indicate similarity among groups was the Cattell Coefficient of Pattern Similarity. This index of pattern similarity was designed by Cattell to fall within the range of - 1.0 through 0 to + 1.0 (these coefficients indicate, respectively, complete dissimilarity between groups, no relationship, and perfect similarity between two profiles). The Cattell Coefficient of Pattern Similarity generates its index upon shape (standard deviation), level (mean), and accentuation of shape (steepness of profile). Identified by the symbol r_p (correlation of pattern), it was deliberately designed to combine all three of these "aspects" of similarity into a single total judgment or index. Because the analysis compares means, it is particularly useful in showing pattern resemblance between groups of different size, between a group and an individual (Cattell, 1949, pp. 287, 288).

The advantages, for this study, of the Cattell Coefficient of Pattern Similarity were: (1) it depicted general trends in the relationships between the various groups, as (Cronbach and Gleser, 1953) affirm, "profiles . . . deal with several scores or traits simultaneously (p. 456); (2) it offered a more comprehensive basis of evaluation than other analyses by basing these trends and patterns upon various "aspects" of similarity (Dumas, 1946, pp. 81-83); (3) it provided an

index, which conveniently indicated the degree of similarity which existed between the various groups (Nunnally, 1962, p. 317); (4) it was particularly valuable because of its versatility which allowed for dealing with groups of various sizes; and (5) it revealed general patterns without obscuring the components (Cattell, 1969, pp. 136, 137). The "Gestalt" view given is the greatest advantage of this analysis.

The disadvantages were similar to those of other correlation methodologies, it was able to deal with only two groups at a time. Cronbach and Gleser (1953, p. 462) argue that "complete dissimilarity of persons" is an undefinable concept, thus in theory it is impossible to suggest an index for it. Because it is based on multiple factors or "aspects" of similarity, the results derived from this process are difficult to analyze in detail because of the mixture of factors involved. This limits, to a degree, critical interpretation of results. In this study, this weakness is obviated by not requiring a detailed analysis of the outcomes of the Cattell Coefficient of Pattern Similarity.

Cruise (1975) explains the mathematical model employed for the computation of the Cattell Coefficient of Pattern Similarity as follows:

Since the variance of the difference of two independent variables is equal to the sum of their variances, the variance of the difference between populations of paired values taken at random among standard scores will tend to equal two (2). Thus, if our two patterns for comparison has an infinite number of elements (in standard score form) the two patterns could be said to be unrelated when $\frac{\sum d^2}{2}$ equals unity within chance.

But since patterns usually define only a "small sample" of elements, the chance distribution of Σd^2 will not be a normal distribution with a mean of 2. Fortunately, the tables of Chi-square will give us the distribution of Σd^2 for any given pattern (i.e. any given number of elements) and it is necessary to use this distribution in determining our index. The index is similar to a correlation coefficient in that a + 1.0 indicates the two profiles are perfectly alike (i.e. when d^2 is zero), 0 (zero) when Σd^2 equals the chance expectation of difference, and -1.0 when the differences are so great as they can be. So we obtain as our pattern similarity coefficient:

$$r_p = \frac{2k - \Sigma d^2}{2k + \Sigma d^2}$$

where:

k is the median for Chi-square on a sample size of n (p. 2).

Item Identification

The initial purpose of this procedure was to identify the degree of agreement to specific statements of the role of the Division Director of Education. Further, it was desirable to sort groups' responses to the instrument into the following categories: "strongly agree," "agree," "no opinion (or mixed opinion)," "disagree," and "strongly disagree." In view of the fact that the data were markedly skewed it was considered that the median and interquartile deviation be used as appropriate measures of item identification.

Numerical criterion levels were arbitrarily set which formed the basis for the identification and categorization of the group responses to specific items. It was considered that those group responses which fell within stipulated limits of both median and interquartile deviation values would qualify for placement within the appropriate categories. If the interquartile deviation value was greater than that allowed, the item was listed as "unclassified" because it was

considered that lack of consensus would preclude realistic classification. For a response to be classified, it would require an interquartile deviation value < 1 . Those responses qualifying for classification on the basis of their interquartile value would be categorized according to median value as follows: considering the upper and lower limits of the five-point scale of the questionnaire, median values from 0.50 to < 1.50 would indicate category 1 or "strongly agree;" median values from 1.50 to < 2.50 would indicate category 2 or "agree;" median values from 2.50 to $<$ would indicate category 3 indicating "no opinion;" median values from 3.50 to < 4.50 would indicate category 4 or "disagree;" median values from 4.50 to $<$ to 5.50 would indicate category 5 or "strongly disagree."

The major disadvantage in using the median and interquartile deviation rather than a mean and standard deviation measure is that the former measures are less responsive than the latter. Their significance lies in their position in ranked sets of values, rather than in being derived from an actual calculation of values themselves. The over-riding advantage is that with skewed distributions, the median and interquartile deviation offer a more accurate evaluation.

CHAPTER IV

PRESENTATION OF THE FINDINGS

Overview and Design

The purpose of this chapter is to present a clear, accurate description and analysis of the responses to the 30 statements covering the role of the Division Director of Education. To facilitate this descriptive analysis, the reliability of the response within each group is presented first. The profiles of pattern similarity of the major groups of respondents are presented to offer a Gestalt or overall description of similarity. Finally the response by various groups to the six role categories of the questionnaire (appendix 2) is presented. This identification of priorities held by respondents concerning the role of the Division Director of Education is augmented by individual comments, submitted by respondents, and arranged initially under twelve categories.

Reliability

Consistency of agreement expressed by respondents within various units and divisions for the role of the Division Director of Education as presented in the instrument is dealt with in this section.

The Kendall Coefficient of Concordance W was the statistical analysis used to arrive at the measure of consistency of the responses within the various groups of respondents. The function of this process is to determine the association among several sets of rankings.

Where the deviations from the mean are greater, the degree of association of the sets of rankings is closer. Since more than two sets of rankings are being dealt with at a time in this process, the range of the Kendall Coefficient of Concordance W is from 0 to 1.

The respondents of each group are the judges and the thirty variables of the instrument form the sets to be ranked. There will be tied observations which this analysis is designed to handle.

Table 9 presents the degree of agreement among the respondents within each of the divisions and within the General Conference.

The Kendall Coefficient of Concordance W column indicates the magnitude of concordance exhibited by the respondents in each of the divisions and in the General Conference. The numbers of respondents in each group, the chi-square values, and the fact that in all cases the magnitude of concordance is statistically significant are presented in the subsequent column of table 9.

Table 10 presents the degree of agreement within the seven-unit groups (professional groups) of respondents included in the study.

The Kendall Coefficient of Concordance W column indicates the magnitude of agreement among the views of respondents within each unit. The purpose of this analysis was to establish the reliability of the judges, that is the respondents in each group. While the values in this column may not appear to be high, as can be noted from the final column they are all statistically significant.

Of the units in this study, the General Conference church administrators and Division Directors of Education, apparently have the greatest magnitude of concordance (showing values of .39 and .38

TABLE 9.--Degree of Agreement among Respondents within Groups by Divisions at the .01 Level of Significance with Critical Values of Chi-square

Divisions and General Conference	Kendall Coefficient of Concordance W	Number of Respondents in each Group	Chi-square Value	Significant at .01 Level or Less	
				Yes	No
General Conf.	.34	17	169.1	X	
Australasia	.32	52	483	X	
Euro-Africa	.19	56	302	X	
Far Eastern	.19	100	558	X	
Inter-America	.16	63	301	X	
Northern Europe West Africa	.25	57	417	X	
South American	.19	39	219	X	
Southern Asia	.20	42	238	X	
Trans-Africa	.17	67	339	X	

respectively). Church administrators rank next (with a value of .24). followed by a cluster of educators; teachers and education secretaries (each with values of .20) and educational administrators (with a value of .18). This cluster is followed by pastors (with a value of .11).

Gestalt View of Group Relationships

In an attempt to obtain a realistic overview of the relationships among the groups, a profile analysis was chosen which not only

TABLE 10.--Degree of Agreement among Respondents within Groups by Units (Professions) in all Sectors of all Divisions at the .01 Level of Significance with Actual Values of Chi-square

Units or Professions	Kendall Coefficient of Concordance W	Number of Respondents in Each Group	Chi-square Value	Significant at .01 Level or Less	
				Yes	No
Pastors	.11	50	163.6	X	
Teachers	.20	81	479.1	X	
Education Secretaries	.20	65	369.1	X	
Church Administrators	.24	166	1,135.3	X	
Educational Administrators	.18	91	485.4	X	
Division Directors of Education	.38	7	77.7	X	
General Conf. Administrators	.39	11	124.0	X	

compares central tendency (means), but also variability (standard deviation), and steepness of slope. The church groups included in the profile, were the following units (professions) and sectors (levels) of church employees: (1) Division Directors of Education, (2) pastors from all sectors in the divisions studied, (3) teachers from all sectors in the divisions studied, (4) education secretaries from the four sectors of the eight divisions studied (excluding the division sector), (5) church administrators from the five sectors of the eight divisions

studied, (6) educational administrators from the five sectors of the eight divisions studied, (7) church administrators from the General Conference, and (8) education secretaries from the General Conference.

Tables 11 through 16 present group responses expressed in z score values generated by the Cattell Coefficient of Pattern Similarity profile analysis. Each table deals with an area of the role of the Division Director of Education, in the form of a graph, showing both positive and negative values. For easy reference, a copy of the statements is provided on the extension to each table.

Table 11 presents z (standard) score values of group responses to statements 4 through 10, which deal with the area of "communicator and coordinator" in the role of the Division Director of Education.

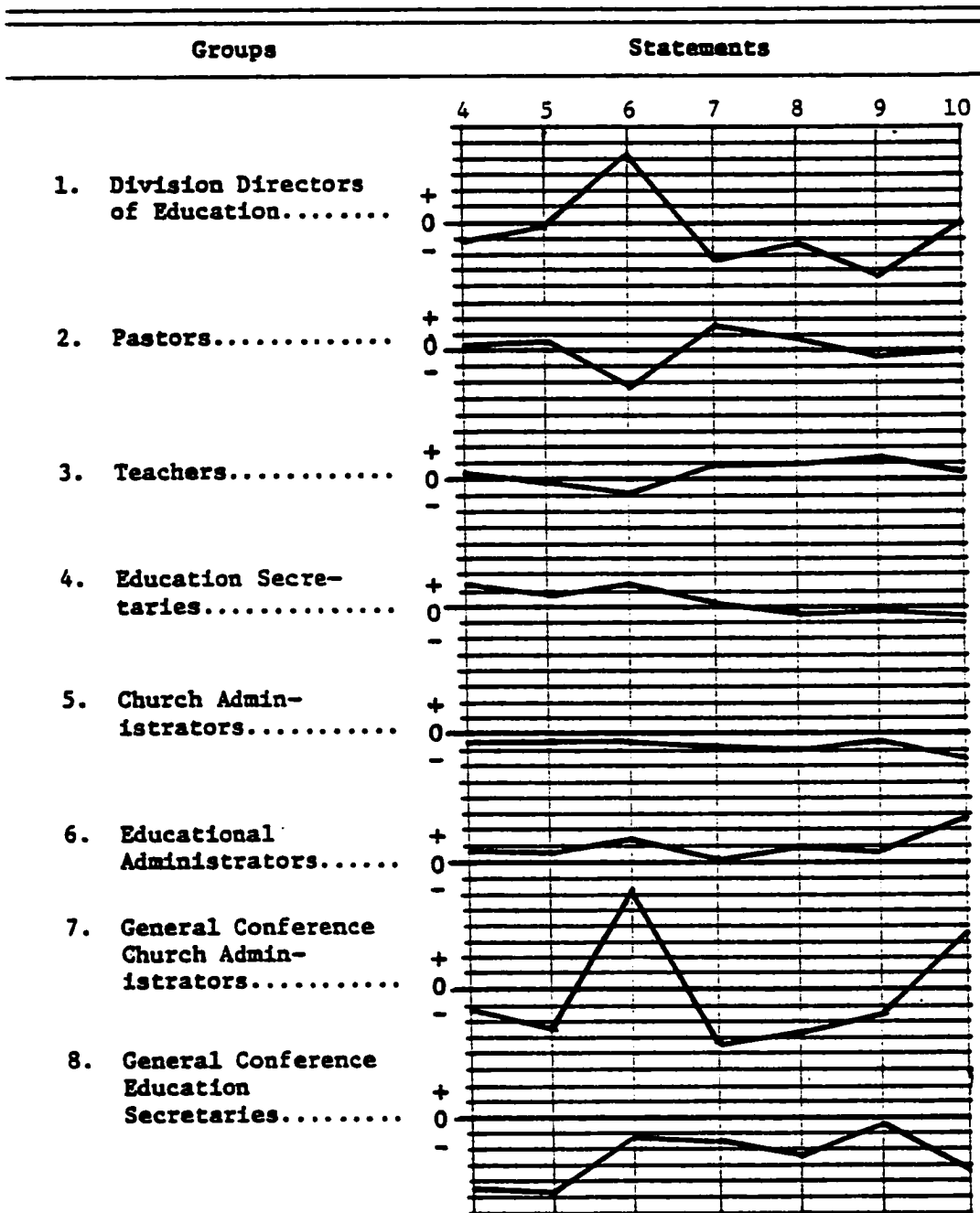
There is considerable difference of opinion in the responses of the groups to each of these statements. The greatest dichotomy appears between the values of Division Directors of Education (group 1) and pastors (group 2) whose response scores, with the exception of that to statement 9, run completely counter to each other. A dichotomy also appears between church administrators (group 5) and educational administrators (group 6), whose generally low z score values take divergent directions in response to each statement. Groups 1, 7, and 8 (Division Directors of Education, General Conference church administrators, and General Conference education secretaries) show scores of wider fluctuation than do the other groups. Education secretaries from the three sectors of the division (group 1), union and local sectors (group 4), and the General Conference (group 8) show considerable divergence of

Statements

Communicator and Coordinator: The Division Director of Education should:

4. communicate with church members through sermons, camp-meetings, and other church gatherings
5. communicate with all levels of church educators, through education department publications
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations
8. maintain active communication with the General Conference department of education
9. consult on all major facets of educational planning and operation, through education secretaries
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply

TABLE 11.—Role of Division Director of Education: Communicator and Coordinator--Responses of Subjects, by groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values



view. They respond in the same direction to two of the seven statements. In spite of this evident diversity of opinion, there are points of agreement among these groups.

Table 12 presents the z score values of group responses to statements 11 through 15, which deal with the area of "director of personnel" in the role of the Division Director of Education. In response to statements in this role area, the Division Directors of Education (group 1) and the General Conference education secretaries (group 8) agreed on four of the five statements. Teachers (group 3) and, to a slightly lesser extent, church administrators (group 5) showed a consistently positive response. Education secretaries showed a negative response. Education secretaries (group 4), church administrators (group 5), and educational administrators (group 6) show relatively little variation of response with scores staying near the standard zero value. Other groups, like Division Directors of Education (group 1), General Conference church administrators (group 7), and General Conference education secretaries (group 8), showed relatively large z score values.

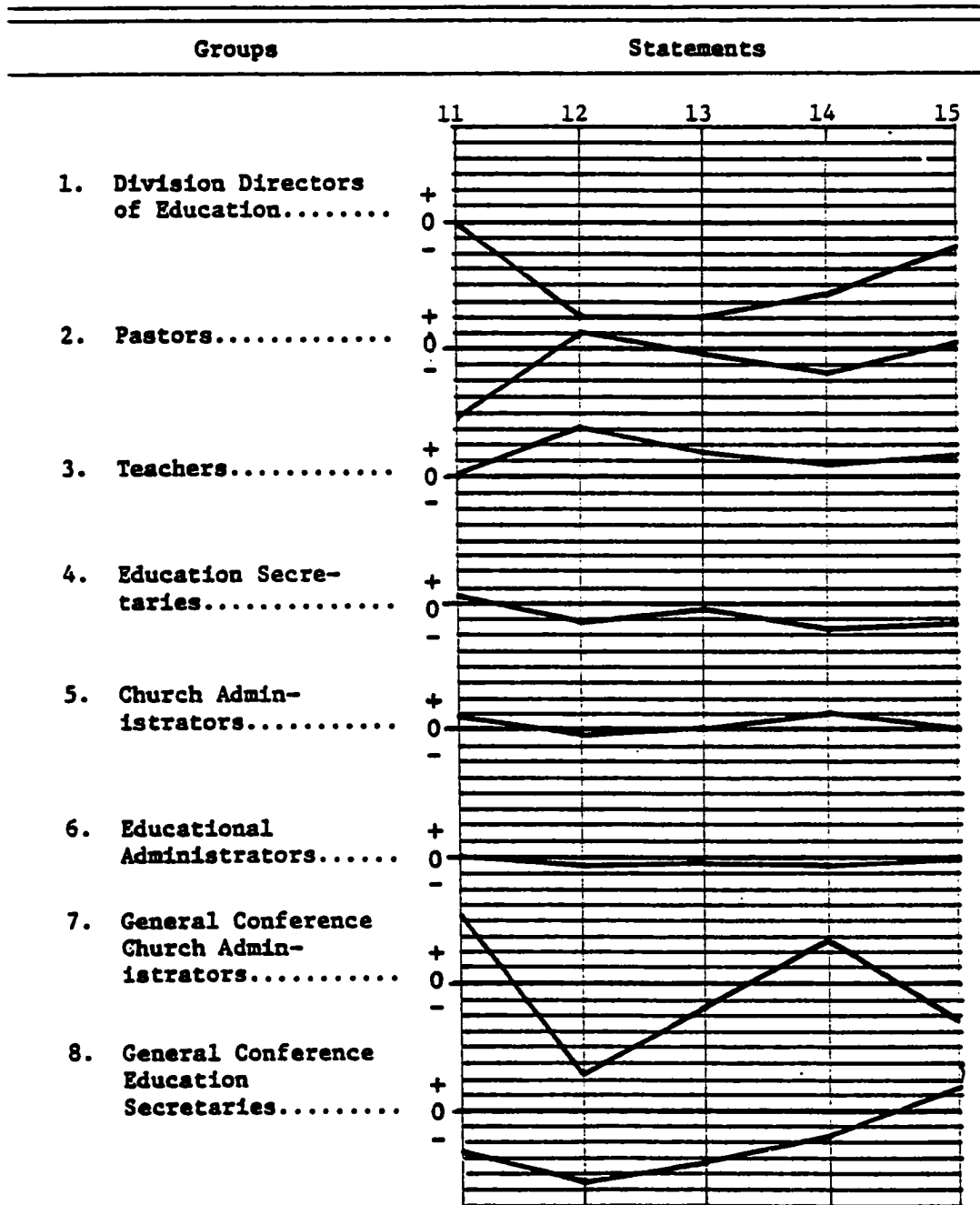
Table 13 presents the z score values of group responses to statements 16 through 20, which deal with the area of "educational specialist and consultant" in the role of the Division Director of Education. Generally the patterns of response to this area seem less divergent than do those of the previous areas. Even so, groups 3 through 6 consisting of teachers, education secretaries in union and local sectors, church administrators, and educational administrators, appear to be close to each other in their patterns of response.

Statements

Director of Personnel: The Division Director of Education should:

11. direct the professional activities of union and local education secretaries
12. advise on the selection and appointment of all union education secretaries
13. advise on the selection and appointment of all secondary school and college administrators
14. be responsible for the initial negotiation of all transfers of educational personnel between union, advising the secretariat of professionally suitable candidates for the proposed positions
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions

TABLE 12.--Role of Division Director of Education: Director of Personnel--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values

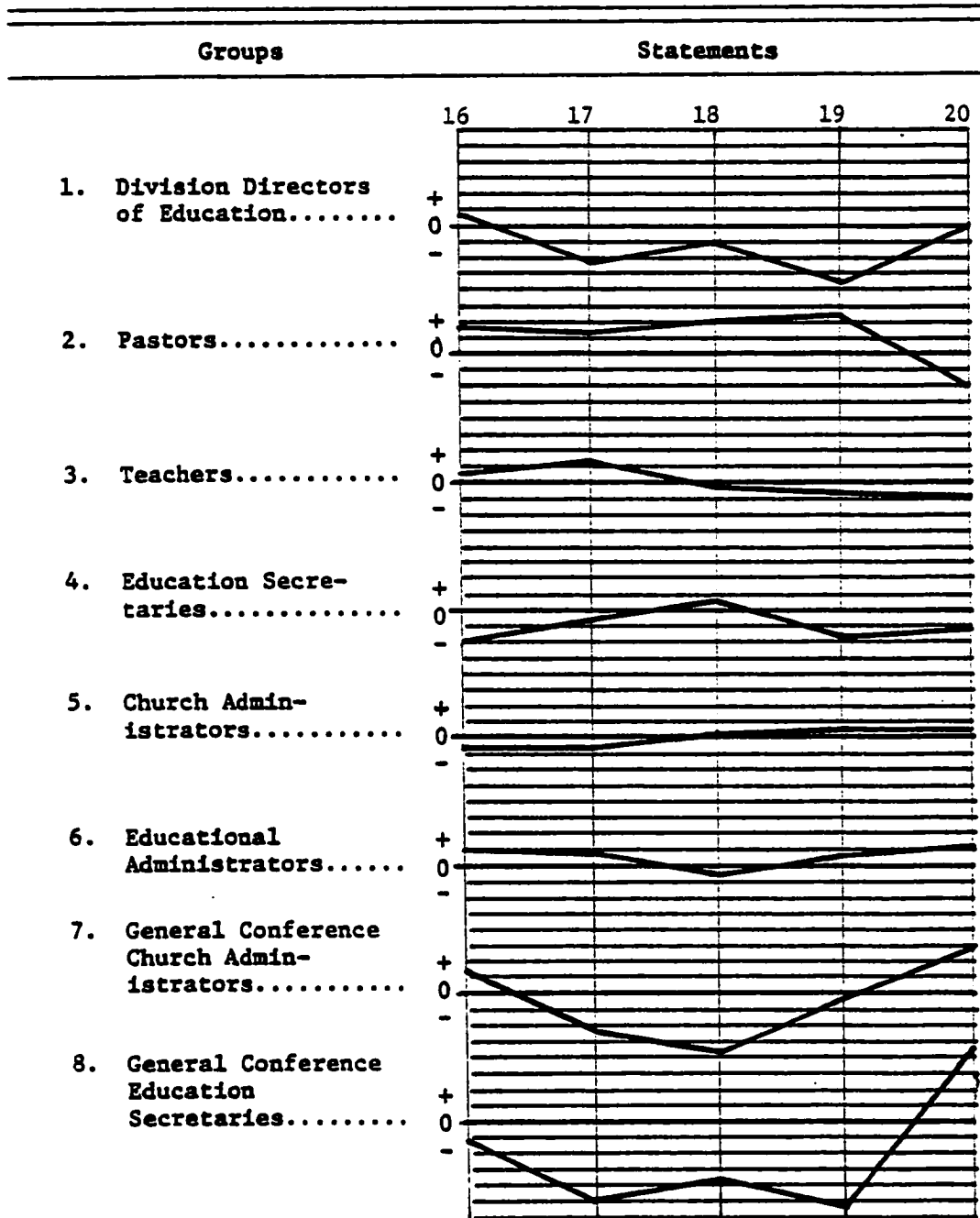


Statements

Educational Specialist and Consultant: The Division Director of Education should:

16. distribute innovative and useful educational resource materials
17. act as consultant in educational planning and problem solving situations
18. organize division level workshops, conferences, institutes and extension schools
19. encourage upgrading and inservice training programs at all levels within the division
20. initiate master plans of development in all union and division educational institutions

TABLE 13.—Role of Division Director of Education: Educational Specialist and Consultant--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity-- z Score Values



Division Directors of Education (group 1), pastors (group 2), and General Conference education secretaries (group 8) show wide variation in response. General Conference church administrators (group 7) and General Conference education secretaries, show a similarity of response. Pastors (group 2) and teachers (group 3) show a similarity of response to three of the five statements. Statement 16 concerning the distribution of innovative and useful educational resource materials appears to have elicited the most uniform response by the eight groups of any of the statements in this area.

Table 14 presents the z score values of group responses to statements 21 through 25 which deal with the area of "relations with management" in the role of the Division Director of Education. The pattern of response as indicated by the z score values in this area is different from that of previous tables. The only group with a consistently narrow spread of response is that of the educational administrators (group 6). The other groups show small z scores in response to some statements, and quite large scores in response to others. Positive and negative values are evident in the response to each of the statements. Teachers (group 3) make a positive response to four statements out of five. Education secretaries (group 4) show a consistently negative response. The overall impression is one of mixed response to each of the statements in the area of relations with management.

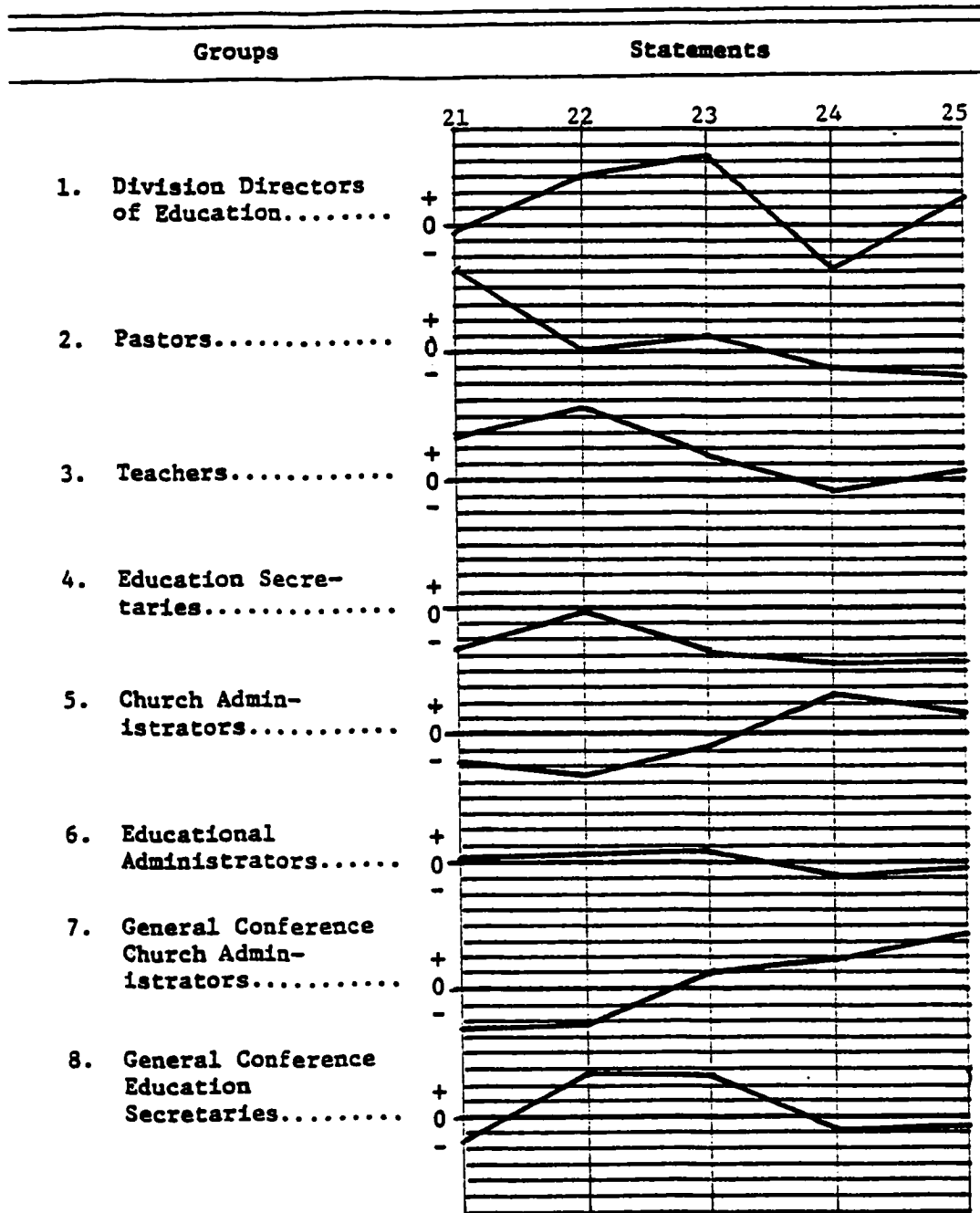
Table 15 presents the z score values of the group responses in the area of "spiritual leader" in the role of the Division Director of Education. Of the statements in this area, number 27, con-

Statements

Relations with Management: The Division Director of Education should:

21. consult and advise the Division Administrators on all significant educational matters
22. assist union education secretaries in assessing the professional performance of educators
23. recommend promotions on the basis of assessed professional performance of these workers
24. have executive authority in professional educational matters
25. insist that church administrators adopt specific measures to meet educational needs

TABLE 14.--Role of Division Director of Education: Relations with Management--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values



Statements

Spiritual Leader: The Division Director of Education should:

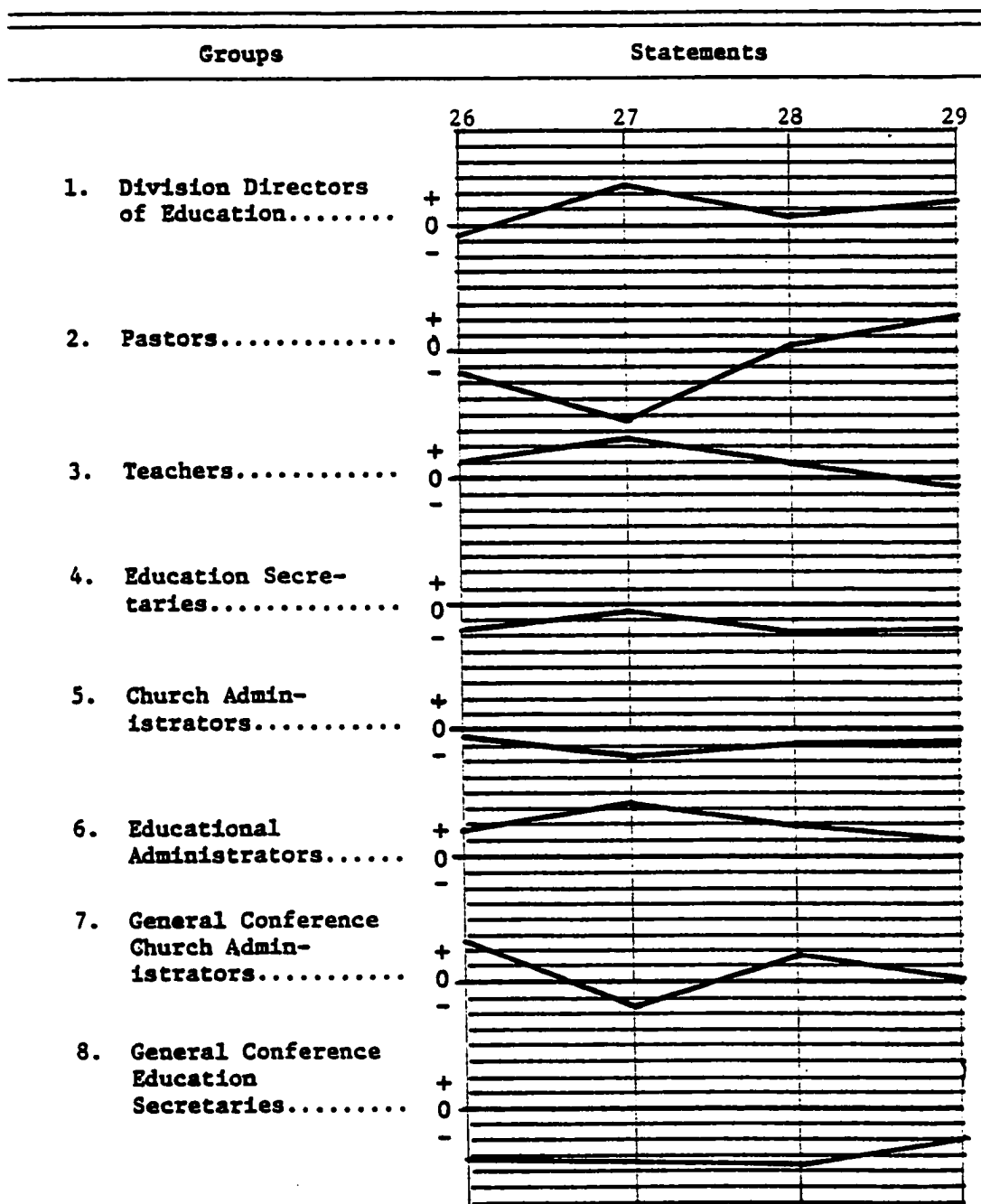
26. consider the fostering of character development among teachers and students as his major concern

27. personally conduct some kind of evangelistic outreach every year

28. ensure relevant, spiritual Bible teaching at all academic levels

29. propagate the philosophy of Christian education at schools throughout the division

TABLE 15.--Role of Division Director of Education: Spiritual Leader--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--Z Score Values



cerning the personal conducting of some kind of evangelistic outreach each year by the Division Director of Education, received the most varied response. Much closer harmony appeared to mark the responses to the other three statements, which dealt with character development (statement 26), sound Bible teaching (statement 28), and propagating the philosophy of Christian education (statement 29). Another pattern evident in response to statement 27 was that four groups of educators, Division Directors of Education (group 1), teachers (group 3), educational administrators (group 6), and General Conference education secretaries (group 8), had remarkably consistent positive scores, while pastors (group 2), education secretaries (group 4), and church administrators within the sectors of the division (group 5), and at General Conference (group 7) showed negative scores.

Table 16 presents the z score values of the responses to statements 30 through 33, which deal with the area of "supervisor and evaluator" in the role of the Division Director of Education. Several patterns are evident in table 16. Group 7, General Conference church administrators, consistently show a positive score in response to each statement. This is further emphasized by the largest Z score recorded in this analysis, the response to statement 30 which deals with the responsibility of the Division Director of Education to supervise division schools. These positive scores emphasize a dichotomy of view between General Conference church administrators and education secretaries, who consistently show a negative score. Likewise, groups 5 (church administrators) and 6 (educational administrators) showed dichotomous scores. Groups 2 (pastors) and 3 (teachers), although

Statements

Supervisor and Evaluator: The Division Director of Education should:

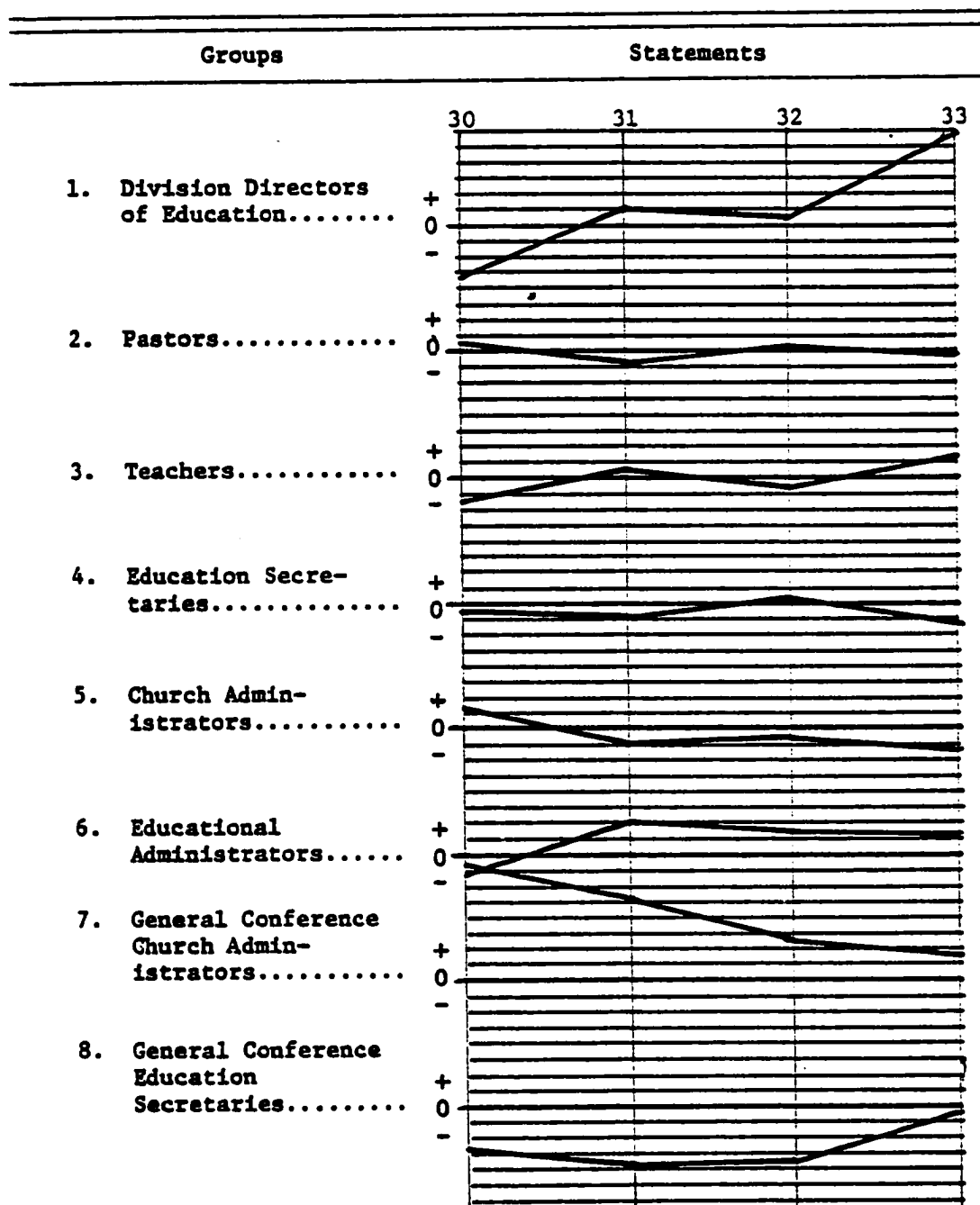
30. be responsible for the supervision of Adventist schools throughout the division

31. ensure an optimum balance between work, study, worship and recreation in all division schools

32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels

33. maintain current files on the demographic, and professional status of all educational personnel

TABLE 16.--Role of Division Director of Education: Supervisor and Evaluator--Responses of Subjects, by Groups, as Generated by the Cattell Coefficient of Pattern Similarity--z Score Values



their scores are small, moved in opposite directions in response to each of the statements of this area. In spite of these dichotomies, there would have been a fairly even clustering of responses had it not been for a few extra large scores which broke up this relatively uniform pattern of response.

It must be considered that in the context of this profile, the responses of all the groups affect the coefficient value of each pair considered in a correlation. There is thus an intricate interaction which gives to the profile its composite strength, but greatly complicates the process of analysis.

The Gestalt impression is one of varied responses and negative correlation values among the groups (table 17). Possible unity of response between individual groups of respondents, or concensus of response regarding various statements will now be considered.

Identification of Specific Role Statements

This section presents an analysis of the responses of the various groups to the statements within each of the six role areas of the questionnaire. The purpose of this analysis is to ascertain the degree of agreement awarded to the various statements by groups of respondents.

In order to accomplish this it was advantageous to ascertain the number of responses which fell within certain sectors of the scale. The median and interquartile deviation were used to measure the central tendency and variability of the group responses. Based on the assumption that the questionnaire provided an equal interval five-point scale and considering the upper and lower limits of the scale,

TABLE 17.--The Cattell Coefficient of Pattern Similarity between Units
(Professions) for All Respondents

		Division Directors of Education	Pastors	Teachers	Education Secretaries	Church Administrators	Educational Admin- istrators	Church Administrators General Conference	Education Secretaries General Conference
		1	2	3	4	5	6	7	8
Division Director of Education	1	-	.76	.70	.67	.72	.60	.75	.68
Pastors	2	.76	-	.45	.56	.51	.51	.82	.80
Teachers	3	.70	.45	-	.54	.50	.10*	.79	.74
Education Secretaries	4	.67	.56	.54	-	.29	.42	.76	.68
Church Administrators	5	.72	.51	.50	.29	-	.41	.66	.68
Educational Admin- istrators	6	.60	.51	.10*	.42	.41	-	.68	.75
Church Administrators General Conference	7	.75	.82	.79	.76	.66	.68	-	.83
Education Secretaries General Conference	8	.68	.80	.74	.68	.68	.75	.83	-

NOTE: All scores not otherwise designated are given at the .01 level of probability.

* = probability at .10 level.

five categories of central tendency range were arbitrarily set as presented in table 18.

TABLE 18.--Category Ratings

Median Range	Category
0.50 to < 1.50	Strongly agree
1.50 to < 2.50	Agree
2.50 to < 3.50	No opinion
3.50 to < 4.50	Disagree
4.50 to < 5.50	Strongly disagree

An acceptable level of variability for classification of group response, was arbitrarily set at Q values > 1. (Q = interquartile deviation). Q values < 1 appear in the "unclassified" column.

Division Directors of Education as Respondents

Area One--Communicator and Coordinator

The responses to each area of the role of the Division Director of education are presented on separate tables. Table 19 presents the numerical median values of the response to the seven statements in the area of "communicator and coordinator" as perceived by Division Directors of Education themselves. Each statement included in the area which forms the first column of the table, is followed by five columns of category ratings. These are followed by a column for unclassified responses, and a final column for the interquartile deviation.

TABLE 19 --Role of Division Director of Education: Communicator and Coordinator. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.75					.77
5. communicate with all levels of church educators, through education department publications		1.83					.54
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations			3.33				.58
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations		1.67					.58
8. maintain active communication with the General Conference department of education	1.08						.29
9. consult on all major facets of educational planning and operation, through education secretaries	1.08						.29
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply		1.67					.58

Division Directors of Education show "strong agreement" with the statements concerning the maintaining of communication with the General Conference department (statement 8) and consulting and planning through education secretaries (statement 9), both of which are rated in category 1. These both relate to vertical communication within the department. The horizontal communication with broad church groups (statement 4) and other educators at various levels through the department publication (statement 5) are evidently considered with "moderate agreement" (rated in category 2). Also rated in category 2 are matters concerning the in-depth evaluation of schools (statement 7) and decisive action in maintaining standards (statement 10). Frequent, brief, school evaluations (statement 6) is rated in category 3 showing "no opinion."

According to Division Directors of Education, the stress of their role appears to be on the aspect of communicator and coordinator particularly within the department. Secondary emphasis is placed on maintaining standards and assessing the needs of the system, and on acting as a general communicator with church members and educational professionals. Continual involvement in frequent-needs assessments in schools or the need to keep in touch with the system through broad and shallow assessment seems unimportant.

Area Two--Director of Personnel

The median values of the responses to the area of "director of personnel" in the role of the Division Director of Education, as viewed by the directors themselves, is presented in table 20. Three

TABLE 20.--Role of Division Director of Education: Director of Personnel, Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are < 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
11. direct the professional activities of union and local education secretaries. .		2.00					.69
12. advise on the selection and appointment of all union education secretaries, .	1.08						.29
13. advise on the selection and appointment of all secondary school, and college administrators	1.20						.45
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		1.80					.39
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions	1.37						.84

6
1

of the five responses (to statements 12, 13, and 15) are rated in category 1 showing "strong agreement." These statements deal with advising on the appointment of educational personnel, specifically the selection of union education secretaries (statement 12), secondary and college educational administrators (statement 13), and counseling the secretariat concerning the professional suitability of candidates involved in inter-division transfers (statement 15). The educators named in these statements are all closely associated with the Division Director of Education. The union education secretaries (statement 12) are associates within his education department. Educational administrators (statement 13) head the schools and colleges he is most closely associated with, and most educators (statement 15) involved in inter-division transfers join the faculty of schools he supervises. Directing the professional activities of education secretaries on the union and local levels (statement 11) and taking responsibility for the professional aspects of educators transferring between unions (statement 14) are, according to their median values rated in category 2, showing "moderate agreement." Division Directors of Education evidently agree only moderately with the idea of becoming greatly involved in the details of professional activities in the union and local sectors.

Area Three--Educational Specialist and Consultant

The Division Directors of Education showed strong agreement with four of the five statements of this area (16-19).

Table 21 presents the median values of the responses of Division Directors of Education to their role as "educational specialist and consultant."

Of the responses included in category 1 showing "strong agreement," the one showing the strongest agreement according to its median value is statement 19. This dealt with encouraging, upgrading, and providing inservice training programs at all levels within the division. Organizing workshops, institutes, and extension schools (statement 18), consulting in planning and problem-solving situations (statement 17), and distributing educational resource materials (statement 16) followed in succession.

The fifth statement concerning the initiating of master plans of development in all union and division educational institutions (statement 20) was according to its median value rated in category 2, showing "moderate agreement."

The directors themselves agree strongly that they should be educational specialists and consultants, but they show only moderate agreement with the idea of initiating master plans.

Area Four--Relations with Management

In contrast to the previous area, which received "strong agreement" by Division Directors of Education, the fourth area dealing with "relations to management," received a mixed response. The median values of the responses of Division Directors of Education to the five statements included in this area, are presented in table 22. The median value of the response to statement 21, dealing with consulting and advising the Division administrators on all significant

TABLE 21.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
16. distribute innovative and useful educational resource materials	1.37						.59
17. act as consultant in educational planning and problem solving situations	1.20						.39
18. organize division level workshops, conferences, institutes and extension schools	1.20						.39
19. encourage upgrading and inservice training programs at all levels within the division	1.00						.25
20. initiate master plans of development in all union and division educational institutions		1.67					.58

TABLE 22.--Role of Division Director of Education: Relations with Management. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
21. consult and advise the Division Administrators on all significant educational matters	1.08						.29
22. assist union education secretaries in assessing the professional performance of educators		1.92					.29
23. recommend promotions on the basis of assessed professional performance of these workers			2.67				.58
24. have executive authority in professional educational matters		2.00					.92
25. insist that church administrators adopt specific measures to meet educational needs			2.67				.69

educational matters, rates it in category 1 showing "strong agreement." Assisting union education secretaries in assessing the professional performance of educators (statement 22) and having executive authority in professional educational matters (statement 24), according to their median values fall in category 2 showing "moderate agreement." The median values of the response to statements 23 and 25 are equal, both fell in category 3 showing "no opinion." These statements dealt with the recommending of promotions on the basis of assessed professional performance of educators (23), and with insisting that church administrators adopt specific measures to meet educational needs (25).

It appears that Division Directors of Education do not agree with statements, 23 and 25, which indicate a considerable degree of dominance by the directors over church administrators. The directors "moderately agree" with the less dominant roles of assisting union education secretaries in assessing the professional performance of workers and having executive authority in professional educational matters (statements 22 and 24). The directors "strongly agree" with statement 21 on consulting and advising Division administrators on significant educational matters, all of which indicates a preference for less dominance.

Area Five--Spiritual Leader

Table 23 presents the median value of the responses of the Division Directors of Education to the fifth area concerning their role as "spiritual leader."

Three of the four statements, according to their median values, rated in category 1, showing "strong agreement." They deal with prop-

TABLE 23.--Role of Division Director of Education: Spiritual Leader. Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.20						.45
27. personally conduct some kind of evangelistic outreach each year		2.33					1.00
28. ensure relevant, spiritual Bible teaching at all academic levels	1.37						.49
29. propagate the philosophy of Christian education at schools throughout the division	1.08						.29

agating the philosophy of Christian education at schools throughout the division (statement 29), fostering character development in teachers and students as his major concern (statement 26), and assuring that relevant, spiritual Bible teaching is conducted at all academic levels (statement 28).

The statement placed in category 2, according to the median value of its response, showed rather wide deviation. It dealt with the aspect of the Division Director of Education personally conducting some kind of evangelistic outreach each year (statement 27).

It appears that the Division Directors of Education consider the more general role of propagating the philosophy of Christian education and of fostering character development among teachers and students slightly more agreeable than ensuring a high quality of Bible teaching.

The matter of personally conducting some kind of evangelistic outreach was not disagreed with, but revealed such a wide level of variability that it could barely meet the criterion level for classification. Thus the "mild agreement" indicated by the median value was supported by widely varying opinions.

Area Six--Supervisor and Evaluator

Of the four statements constituting this area of "supervisor and evaluator," two, according to their median values, were classed in category 1, showing "strong agreement" (30 and 32), and two (31 and 33), in category 2, showing "agreement." Table 24 presents the median values of the responses of the Division Directors of Education

TABLE 24. --Role of Division Director of Education: Supervisor and Evaluator, Responses by Division Directors of Education Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division	1.37						.49
31. ensure an optimum balance between work, study, worship and recreation in all division schools		1.67					.58
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.08						.29
33. maintain current files on the demographic, and professional status of all educational personnel		2.33					.69

to the area of "supervisor and evaluator." According to the median values, the ensuring of an Adventist emphasis in the curriculum of schools, at all academic levels (statement 32), and the responsibility for the supervision of Adventist schools throughout the division (statement 30) were rated in category 1 showing "strong agreement." Ensuring an optimum balance among work, study, worship, and recreation in all division schools (statement 31) was by the median value of the response rated in category 2, "moderate agreement." The maintaining of current files on the demographic and professional status of all educational personnel (statement 33), according to the median value of its response, showed "mild agreement."

The more general statements concerning the responsibilities of supervising all Adventist schools and ensuring an Adventist emphasis were evidently more agreeable to Division Directors of Education than the ensuring of balanced programs in the schools and the maintaining of current files on educational personnel.

Pastor Respondents

The tables 25 through 29, with their accompanying descriptions, present the role of the Division Director of Education in its various role areas as perceived by pastors. These responses come from a sampling of pastors drawn from the five sectors within the eight divisions included in the study.

Area One--Communicator and Coordinator

The median values of the responses to the seven statements of this area of the role of the Division Director of Education as perceived by pastors is presented in table 25.

TABLE 25.--Role of Division Director of Education: Communicator and Coordinator. Responses by Pastors Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.5					.97
5. communicate with all levels of church educators, through education department publications	1.37						.65
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations		1.97					.83
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations						2.55	1.13
8. maintain active communication with the General Conference department of education	1.16						.33
9. consult on all major facets of educational planning and operation, through education secretaries	1.28						.53
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply	1.39						.71

Four responses (to statements 5, 8, 9, and 10), according to median values, were placed in category 1, showing "strong agreement." Ranked in descending order of response median value, the statements were the maintaining of active communication with the General Conference department of education (statement 8), consulting on all major facets of educational planning and operation, through the team of education secretaries (statement 9), communicating with all levels of church educators through departmental publications (statement 5), and the upholding of educational standards even to the extent of closing a school which continually refused to comply (statement 10).

In category 2, showing "agreement," statement 4, communicating with church members in a religiously oriented way such as through sermons, campmeetings, and other church gatherings received a divergent response. The variance was great and yet the median value just barely missed rating in category 1. It appears that some pastors strongly agreed with the concept of horizontal communication, while others must have had only mild agreement. The other response rated in category 2, showing "agreement" dealt with the assessment of the needs of educators and schools. "Moderate agreement" was indicated to this statement by the respondents.

The response to the concept of "in depth" school evaluations (statement 7) did not meet the criterion level for classification. Had it done so, it would have been rated in category 3 showing "no opinion."

Overall it appears that pastors perceive the departmental communications and professional activities of coordinator and main-

tainer of standards, without too much detailed supervision, as constituting the most significant role of the Division Director of Education in this first role area.

Area Two--Director of Personnel

Table 26 presents the median values of the responses of pastors to the second area of the questionnaire which deals with the Division Director of Education's role as a director of personnel. Five role statements (11-15) constitute this area. The median values of the responses rate one statement in category 1, "strongly agreed," three in category 2, indicating "agreement," and one in category 3, "no opinion." While the interquartile deviation was large in the responses to four of the five statements (12-15), none of them exceeded the criterion level. There were, therefore, no unclassified responses.

The median value of the response to statement 11 rated it in category 1, showing "strong agreement." It dealt with the direction of the professional activities of the union and local education secretaries by the Division Director of Education.

Of the three role statements whose response median values rate them in category 2, the one with the greatest degree of agreement was statement 15 which dealt with being responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions. The other two statements in this category showing "moderate agreement," had extremely close median values. The statements involved were 12 and 14. These dealt with

TABLE 26.--Role of Division Director of Education: Director of Personnel. Responses by Pastors Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
11. direct the professional activities of union and local education secretaries. . .	1.34						.59
12. advise on the selection and appointment of all union education secretaries,		1.93					.87
13. advise on the selection and appointment of all secondary school, and college administrators			2.50				.89
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		1.92					.94
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.58					.80

being responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions (statement 14), and advising on the selection and appointment of all union education secretaries (statement 12).

The response median value to statement 13 fell on the positive limit of category 3. Thus in spite of falling in the "no opinion" category and containing a large level of variability, most of the response appears to fall toward the side of agreement rather than disagreement. It is clear that there is no decided agreement among pastors with the involvement of the Division Director of Education in the selection and appointment of educational administrators (statement 13).

Area Three--Educational Specialist and Consultant

Table 27 presents the pastors' response to the Division Director of Education's role in the area of educational "specialist and consultant." Five statements (16-20) constitute this area. The remarkably unified response shows all the responses rated in category 1. The range of the medians covers a mere .08, and the interquartile deviations vary only by .02. It thus appears that strong and steady agreement is held by the respondents from the sampling of pastors for the third area of "educational specialist and consultant."

The statement whose response median value indicates the greatest agreement is that of distributing innovative and useful educational resource materials (statement 16). The next two statements which have

TABLE 27.---Role of Division Director of Education: Educational Specialist and Consultant. Responses by Pastors Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5	
16. distribute innovative and useful educational resource materials61
17. act as consultant in educational planning and problem solving situations59
18. organize division level workshops, conferences, institutes and extension schools60
19. encourage upgrading and inservice training programs at all levels within the division59
20. initiate master plans of development in all union and division educational institutions59

equal median values, indicating slightly less agreement, deal with encouraging, upgrading, and inservice training programs at all levels within the division (statement 19) and initiating master plans of development in all union and division educational institutions (statement 20). The median value of the response to statement 18 ranks next. This statement deals with organizing division-level workshops, conferences, institutes, and extension schools. According to its response median value, statement 17, dealing with consulting in educational planning and problem-solving situations, ranks last.

Area Four--Relations to Management

Table 28 indicates the median values of the response of pastors to the area of "relations to management." This area consists of five statements (21-25). In contrast to the previous area in which consistently strong agreement was evident, this area shows less agreement. Only one statement, according to its median value, is rated in category 1 showing "strong agreement." Three are rated in category 2 showing "agreement," and one is placed in the unclassified column.

The Division Director of Education's role of consulting and advising division administrators on all significant educational matters (statement 21) was according to its response median value, placed in category 1, showing "strong agreement."

Statement 22, assisting union education secretaries in assessing the professional performance of educators, fell in category 2 but at a rating which places it in close proximity to category 1.

TABLE 28.--Role of Division Director of Education: Relations with Management. Responses by Pastors Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
21. consult and advise the Division Administrators on all significant educational matters	1.33						.67
22. assist union education secretaries in assessing the professional performance of educators		1.52					.55
23. recommend promotions on the basis of assessed professional performance of these workers						2.00	1.02
24. have executive authority in professional educational matters		2.25					.94
25. insist that church administrators adopt specific measures to meet educational needs		1.71					.81

Insisting that church leaders adopt specific measures to meet educational needs (statement 25) was the third most agreeable statement. Only "mild agreement" was expressed that the Division Director of Education should have executive authority in professional matters (statement 24).

The median value of the response to the concept that promotions be based on professional performance (statement 23) was unclassified.

Area Five--Spiritual Leader

The response of the pastors concerning the fifth area, which deals with the Division Director of Education's role as a "spiritual leader," is positive. Table 29 presents statements contained in this area and the median values of all the responses are rated in category 1 showing "strong agreement." The interquartile deviation values are relatively low. Evidently there is strong consensus of opinion by pastors for the directors' role as spiritual leader.

The response median values indicate that the statement with the greatest degree of agreement deals with the propagating of the philosophy of Christian education at schools throughout the division (statement 29). The statement advocating the fostering of character development among teachers and students as the Division Director of Education's major concern (statement 26) was second and was almost equal to statement 29. The next in the sequence related to ensuring that relevant, spiritual Bible teaching was conducted at all academic levels (statement 28), and finally, in fourth position, was the con-

TABLE 29.---Role of Division Director of Education: Spiritual Leader. Responses by Pastors Listed
by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.14						.32
27. personally conduct some kind of evangelistic outreach each year	1.31						.62
28. ensure relevant, spiritual Bible teaching at all academic levels	1.21						.45
29. propagate the philosophy of Christian education at schools throughout the division	1.12						.31

cept concerning the personal conducting of some form of evangelistic outreach each year by the Division Director of Education (statement 27).

Area Six-Supervisor and Evaluator

The supervision and evaluation area of the role of the Division Director of Education is presented as perceived by respondents drawn from the sampling of pastors.

Table 30 shows that the four statements included in this area have median values which rate them all in category 1, showing "strong agreement." The median value range over the four statements is .26 and the interquartile deviation range is .51. According to the response median value, the ensuring of an Adventist emphasis in the curriculum of schools at all academic levels (statement 32) evokes the strongest agreement. Second is the ensuring of optimum balance among work, study, worship, and recreation in all schools (statement 31). The statements on responsibility for the supervision of Adventist schools throughout the division (statement 30) and on the maintenance of current demographic and professional files on the professional status of all educational personnel (statement 33) appear, according to their median values, to be of almost equal importance as each other. The pastor respondents obviously expect the Division Director of Education to provide strong leadership in school supervision, especially in maintaining strong Adventist emphasis in school curriculums.

TABLE 30.--Role of Division Director of Education: Supervisor and Evaluator. Responses by Pastors
Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division	1.43						.89
31. ensure an optimum balance between work, study, worship and recreation in all division schools	1.33						.53
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.18						.38
33. maintain current files on the demographic, and professional status of all educational personnel	1.44						.65

Teacher Respondents

The response from the teachers included in this study will be described with the aid of tables 31 through 36. The teachers were drawn by means of a random sampling of high-school and college teachers, working in any of the five sectors within the eight divisions included in the study.

Area One--Communicator and Coordinator

Table 31 presents the median values of the responses of the teachers to the "communicator and coordinator" area of the role of the Division Director of Education.

Three of the statements (5, 8, and 9) according to their response median values, rate in category 1 showing "strong agreement." Maintaining active communication with the General Conference department of education (statement 8), ranks first. Communicating with all church educators through department publications (statement 5) ranks second, and consulting on all major facets of educational planning and operation, through education secretaries (statement 9), ranks third.

Statements 4 and 10, according to their median values, are rated in category 2 showing "moderate agreement." Upholding professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply (statement 10) was rated first, and communicating with church members through sermons, campmeetings, and other church gatherings (statement 4) was rated second.

TABLE 31.---Role of Division Director of Education: Communicator and Coordinator. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.89					.78
5. communicate with all levels of church educators, through education department publications	1.33						.56
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations						2.14	1.20
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations						2.25	1.14
8. maintain active communication with the General Conference department of education	1.25						.51
9. consult on all major facets of educational planning and operation, through education secretaries	1.40						.59
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply		1.65					.72

The two statements (6 and 7) on assessing needs of schools and teachers, were unclassified because their responses failed to meet the criterion level set for interquartile deviation.

Based on the median values, it appears that communicating with educators at all levels and consulting with education secretaries are "strongly agreed" upon as roles of the Division Director of Education. General communicating and the upholding of professional and religious standards do not merit such strong agreement. Furthermore, it appears that teachers are so divided in their view of the assessment role of the director, that their responses are inconclusive.

Area Two--Director of Personnel

Table 32 presents the median values of the responses of teachers to the area of "director of personnel" in the role of the Division Director of Education. Of the five statements constituting this area, four, according to their response median values, rate in category 2 showing "mild agreement," and one rates in category 3 showing "no opinion." Judged by the interquartile deviation and median values, there is neither strong agreement nor great unanimity reflected in the responses to any of the statements of this area.

"Moderate agreement" appears to exist that the Division Director of Education should conduct the professional aspects of negotiations for all inter-division transfers of educational personnel (statement 15). According to median values, only "mild agreement" is expressed concerning the directing of professional activities of union and local education secretaries (statement 11), and advising in the appointment of union education secretaries (state-

TABLE 32.--Role of Division Director of Education: Director of Personnel. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
11. direct the professional activities of union and local education secretaries. . .		2.16					.77
12. advise on the selection and appointment of all union education secretaries, . . .		2.19					.87
13. advise on the selection and appointment of all secondary school, and college administrators		2.41					.86
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. . .			2.57				.94
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.97					.70

ment 12) and of principals (statement 13). The least agreement, as judged by median values, is for the involvement by the Division Director of Education in inter-union transfers of educational personnel (statement 14).

Area Three--Educational Specialist and Consultant

In contrast to area two, teachers appear to be in "strong agreement" with most of the statements in area three of the role of the Division Director of Education. Table 33 presents the median values of the responses of teachers to the area in which the Division Director of Education acts as an "educational specialist and consultant."

The responses to the statements show median values which rate four of the responses (to statements 16, 18, 19, and 20) in category 1, showing "strong agreement." Of the statements in category 1, encouraging upgrading and inservice training programs at all levels within the division (statement 19), ranked first. Organizing division-level workshops, conferences, institutes and extension schools (statement 18), ranked second. Distributing innovative and useful educational resource materials (statement 16) ranked third, and initiating master plans of development in all union and division educational institutions (statement 20) was last.

The median value of the response to statement 17 dealing with consulting in educational planning and problem-solving situations rated it in category 2 but close to the category 1 boundary.

TABLE 33.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
16. distribute innovative and useful educational resource materials		1.27					.56
17. act as consultant in educational planning and problem solving situations		1.53					.59
18. organize division level workshops, conferences, institutes and extension schools	1.19						.39
19. encourage upgrading and inservice training programs at all levels within the division	1.16						.33
20. initiate master plans of development in all union and division educational institutions	1.39						.65

It appears that overall planning for the upgrading of teachers and being professionally supportive of educators in a general way are areas in the role of the Division Director of Education, with which the teacher respondents "strongly agree."

Area Four--Relations with Management

Table 34 presents the median value of the responses of teachers to the area of "relations with management" in the role of the Division Director of Education. Only one response (to statement 21) in this area is, according to its median value, rated in category 1, which indicates "strong agreement." The statement concerned deals with consulting and advising the Division administrators on all significant educational matters (statement 21). Statements 22 through 25, according to their median values, all rate in category 2. Assisting union education secretaries in assessing the professional performance of educators (statement 22), according to its median value, reflects "moderate agreement." The response to this statement shows the greatest degree of agreement of all the responses in this category. Arranged in descending order of degree of agreement according to median values, statement 23, dealing with recommending promotions on the basis of assessed professional performance of educators, is first, statement 25, insisting that church administrators adopt specific measures to meet educational needs is second, and statement 24, having executive authority in professional educational matters, is third. These last three statements may be said to reflect "mild agreement."

TABLE 34.--Role of Division Director of Education: Relations with Management. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Inter- quartile deviation
	1	2	3	4	5	
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5	
21. consult and advise the Division Administrators on all significant educational matters	1.36					.56
22. assist union education secretaries in assessing the professional performance of educators		1.88				.55
23. recommend promotions on the basis of assessed professional performance of these workers		2.11				.72
24. have executive authority in professional educational matters		2.24				.97
25. insist that church administrators adopt specific measures to meet educational needs		2.15				.77

Area Five--Spiritual Leader

Table 35 presents the median value of the responses of the teachers to the area of "spiritual leadership" in the role of the Division Director of Education.

The median values of the responses to three statements (26, 28, and 29) rate them in category 1, "strong agreement." The median value of the response to statement 27 rates it in category 3, "no opinion." Had the interquartile deviation of this response been any larger it would not have met the criterion level and would have been unclassified. Of the responses rated in category 1, showing "strong agreement," the greatest degree of agreement relates to statement 29, which deals with propagating the philosophy of Christian education at schools throughout the division. The response with the next greatest degree of agreement related to statement 28, which deals with ensuring that relevant, spiritual Bible teaching is conducted at all academic levels. Next in the sequence based upon median values, is the fostering of character development among teachers and students as the Division Directors of Education's major concern. The response to statement 27, which deals with personally conducting evangelistic outreach, rates it in category 3, showing "no opinion." The variance of response to this statement is almost too great for classification.

Area Six--Supervisor and Evaluator

The area of "supervisor and evaluator" is generally supported by teachers. The pattern observed in previous role areas appears again, namely, that the Division Director of Education should assume

TABLE 35.--Role of Division Director of Education: Spiritual Leader. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.29						.65
27. personally conduct some kind of evangelistic outreach each year			2.76				1.00
28. ensure relevant, spiritual Bible teaching at all academic levels	1.22						.47
29. propagate the philosophy of Christian education at schools throughout the division	1.08						.29

general and overall responsibility for the Adventist school system but should not become encumbered with detail.

Table 36 presents the median values of the teachers' response to the statements constituting the "supervisor and evaluator" area of the role of the Division Director of Education. Statements 30 through 32, according to their median values, are rated in category 1, "strong agreement." The median value of the response to the final statement of the questionnaire rates it in category 2, "moderate agreement."

Of the responses included in category 1, the one whose median value shows the greatest degree of agreement corresponds to statement 32. This deals with ensuring an Adventist emphasis in the curriculum of schools at all academic levels. The next two responses which have similar median values deal with the ensuring of an optimum balance among work, study, worship, and recreation in all division schools (statement 31) and with the responsibility for the supervision of Adventist schools throughout the division (statement 30).

The response in category 2, showing "moderate agreement," deals with the statement concerning the maintenance of current files on the demographic and professional status of all educational personnel (statement 33).

Education Secretary Respondents

Tables 37 through 42 present the opinions of respondents from the unit of education secretary working in four sectors in the eight divisions included in this study. These sectors include local conference, local field, union conference, and mission union educational

TABLE 36, --Role of Division Director of Education: Supervisor and Evaluator. Responses by Teachers Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division	1.44						.68
31. ensure an optimum balance between work, study, worship and recreation in all division schools	1.41						.59
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.18						.36
33. maintain current files on the demographic, and professional status of all educational personnel		1.71					.70

111

secretaries. All these respondents, and particularly those in union sectors, are close associates of the Division Director of Education. Their perception of his role appears to be of particular interest.

Area One--Communicator and Coordinator

Table 37 presents the median values of the responses of education secretaries to the first area, "communicator and coordinator," in the role of the Division Director of Education.

Four responses (to statements 5, 8, 9, and 10), according to their median values, are rated in category 1, "strong agreement."

The median value of the responses to statement 8 indicate that it rates a greater degree of agreement than do the other statements in category 1. This statement deals with maintaining active communication with the General Conference department of education. The next greatest degree of agreement relates to statement 9, which deals with consulting on all major facets of educational planning and operation through education secretaries. Then follows the response to statement 5, which deals with communicating with all levels of church educators through education department publications. The least agreement in this category relates to statement 10, to upholding of professional and religious standards as set by the church, even to the extent of closing a school which, after warnings, refuses to comply.

The more general communication (statement 4) with church members through sermons, camp-meetings, and other church gatherings is, according to its median value, rated in category 2, showing "mild agreement."

TABLE 37.--Role of Division Director of Education: Communicator and Coordinator. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		2.08					.85
5. communicate with all levels of church educators, through education department publications	1.42						.64
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations						2.64	1.17
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations						1.96	1.24
8. maintain active communication with the General Conference department of education33
9. consult on all major facets of educational planning and operation, through education secretaries50
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply69

The responses to statements 6 and 7 are "unclassified." These statements deal consecutively with needs assessments of schools and educators through frequent and brief school evaluations and needs assessments of schools and educators through less frequent, in depth, school evaluations.

Aside from the aspects of school and personnel assessment and general communications, the education secretaries show "strong agreement" with this "communicator and coordinator" area in the role of the Division Director of Education.

Area Two--Director of Personnel

Table 38 presents the median values of the responses of education secretaries to the area of "director of personnel" in the role of the Division Director of Education. These indicate one response in category 1, "strong agreement" concerning advising on the selection and appointment of union education secretaries (statement 12). Of the four responses rated in category 2 showing "agreement," statement 15, dealing with the conducting of the professional aspects of negotiations for all inter-division transfers of educational personnel, advising the secretariat of suitable candidates, and statement 14, dealing with being responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates, both rate as showing "moderate agreement."

The median values of the responses to statement 11, dealing with directing the professional activities of union and local educa-

TABLE 38.--Role of Division Director of Education: Director of Personnel. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
11. direct the professional activities of union and local education secretaries. . .		2.18					1.00
12. advise on the selection and appointment of all union education secretaries, . . .	1.45						.69
13. advise on the selection and appointment of all secondary school, and college administrators		2.24					.85
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. . .		1.92					.85
15. be responsible for conducting the professional aspects of negotiations for all intel-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.53					.66

tion secretaries, and to statement 13, dealing with advising on the selection and appointment of secondary school and college administrators, both indicate "mild agreement."

Advising on the selection of union education secretaries is the only statement in this area that rates "strong agreement."

Area Three--Educational Specialist and Consultant

The education secretaries responded with "strong agreement" to all five of the statements of this area. Although this is true, there are clearly noticable degrees of strength in this agreement. Table 39 presents the median values of the responses by which these shades of response are gauged. The statements dealing with the encouragement of upgrading and inservice training at all levels (statement 19) and with the distribution of innovative and useful educational resource materials (statement 16) are, according to the median values of their responses, the most "strongly agreed" upon statements in this area.

The next pair of responses, whose median values are of similar value, relate to statements dealing with the organization of division-level workshops, conferences, institutes, and extension schools (statement 18) and the consultation on educational planning and problem-solving (statement 17).

The last response, whose median value rates it still within category 1 showing "strong agreement," though its position is near the border with category 2, corresponds to statement 20 which deals with initiating master plans of development in all union and division educational institutions.

TABLE 39.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
16. distribute innovative and useful educational resource materials	1.17						.33
17. act as consultant in educational planning and problem solving situations	1.27						.49
18. organize division level workshops, conferences, institutes and extension schools	1.26						.52
19. encourage upgrading and inservice training programs at all levels within the division	1.12						.31
20. initiate master plans of development in all union and division educational institutions	1.48						.64

Area Four--Relations with Management

Table 40 presents a mixed response by educational secretaries to the area of "relations with management" in the role of the Division Director of Education. The education secretaries appear to be supportive of the Division Director of Education, but evidently do not want too much interference. Three of the five responses to statements (21, 22, and 25), as judged by their median values, are rated in category 1, "strong agreement." One of these shows a great degree of agreement. This is the role of consultant and advisor to Division administrators (statement 21). Assistance to union education secretaries in assessing the professional performance of educators (statement 22) and insisting that church administrators adopt specific measures to meet educational needs (statement 25) indicate strong agreement. It appears that aid in assessing the professional performance of educators and a strong support for union educational programs even to the point of pressing church administrators, are agreeable to education secretaries. Although such support is evidently acceptable, the concepts of greater direction in matters such as recommending promotions on the basis of assessed performance (statement 23) and having executive authority in professional educational matters are rated in category 2 showing only "moderate agreement." Obviously strong support of sector educational programs by the Division Directors of Education is welcome, while strong direction is not.

TABLE 40.--Role of Division Director of Education: Relations with Management Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
21. consult and advise the Division Administrators on all significant educational matters	1.04						.27
22. assist union education secretaries in assessing the professional performance of educators	1.48						.52
23. recommend promotions on the basis of assessed professional performance of these workers		1.73					.63
24. have executive authority in professional educational matters		1.79					.94
25. insist that church administrators adopt specific measures to meet educational needs	1.45						.69

Area Five--Spiritual Leader

Strong support is offered by education secretaries to the fifth area of "spiritual leadership" in the role of the Division Director of Education. Table 41 presents the median value of the responses to the area of "spiritual leader" and shows that three of the four statements (26, 28, and 29) are rated in category 1, "strong agreement."

The Division Director of Education is obviously considered to be a spiritual leader in educational matters. The aspect of evangelistic outreach (statement 27), received only "mild agreement," being rated in category 2.

Of the responses rated in category 1, the median values suggest the greatest degree of agreement to propagating the philosophy of Christian education (statement 29). Ensuring that relevant, spiritual Bible teaching is being practiced (statement 28) and the fostering of character development among teachers and students as holding major priority in the division director's role (statement 26) follow.

Area Six--Supervisor and Evaluator

Table 42 presents the median value of the response of education secretaries to the area of "supervisor and evaluator" in the role of the Division Director of Education. The response to all four role statements in this area of supervisor and evaluator are, according to their median values, rated in category 1, showing "strong agreement." These values are not scattered toward either extremity of

TABLE 41.--Role of Division Director of Education: Spiritual Leader. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.15						.33
27. personally conduct some kind of evangelistic outreach each year		2.23					.94
28. ensure relevant, spiritual Bible teaching at all academic levels	1.08						.29
29. propagate the philosophy of Christian education at schools throughout the division	1.01						.25

TABLE 42.--Role of Division Director of Education: Supervisor and Evaluator. Responses by Education Secretaries Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Inter- quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5	
30. be responsible for the supervision of Adventist schools throughout the division	1.39					.84
31. ensure an optimum balance between work, study, worship and recreation in all division schools	1.31					.54
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.20					.41
33. maintain current files on the demographic, and professional status of all educational personnel	1.34					.56

the limits of category 1, but are clustered together, reflecting a relatively uniform degree of agreement.

According to the median values, the ensuring of an Adventist emphasis in the curriculum of schools at all academic levels (statement 32) has the highest degree of agreement. The ensuring of optimum balance of activities in the schools (statement 31), the maintaining of files on educational personnel (statement 33), and assuming responsibility for the supervision of Adventist schools throughout the division (statement 30) follow. Obviously education secretaries "agree strongly" that the Division Director of Education should be a supervisor and evaluator. Evidently they perceive strong leadership and assistance in this area by the Division Director of Education as strengthening their work, rather than hindering or threatening them.

Church Administrator Respondents

Tables 43 through 48 and the supporting comments present the responses of all church administrators from the five sectors in all of the divisions covered by the study. Responses are listed according to the median values. The respondents are the executive church officers whose chief responsibility is to implement the policy of their respective executive committees responsible for the church program in their particular sectors. The specific composition of this population in this study has been described (see pp. 44 and 45).

Area One--Communicator and Coordinator

The median values of the responses to the seven statements of this "communicator and coordinator" area in the role of the Division Director of Education, as perceived by church administrators, is given in table 43. Four responses (to statements 5, 8, 9, and 10), according to their median values, are rated in category 1, thus showing "strong agreement." Statement 8 received the greatest degree of agreement related to maintaining active communication with the General Conference department of education. Communicating with all levels of church educators through education department publications (statement 5), consulting on all major facets of educational planning and operation through education secretaries (statement 9), and undertaking to uphold professional and religious standards, even to taking drastic action (statement 10), were the other statements to which respondents showed strong agreement.

The median values of responses to statements 4 and 7 placed them in category 2 showing "agreement." These two statements related to communicating with church members generally and to conducting of needs assessments of schools and educators through less frequent, in depth, school evaluations.

The response to frequent, brief assessment of school and educator's needs was rated in category 3, indicating "no opinion." It may be noted that the value of interquartile deviation of the response to this statement barely met the criterion level allowing for classification.

TABLE 43.--Role of Division Director of Education: Communicator and Coordinator. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.61					.68
5. communicate with all levels of church educators, through education department publications	1.25						.52
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations			2.52				1.00
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations		1.88					.97
8. maintain active communication with the General Conference department of education	1.14						.32
9. consult on all major facets of educational planning and operation, through education secretaries	1.26						.51
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply	1.29						.57

Area Two--Director of Personnel

Table 44 presents the median values of the responses of church administrators to the area of "director of personnel" in the role of Division Director of Education. The responses to four of the five statements constituting this area were rated in category 2, showing "agreement." "Moderate agreement," according to median values was awarded to statements 15 and 12 which dealt with responsibility for conducting the professional aspects of negotiations for inter-division transfers of educational personnel and advising the secretariat of suitable candidates (statement 15), and advising on the selection and appointment of all union education secretaries (statement 12). "Mild agreement" was indicated in response to statement 13, which dealt with advising upon the selection and appointment of secondary school and college administrators, and statement 14, which dealt with the responsibility of advising the secretariat concerning the professional suitability of educational personnel involved in transfers between unions.

The unclassified response (to statement 11) dealt with the directing of the professional activities of union and local education secretaries.

Church administrators evidently could "agree moderately" with receiving advice concerning the selection of union education secretaries and professional aid in dealing with inter-division transfers of educational personnel. Advice on the selection of educational administrators and professional matters concerning inter-union transfers were viewed with "mild agreement," while professional direction

TABLE 44.--Role of Division Director of Education: Director of Personnel. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
11. direct the professional activities of union and local education secretaries. .						2.25	1.05
12. advise on the selection and appointment of all union education secretaries,		1.77					.67
13. advise on the selection and appointment of all secondary school, and college administrators		2.22					.95
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		2.39					.87
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.65					.67

in the work of union and local education secretaries was evidently an enigma to them, causing wide divergence of opinion, as judged by the interquartile range, and arriving at "no opinion," as judged by the median.

Area Three--Educational Specialist and Consultant

Table 45 presents the median values of the responses of church administrators as to the role the Division Director of Education plays as "educational specialist and consultant." The first four responses, relative to statements 16 through 19, rate in category 1 showing "strong agreement," and the response to the last statement (20) dealing with initiation of master plans of development by the Division Director of Education in all union and division educational institutions is rated in category 2 showing "moderate agreement," according to its median value.

Although the median values of the responses to statements 16 through 19 show them to be clustered, these statements are listed below starting with the response of strongest agreement. The first relates to the statement which concerns the encouraging of upgrading and inservice training programs at all levels within the division (statement 19). The second concerns the organising of division-level workshops, conferences, institutes, and extension schools (statement 18). The third statement concerns the distribution of innovative and useful educational resource materials (statement 16). The final response is to the statement about consulting in educational planning and problem-solving situations (statement 17).

TABLE 45.--Role of Division Director of Education; Educational Specialist and Consultant. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are \leq 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
16. distribute innovative and useful educational resource materials	1.24						.46
17. act as consultant in educational planning and problem solving situations	1.25						.49
18. organize division level workshops, conferences, institutes and extension schools	1.20						.42
19. encourage upgrading and inservice training programs at all levels within the division	1.19						.40
20. initiate master plans of development in all union and division educational institutions		1.64					.75

There is generally "strong agreement" by church administrators toward this role area of educational specialist and consultant.

Area Four--Relations with Management

Table 46 presents the median values of the responses of church administrators to the area of "relation to management" in the role of the Division Director of Education. The response according to the median values was mixed. Two statements (21 and 22) rated in category 1 showing "strong agreement," one statement (23) rated in category 2 showing "agreement," and two statements (24 and 25) were unclassified.

The responses of "strong agreement" related to consulting and advising division administrators on all significant educational matters (statement 21) and assisting union education secretaries in assessing the professional performance of educators (statement 22).

The median value of the response to statement 23, concerning the recommendation for promotions on the basis of the assessed professional performance of educators, placed it in category 2 showing "moderate agreement."

The unclassified statements dealt with insisting that church administrators adopt specific measures to meet educational needs (25), and with having executive authority in professional educational matters (24).

The impact of the response of church administrators on this fourth area appears to be that consultation, advice, and assistance (statements 21 and 22) are strongly agreeable, while recommending (statement 23) becomes moderately agreeable, and any executive

TABLE 46.--Role of Division Director of Education: Relations with Management. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
21. consult and advise the Division Administrators on all significant educational matters	1.07						.28
22. assist union education secretaries in assessing the professional performance of educators	1.20						.39
23. recommend promotions on the basis of assessed professional performance of these workers		1.92					.59
24. have executive authority in professional educational matters						3.08	1.18
25. insist that church administrators adopt specific measures to meet educational needs						2.26	1.06

authority or insistence relative to professional matters so scatters opinion that no clear response is forthcoming.

Area Five--Spiritual Leader

Table 47 presents the median values of the response of church administrators to the Division Director of Education's role of "spiritual leader." These median values rate statements 26, 28, and 29 in category 1, and statement 27 in category 2. There is thus generally "strong agreement" on the part of church administrators to the fifth area. Of the statements rated by their responses in category 1, the greatest degree of agreement is accorded to statement 29 on the propagating of the philosophy of Christian education at schools throughout the division. Statement 28 dealing with ensuring that relevant, spiritual Bible teaching was conducted at all levels, is placed second, this is succeeded by considering the fostering of character development among teachers and students as a major concern (statement 26).

The role statement placed in category 2, showing "moderate agreement," was concerned with the Division Director of Education personally conducting some kind of evangelistic outreach each year.

Area Six--Supervisor and Evaluator

Table 48 presents the median values of the responses of church administrators to the four statements composing the area of "supervisor" in the role of the Division Director of Education.

Three responses (to statements 32 through 34), according to their median values, are rated in category 1, showing "strong .

TABLE 47.--Role of Division Director of Education: Spiritual Leader. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.24						.48
27. personally conduct some kind of evangelistic outreach each year		1.87					.86
28. ensure relevant, spiritual Bible teaching at all academic levels	1.12						.31
29. propagate the philosophy of Christian education at schools throughout the division	1.03						.26

TABLE 48 --Role of Division Director of Education: Supervisor and Evaluator. Responses by Church Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division						1.83	.89
31. ensure an optimum balance between work, study, worship and recreation in all division schools	1.27						.52
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.15						.33
33. maintain current files on the demographic, and professional status of all educational personnel	1.41						.57

agreement." Statement 32 which dealt with ensuring an Adventist emphasis in the curriculum of schools at all academic levels, received the greatest degree of agreement. This was followed by the statement dealing with ensuring an optimum balance among work, study, worship, and recreation in all division schools (statement 31). The third statement dealt with maintaining files on the demographic and professional status of all educational personnel (statement 33).

Statement 30, placed in category 2 by its median value and representing "moderate agreement," dealt with the responsibility for the supervision of Adventist schools throughout the division.

Educational Administrator Respondents

Tables 49 through 54 with the accompanying comments, present a description of the response by educational administrators to the six areas describing the role of the Division Director of Education. This group of respondents is drawn from the relevant sectors in the eight divisions included in the study. For details of the classification of schools see chapter I, Classification of Adventist Educational Institutions (p. 14). The schools represented are high schools and colleges, whose administrators are generally associated more closely with the Division Director of Education than are the heads of elementary schools.

Area One--Communicator and Coordinator

The response of the educational administrators to the seven statements of the first area as presented in table 49, show considerable diversity. The responses of the group, as reflected by

TABLE 49.--Role of Division Director of Education: Communicator and Coordinator. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.96					.73
5. communicate with all levels of church educators, through education department publications	1.43						.62
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations						2.61	1.17
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations		2.13					.99
8. maintain active communication with the General Conference department of education	1.23						.51
9. consult on all major facets of educational planning and operation, through education secretaries		1.42					.59
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply		1.94					.96

its median value relative to each statement, rate three responses (to statements 5, 8, and 9) under category 1, three (to statements 4, 7, and 10) under category 2, and one (6), because its interquartile deviation fails to meet the criterion level, in the unclassified column.

The statements included in category 1, showing "strong agreement," listed according to their median values, follow the sequence of statement 8, which deals with the maintaining of active communication with the General Conference department of education, rated first. Statement 9, concerning consulting on all major facets of educational planning and operation, through educational secretaries is second, and communicating with all levels of church educators, through education department publications (statement 5), is third.

Those statements whose response median values place them in category 2 showing "agreement," are ordered within the category so that statement 10 dealing with upholding professional and religious standards even to the extent of closing a school is first, statement 4, communicating with church members through sermons, campmeetings, and other church gatherings, is second, and statement 7 on assessing the needs of schools and educators through less frequent, in depth, school evaluation, is third.

The unclassified response (statement 6) corresponded to the statement dealing with the assessment of the needs of schools and educators through frequent, therefore, brief school evaluations.

The school administrators, it appears, strongly agree with the Director's role as vertical communicator within his department,

he should keep in touch with the General Conference and with educators within the division. They also strongly agree that he and his team of education secretaries should consult on all major facets of educational planning and operation.

There is moderate agreement concerning the upholding of professional and religious standards by decided action and of communicating with church members but only mild agreement concerning the conducting of needs assessments of schools and educators.

Area Two--Director of Personnel

Table 50 presents the median values of the responses of educational administrators to area two of the role of the Division Director of Education, "director of personnel." The responses to all statements are rated in category 2. There appears to be "moderate agreement" with statements 12 and 15, which dealt with advising on the selection and appointment of union education secretaries, and being responsible for the professional aspects of inter-division transfers of educational personnel and advising on suitable candidates, respectively. The responses indicating "mild agreement" relate to advising on the selection and appointment of all secondary and college administrators (statement 13), directing the professional activities of union and local education secretaries (statement 11), and being responsible for the initial negotiation of all transfers of educational personnel between unions and advising on professionally suitable candidates for the proposed positions (statement 14).

TABLE 50--Role of Division Director of Education: Director of Personnel. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
11. direct the professional activities of union and local education secretaries. .		2.12					.89
12. advise on the selection and appointment of all union education secretaries.		1.66					.71
13. advise on the selection and appointment of all secondary school, and college administrators		2.08					.91
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		2.21					.94
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.77					.64

Area Three--Educational Specialist and Consultant

Educational administrators responded with "strong agreement" to four of the five role statements in the third role area. Table 51 presents the median values of the responses of educational administrators to the "educational specialist and consultant," area in the role of the Division Director of Education. The corresponding statement to the response showing the greatest degree of agreement is statement 18, dealing with the organization of division-level workshops, conferences, institutes, and extension schools. Encouraging upgrading and inservice training programs at all levels within the division (statement 19) was second, the distribution of innovative and useful educational planning and problem-solving situations (statement 17) fourth. These statements all rate in category 1 showing "strong agreement."

The median value of the response places statement 20 in category 2 showing "moderate agreement." This statement deals with the initiation of master plans of development in all union and division educational institutions.

Area Four--Relations with Management

Table 42 presents the median value of the responses of educational administrators to statements in the "relations with management" area of the Division Director of Education's role. The responses to this area are divided so that statements 21 and 22 are rated in category 1 and statements 23 through 25 are rated in category 2.

The statements in category 1 showing "strong agreement" are statement 21, consulting and advising the division administrators on

TABLE 51.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
16. distribute innovative and useful educational resource materials	1.34						.57
17. act as consultant in educational planning and problem solving situations	1.37						.57
18. organize division level workshops, conferences, institutes and extension schools	1.11						.31
19. encourage upgrading and inservice training programs at all levels within the division	1.21						.43
20. initiate master plans of development in all union and division educational institutions		1.81					.66

TABLE 52.--Role of Division Director of Education; Relations with Management, Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Inter-quartile deviation
	1	2	3	4	5	
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5	
21. consult and advise the Division Administrators on all significant educational matters	1.14					.32
22. assist union education secretaries in assessing the professional performance of educators	1.47					.57
23. recommend promotions on the basis of assessed professional performance of these workers		2.11				.65
24. have executive authority in professional educational matters		2.48				.91
25. insist that church administrators adopt specific measures to meet educational needs		1.98				.86
						142

all significant matters, and statement 22, assisting union education secretaries in assessing the professional performance of educators.

Of the statements rated in category 2, one, the response to statement 25, shows "moderate agreement." This statement deals with insisting that church administrators adopt specific measures to meet educational needs. "Mild agreement" is indicated by the response to statements 23 and 24, which deal with recommending promotions on the basis of assessed professional performance of educators (statement 23) and exercising executive authority in professional educational matters (statement 24).

Educational administrators evidently "strongly agree" with the consultant and assistance aspects of the Division Director of Education's role (21 and 22). They "agree moderately" with insisting that church administrators adopt specific measures to meet educational needs (25), but agree only "mildly" that promotions should have a base upon assessed professional performance (23). While the idea that the Division Director of Education should have executive authority in professional matters is listed in the agreement category, the median is on the limit toward category 3, and the fairly large interquartile deviation indicates that agreement to this role is "mild" indeed.

Area Five--Spiritual Leader

Table 53 presents the median values of the responses of educational administrators to the Division Director of Education's role in "spiritual leadership." According to the corresponding response values, three statements, 26, 28, and 29, are rated in category 1, and the other, is rated in category 3.

TABLE 53.--Role of Division Director of Education: Spiritual Leader. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.49						.60
27. personally conduct some kind of evangelistic outreach each year			2.79				.73
28. ensure relevant, spiritual Bible teaching at all academic levels	1.26						.57
29. propagate the philosophy of Christian education at schools throughout the division	1.08						.29

The three responses rated in category 1, showing "strong agreement," are distributed widely within the category.

The propagation of the philosophy of Christian education at schools throughout the division (statement 29) received the strongest degree of agreement; assurance of relevant, spiritual Bible teaching at all academic levels (statement 28) follows next, and consideration of fostering character development as a major role (statement 26), is definitely placed in the third position within the first category.

The response to statement 27 concerning personally conducting some kind of evangelistic outreach each year, is rated in category 3 and indicates "no opinion."

Area Six--Supervisor and Evaluator

The educational administrators' response to the Division Director of Education's role in the area of "supervisor and coordinator" is divided equally between "strong agreement" and "agreement."

Table 54 presents the median value and interquartile deviation of each response. The median values rated statements 30 and 32 in category 1, indicating "strong agreement." The ensuring of an Adventist emphasis in the curriculum of schools, at all academic levels (statement 32), rated first and being responsible for the supervision of Adventist schools throughout the division (statement 30), rated second.

The statements whose median values rate them in category 2 both show "moderate agreement." These concern maintaining current files on educational personnel (statement 33), and ensuring optimum

TABLE 54.--Role of Division Director of Education: Supervisor and Evaluator. Responses by Educational Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division67
31. ensure an optimum balance between work, study, worship and recreation in all division schools67
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels51
33. maintain current files on the demographic, and professional status of all educational personnel84

balance among work, study, worship, and recreation in all schools (statement 31).

General Conference Administrator Respondents

Tables 55 through 61 and the accompanying comments describe the view held by church administrators of the General Conference sector for the role of the Division Director of Education as gauged by median and interquartile deviation values.

Area One--Communicator and Coordinator

Table 55 presents the median values of the responses of General Conference church administrators to the area of "communicator and coordinator" in the role of the Division Director of Education. Four of the seven responses (to statements 5, 7, 8, and 9) rate in category 1 showing "strong agreement," one (statement 4) rates in category 2 showing "agreement," and two responses (to statements 6 and 10) are "unclassified." Of the responses in category 1, the one with strongest agreement relates to maintaining active communication with the General Conference department of education (statement 8). The next dealt with communicating with all levels of church educators through education department publications (statement 5). The next concerned consulting on all major facets of educational planning and operation through education secretaries (statement 9). The last dealt with assessing the needs of schools and educators through less frequent, in depth, school evaluations (statement 7).

The responses to statement 4, concerning maintaining general communications with church members, rated in category 2 and showed only "moderate agreement."

TABLE 55.--Role of Division Director of Education: Communicator and Coordinator. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.67					.77
5. communicate with all levels of church educators, through education department publications	1.19						.37
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations						4.00	1.22
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations	1.42						.65
8. maintain active communication with the General Conference department of education	1.05						.27
9. consult on all major facets of educational planning and operation, through education secretaries	1.19						.39
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply						2.00	1.22

The two unclassified responses, although lacking in consensus, do, by their median values, intimate "agreement" with the role of upholding standards (statement 10) and "disagreement" with brief evaluations (statement 6).

General Conference administrators evidently "strongly agree" with the aspects of this area which relate to the maintaining of communications within the department of education, consulting and planning through associate secretaries, as well as through personal assessment of the needs of educational personnel and institutions. They "agree" with the role of general communicator with church members. Wide variation of response exists concerning the role of upholding of standards and conducting brief evaluations. The median values indicate agreement with the former but disagreement with the latter.

Area Two-Director of Personnel

The response of church administrators of the General Conference concerning the second area, "director of personnel" in the role of the Division Director of Education, shows considerable diversity. As presented in table 56, according to the median values, two responses (to statements 12 and 15), rate in category 1, one (to statement 13) in category 2, and two (to statements, 11 and 14), were unclassified. In category 1, there was "strong agreement" as judged by the median values, for advising on the selection and appointment of all union education secretaries (statement 12); and this was followed by the responsibility to conduct the professional aspects of negotiations for

TABLE 56.--Role of Division Director of Education: Director of Personnel, Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
11. direct the professional activities of union and local education secretaries. .						3.00	1.25
12. advise on the selection and appointment of all union education secretaries, .	1.11						.31
13. advise on the selection and appointment of all secondary school, and college administrators		2.12					.70
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .						2.40	1.37
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions	1.42						.65

all inter-division transfers of educational personnel and advising concerning suitable candidates for the proposed positions (statement 15).

The statement whose response rated in category 2 indicating "mild agreement," related to advising on the selection and appointment of all secondary school and college administrators (statement 13).

The two unclassified responses related to statements about directing the professional activities of union and local education secretaries (statement 11) and being responsible for the initial negotiations of all inter-union transfers of educational personnel (statement 14).

General Conference administrators "agree strongly" that Division Directors of Education should advise in the selection and appointment of union education secretaries. They also strongly agree that directors should be involved in the professional aspects of negotiations of inter-division transfers of educational workers. However, there is only mild agreement toward the aspect of advising in the selection of school administrators. Directing the professional activities of union and local education secretaries or becoming involved in the professional aspects of educational personnel transfers, provoked so great a variety of responses as to render their outcomes inconclusive. Division Directors of Education evidently may advise but may not direct even within their department.

Area Three--Educational Specialist and Consultant

General Conference church administrators responded with agreement to all the statements within the third area. Table 57 presents

TABLE 57.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
16. distribute innovative and useful educational resource materials		1.60					.55
17. act as consultant in educational planning and problem solving situations	1.19						.37
18. organize division level workshops, conferences, institutes and extension schools	1.00						.25
19. encourage upgrading and inservice training programs at all levels within the division	1.11						.31
20. initiate master plans of development in all union and division educational institutions		2.00					.97

the median values of the area of "educational specialist and consultant" in the role of the Division Director of Education.

All three responses whose median values rated them in category 1 showed extremely "strong agreement." Ranked in descending order from the strongest degree of agreement, the corresponding statements are: first statement 18, organizing division-level workshops, conferences, institutes, and extension schools, second statement 19, encourage upgrading and inservice training programs at all levels within the division, and third statement 17, consulting in educational planning and problem-solving situations.

The two role statements corresponding to the responses rated in category 2, showing "agreement," are first, distributing innovative and useful educational resource materials (statement 16), and second, initiating master plans of development in all union and division educational institutions (statement 20).

The areas of strong agreement in this area appear to deal with supportive and upgrading programs and consulting. Initiating and distributing are less strongly agreed with.

Area Four--Relations with Management

Table 58 presents the median values of the responses of General Conference church administrators to area four--"relations with management."

In this area of the role of the Division Director of Education, two responses (to statements 21 and 22), according to their median values, are rated in category 3, "no opinion."

TABLE 58.--Role of Division Director of Education: Relations with Management. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5	
21. consult and advise the Division Administrators on all significant educational matters	1.05					.27
22. assist union education secretaries in assessing the professional performance of educators	1.29					.46
23. recommend promotions on the basis of assessed professional performance of these workers		2.00				.97
24. have executive authority in professional educational matters			3.25			.81
25. insist that church administrators adopt specific measures to meet educational needs			2.67			1.00
						154

The strongest agreement, as judged by its median value, was awarded to statement 21 dealing with consulting and advising the Division administrators on all significant educational matters. The next concerned assisting union education secretaries in assessing the professional performance of educators.

The median value of the response to statement 23 placed it in category 2, showing "agreement." This statement related to recommending promotions on the basis of the assessed professional performance of educators.

The median values corresponding to statements 24 and 25 placed them in category 3, showing "no opinion." These statements dealt with insisting that church administrators adopt specific measures to meet educational needs (statement 25) and having executive authority in professional educational matters (statement 24).

Clearly the relationship to management, agreed upon by church leaders, was one of advising and assisting and some recommending, but there is to be no insisting, or assuming of professional authority.

Area Five--Spiritual Leader

Church administrators of the General Conference viewed the area of "spiritual leadership" in the role of the Division Director of Education with "strong agreement." Table 59 presents the median values of the responses of General Conference church administrators to the fifth area. According to the median values of the three responses rated in category 1, the one showing the greatest degree of agreement corresponds to statement 29, which deals with propagating the philosophy of Christian education at schools throughout the

TABLE 59.--Role of Division Director of Education: Spiritual Leader. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.42						.65
27. personally conduct some kind of evangelistic outreach each year		2.00					.86
28. ensure relevant, spiritual Bible teaching at all academic levels	1.19						.45
29. propagate the philosophy of Christian education at schools throughout the division	1.11						.31

division. This is followed by statement 28, ensuring relevant, spiritual Bible teaching at all academic levels. The third, statement 26, deals with fostering character development among teachers and students as his major concern (statement 26).

The role statement, whose response is rated in category 2 showing "agreement" according to its median value, deals with personally conducting some kind of evangelistic outreach each year (statement 27).

Evidently while General Conference church administrators agree with these four aspects of spiritual leadership in the role of the Division Director of Education, they consider the conducting of evangelistic outreach with milder agreement than the other aspects of spiritual leadership which are more educationally oriented.

The sequence of role statements prioritized by the degree of agreement in the description of category 1 is worthy of note. The first is establishing a philosophy that will pervade all the activities of the school, the next is encouraging of relevant, spiritual Bible teaching, and the third, the fostering of character development.

Area Six--Supervisor and Evaluator

The response of General Conference church administrators to the area of "supervisor and evaluator" in the role of the Division Director of Education shows a mixed response.

Table 60 presents the median values of the responses which indicate a variety of response to this area. One statement (32), according to its response median value, is rated in category 1 showing "strong agreement." Two responses (to statements 31 and 33), according

TABLE 60.--Role of Division Director of Education: Supervisor and Evaluator. Responses by General Conference Administrators Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1 .5-<1.5	2 1.5-<2.5	3 2.5-<3.5	4 3.5-<4.5	5 4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division						2.75	1.53
31. ensure an optimum balance between work, study, worship and recreation in all division schools		2.00					.60
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.29						.85
33. maintain current files on the demographic, and professional status of all educational personnel		1.80					.58

to their median values, are rated in category 2 showing "agreement," and one response, to statement 30, is "unclassified."

The statement whose response rates in category 1, showing "strong agreement," relates to ensuring an Adventist emphasis in the curriculum of schools at all academic levels (statement 32).

The responses rated in category 2, showing "agreement," relate to the statements dealing with the maintaining of current files on the demographic and professional status of educational personnel (statement 33) and the ensuring of optimum balance among work, study, worship, and recreation in all division schools (statement 31).

The unclassified response related to the statement concerning the responsibility of the Division Director of Education for the supervision of Adventist schools throughout the division (statement 30).

There is an apparent dichotomy where areas concerning control of curriculum (statement 32) are "strongly agreed" as constituting the role of the Division Director of Education and where ensuring of balanced programs (statement 31) are "agreed" as being part of the role, yet the Division Director of Education is not clearly recognized as functioning as the supervisor of division schools (statement 30).

All Respondents

The median values of responses of all the subjects taken together from the eight divisions including the six units and five segments within each, as well as from the General Conference, are presented in Tables 61 through 66, with the accompanying comments. Each table deals with an area of the role of the Division Director of Education.

Area One--Communicator and Coordinator

The median values of the responses to the seven statements of this area of the role of the Division Director of Education, as perceived by all the respondents in this study, are presented in table 61. Four responses (to statements 5, 8, 9, and 10) according to their median values are rated in category 1 showing "strong agreement." Of these, according to median values, statement 8, which dealt with maintaining active communication with the General Conference department of education, received the greatest degree of agreement. Consulting on all major facets of educational planning and operation through associate education secretaries (statement 9) was next. Communicating with all levels of church educators through education department publications (statement 5) followed, and undertaking to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warning, refuses to comply (statement 10), was fourth.

The median value for the response to statement 4 places it in category 2, showing "moderate agreement." This statement deals with communicating with church members through sermons, campmeetings, and other church gatherings.

Statements 6 and 7 were unclassified. Both these statements dealt with needs assessments of schools and educators.

Area Two--Director of Personnel

The perception of the second area of the role of the Division Director of Education, which is "director of personnel," as held by all the respondents is notably consistent. Table 62 presents the

TABLE 61.--Role of Division Director of Education: Communicator and Coordinator. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
4. communicate with church members through sermons, campmeetings and other church gatherings		1.76					.77
5. communicate with all levels of church educators, through education department publications	1.32						.57
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations						2.44	1.12
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations						2.05	1.06
8. maintain active communication with the General Conference department of education	1.17						.35
9. consult on all major facets of educational planning and operation, through education secretaries53
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply70

TABLE 62.--Role of Division Director of Education: Director of Personnel. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
11. direct the professional activities of union and local education secretaries. .		2.08					.95
12. advise on the selection and appointment of all union education secretaries,		1.77					.72
13. advise on the selection and appointment of all secondary school, and college administrators		2.24					.89
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		2.27					.90
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions		1.71					.67

median values of the responses, all of which fall in category 2. Statements 12 and 15 show "moderate agreement," and three responses, to statements 11, 13, and 14 show "mild agreement." Statement 15, dealing with the director's responsibility for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel and advising the secretariat of suitable candidates for the proposed positions, had the highest degree of agreement in this area according to the median value of its response. Statement 12 is next and deals with advising on the selection and appointment of all union education secretaries. There is a shift of emphasis both by median value and interquartile deviation between these two responses, and the next three statements that have distinctly less agreement of response. Of the final three, statement 11 has the most agreement and deals with the directing of the professional activities of union and local education secretaries. Statements 13 and 14 are close together and deal respectively with advising on the selection and appointment of all secondary and college administrators (statement 13) and being responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions.

Since the responses to the statements of area two fall well within the limits of category 2, it can be assumed that agreement exists concerning the area of "director of personnel" in the role of the Division Director of Education.

Area Three--Educational Specialist and Consultant

The median values of the responses to the five statements of area three dealing with the Division Director of Education as "educational specialist and consultant," as perceived by all the respondents to this study, is presented in table 63.

The median values place four responses (to statements 16 through 19) in category 1, "strong agreement." Statement 20 rates in category 2. Showing "agreement" according to their median values the corresponding statement to the response showing the greatest degree of agreement, dealt with encouraging upgrading and inservice training programs at all levels within the division (statement 19). The next concerned organizing division-level workshops, conferences, institutes, and extension schools (statement 18). This was followed by distributing innovative and useful educational resource materials (statement 16), and finally, by acting as consultant in educational planning and problem-solving situations (statement 17).

The statement rated in category 2 showing "moderate agreement" is placed near the border with category 1, "strong agreement." This statement deals with initiating master plans of development in all union and division educational institutions.

Overall there is "strong agreement" by the respondents to the area of educational specialist and consultant in the role of the Division Director of Education.

Area Four--Relations with Management

The median values of the responses to the five statements composing the fourth area "relations with management," of the role of

TABLE 63.--Role of Division Director of Education: Educational Specialist and Consultant. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
16. distribute innovative and useful educational resource materials	1.25						.50
17. act as consultant in educational planning and problem solving situations	1.33						.55
18. organize division level workshops, conferences, institutes and extension schools	1.19						.39
19. encourage upgrading and inservice training programs at all levels within the division	1.18						.37
20. initiate master plans of development in all union and division educational institutions		1.54					.69

the Division Director of Education, as perceived by all the respondents included in the study, are presented in table 64. A mixed response is observed.

The median values of the responses place two statements (21 and 22) in category 1 showing "strong agreement," two statements, (23 and 25) in category 2 showing "agreement," and statement 24 in "unclassified."

The median values place statement 21 in the strongest position of agreement. This statement deals with consulting and advising the Division administrators on all significant educational matters. The other statement in category 1 (22) deals with assisting union education secretaries in assessing the professional performance of educators.

The two statements whose response medians rate them in category 2 place them near together and near the midpoint of the category range. These statements (23 and 25) are concerned with recommending promotions on the basis of assessed professional performance of educators (statement 23) and insisting that church administrators adopt specific measures to meet educational needs (statement 25).

The unclassified statement (24) states that the Division Director of Education has executive authority in professional educational matters. Had the interquartile deviation met the criterion level for classification this response would have fallen in category 3 indicating "no opinion." The wide deviation further emphasizes the uncertainty or mixed opinion concerning this statement.

TABLE 64.--Role of Division Director of Education: Relations with Management. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
21. consult and advise the Division Administrators on all significant educational matters	1.14						.32
22. assist union education secretaries in assessing the professional performance of educators	1.40						.54
23. recommend promotions on the basis of assessed professional performance of these workers		1.98					.69
24. have executive authority in professional educational matters						2.53	1.04
25. insist that church administrators adopt specific measures to meet educational needs		2.04					.91

Area Five--Spiritual Leader

Table 65 presents the median values for the responses of all subjects to area five of the role of the Division Director of Education. This area deals with the aspect of "spiritual leadership" in the role of the Division Director of Education. Three responses (to statements 26, 28, and 29) were rated by their median values in category 1 showing "strong agreement." One response, to statement 27, was rated in category 2 showing "agreement." Listing the statements in category 1 from the greatest to least degree of agreement, according to their median value, statement 29 was first. It dealt with propagating the philosophy of Christian education at schools throughout the division. This was followed by ensuring relevant, spiritual Bible teaching at all academic levels (statement 28), and statement 26, the fostering of character development among teachers and students as the director's major concern, was third.

The statement placed in category 2 by the median value of its response was concerned with personally conducting some kind of evangelistic outreach each year (statement 27).

Area Six--Supervisor and Evaluator

The area of the Division Director of Education's role as "supervisor and evaluator" was accorded strong agreement by all the respondents in the study. The median values of the responses to each statement are presented in table 66. According to these values, three responses (to statements 21 through 33), were rated in category 1, "strong agreement." The response with the greatest degree of agreement, according to its median value, corresponded to statement 32

TABLE 65.--Role of Division Director of Education: Spiritual Leader. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.26						.52
27. personally conduct some kind of evangelistic outreach each year		2.20					.95
28. ensure relevant, spiritual Bible teaching at all academic levels	1.17						.33
29. propagate the philosophy of Christian education at schools throughout the division	1.05						.28

TABLE 65.--Role of Division Director of Education: Spiritual Leader. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are ≤ 1

Statement	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
26. consider the fostering of character development among teachers and students as his major concern	1.26						.52
27. personally conduct some kind of evangelistic outreach each year		2.20					.95
28. ensure relevant, spiritual Bible teaching at all academic levels	1.17						.33
29. propagate the philosophy of Christian education at schools throughout the division	1.05						.28

TABLE 66.--Role of Division Director of Education: Supervisor and Evaluator. Responses by All Subjects Listed by Median Values Whose Interquartile Deviations Are \leq 1

Statements	Category Ratings					Unclassified	Inter-quartile deviation
	1	2	3	4	5		
	.5-<1.5	1.5-<2.5	2.5-<3.5	3.5-<4.5	4.5-<5.5		
30. be responsible for the supervision of Adventist schools throughout the division		1.57					.82
31. ensure an optimum balance between work, study, worship and recreation in all division schools	1.37						.58
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	1.18						.37
33. maintain current files on the demographic, and professional status of all educational personnel	1.47						.65

which dealt with ensuring an Adventist emphasis in the curriculum of schools at all academic levels. Statement 31 came next. It related to ensuring an optimum balance among work, study, worship, and recreation in all division schools. The third, statement 33 dealt with maintaining current files on the demographic and professional status of all educational personnel

Statement 30, concerned with the responsibility of the Division Director of Education for the supervision of Adventist schools throughout the division, was rated by its median value in category 2, "moderate agreement."

Summary of Total Responses

A summary is presented of all group responses, relative to the category ratings in each area of the role of the Division Director of Education.

Tables 67 through 72 present summaries of the response of the seven groups, by areas, to the role of the Division Director of Education. The statements constituting each area are listed followed by the category ratings 1 to 5 representing the spread of response from "strong agreement" in category 1 to "strong disagreement" in category 5. The numbers written in the "category rating" columns represent the number of groups whose median values rated the response in that category. For example, in table 67, the 7 in "category rating" column 3 written in the row corresponding to statement 4 signifies that all of the seven main groups of respondents rated their response to statement 4 in category 2 showing "agreement." At the foot of each column the total number of group responses rated in that category and the

percentage equivalent for the ratings in each category in each area is given. Again referring to table 67, it may be observed that 49 percent of the group responses in the area of communicator and coordinator in the role of the Division Director of Education are rated in category 1 "strong agreement."

Area One--Communicator and Coordinator

Specifically, table 68 presents the summary of the responses of all the respondents to area one concerning communicator and coordinator in the role of the Division Director of Education. Two statements (8 and 9) received unanimous group responses rated in category 1 showing "strong agreement." These statements deal with maintaining active communication with the General Conference department of education (8) and consulting on all major facets of educational planning and operation through education secretaries (9). Statement 4 received a unanimous response from the seven groups rated in category 2, "agreement." The other four statements (5, 6, 7, and 10) received a mixed response. Of these statements, the one with a response showing the strongest degree of agreement was number 5, dealing with communicating with all levels of church educators through education department publications. Six group responses rated it in category 1, showing "strong agreement," and one group response rated it in category 2 showing "agreement." Statement 10, concerning the upholding of professional and religious standards as set by the church, even to the extent of closing a school which, after warnings, refuses to comply, received three group responses rated in category 1, "strong agreement," three group responses rated in category 2, "agreement,"

TABLE 67.--Role of Division Director of Education: Communicator and Coordinator. Summary of Responses by All Subjects Listed According to the Group Response to Each Statement within Area One

Statement	Category Ratings					Unclassified
	1	2	3	4	5	
4. communicate with church members through sermons, campmeetings and other church gatherings		7				
5. communicate with all levels of church educators, through education department publications	6	1				
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations		1	2			4
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations	1	3				3
8. maintain active communication with the General Conference department of education	7					
9. consult on all major facets of educational planning and operation, through education secretaries	7					
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply	3	3				1
Totals	24	15	2			8
Percentages	49%	30.6%	4.1%			16.33%

and one "unclassified" response. Statement 7, concerning the assessment of the needs of schools and educators, through less frequent, in depth, school evaluations, received one group response in category 1 showing "strong agreement," three responses in category 2 showing "agreement," and three "unclassified" responses. Finally statement 6 concerning the assessment of the needs of schools and educators, through frequent, therefore, brief school evaluations, received one group response in category 2, "agreement," two group responses rated in category 3, "no opinion," and four "unclassified" responses.

To summarize, of the group responses within area one concerning the "communicator and coordinator" aspects of the role of the Division Director of Education, 49 percent rated in category 1 showing "strong agreement," 30.6 percent rated in category 2 showing "agreement," 4.1 percent rated in category 3 showing "no opinion." No responses were rated in categories 4 or 5 but 16.3 percent of the responses were "unclassified," indicating too great a degree of variability of response to meet the criterion level set for classification.

Area Two--Director of Personnel

Table 68 presents the summary of the responses of all subjects, by groups, to area two concerning the aspect of "director of personnel" in the role of the Division Director of Education. The group responses to each of the five statements (11-15) of this area are scattered. Statement 12, concerning advising on the selection and appointment of all union education secretaries received three group responses rated in category 1, "strong agreement," and four group responses rated in category 2, "agreement." Statement 15, concerning the responsibility

TABLE 68.--Role of Division Director of Education: Director of Personnel. Summary of Responses by All Subjects Listed According to the Group Responses to Each Statement within Area Two

Statement	Category Ratings					Unclassified
	1	2	3	4	5	
11. direct the professional activities of union and local education secretaries..	1	4				2
12. advise on the selection and appointment of all union education secretaries,	3	4				
13. advise on the selection and appointment of all secondary school, and college administrators	1	5	1			
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions. .		5	1			1
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions	2	5				
Totals	7	23	2			3
Percentages	20%	65.7%	5.7%			8.6%

for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions, received two group responses rated in category 1 and five group responses in category 2. Statement 13, about advising in the selection and appointment of all secondary school and college administrators received one group response in category 1, five group responses rated in category 2, and one group response in category 3. Statement 11, relative to directing the professional activities of union and local education secretaries, received one group response rated in category 1, showing "strong agreement," four group responses rated in category 2, showing "agreement," and two "unclassified" group responses. Statement 14, concerned with the responsibility for the initial negotiation of all transfers of educational personnel between unions and advising the secretariat of professionally suitable candidates for the proposed positions, received five group responses rated in category 2, one group response in category 3, indicating "no opinion," and one "unclassified" group response.

As summary of group responses to area two which deals with the aspect of "director of personnel" in the role of the Division Director of Education, the following percentages are given.

Category 1 showing "strong agreement" received 20 percent of the area response, category 2 showing "agreement" received 65.7 percent, category 3 indicating "no opinion" received 5.7 percent, and 8.6 percent of the group response was "unclassified."

Area Three--Educational Specialist and Consultant

Table 69 presents the summary of the responses of all subjects, by groups, to area three concerning the aspect of "educational specialist and consultant" in the role of the Division Director of Education. Strong agreement is generally indicated by the group responses to statements 16 through 20 which constitute area three.

Two statements (18 and 19) received unanimous group responses rated in category 1, showing "strong agreement." These statements were concerned with organizing division-level workshops, conferences, institutes, and extension schools (18) and with encouraging upgrading and inservice training programs at all levels within the division (19). Statements 16 and 17 each received six group responses rated in category 1, and one group response rated in category 2. These statements were concerned with distributing innovative and useful educational resource materials (16) and acting as consultant in educational planning and problem-solving situations (17). Statement 20, concerned with initiating master plans of development in all union and division educational institutions received three group responses rated in category 1, showing "strong agreement," and four group responses rated in category 2, showing "agreement."

To summarize the responses of the groups to area three concerning the aspect of "educational specialist and consultant" in the role of the Division Director of Education the following percentages are given: 82.9 percent of the group responses to this area were rated in category 1, "strong agreement," and 17.1 percent of the group responses were rated in category 2, "agreement." No responses fell into any other categories or were "unclassified."

TABLE 69 .--Role of Division Director of Education: Educational Specialist and Consultant. Summary of Responses by All Subjects Listed According to the Group Responses to Each Statement within Area Three

Statement	Category Ratings					Unclassified
	1	2	3	4	5	
16. distribute innovative and useful educational resource materials	6	1				
17. act as consultant in educational planning and problem solving situations	6	1				
18. organize division level workshops, conferences, institutes and extension schools	7					
19. encourage upgrading and inservice training programs at all levels within the division	7					
20. initiate master plans of development in all union and division educational institutions	3	4				
Totals	29	6				
Percentages	82.86%	17.14%				

Area Four--Relations with Management

Table 70 presents the summary of the responses of all the subjects, by groups, to area four concerning the aspect of "relations with management" in the role of the Division Director of Education. The five statements (21 through 25), which constitute this area exhibit a relatively wide divergence of response.

Statement 21, concerned with consulting and advising the Division administrators on all significant educational matters, received a unanimous response in category 1 showing "strong agreement." Statement 22 regarding the assisting of union education secretaries in assessing the professional performance of educators, received four group responses rated in category 1, "strong agreement," and three group responses rated in category 2, "agreement." Statements 23 and 24 concerned with recommending promotions on the basis of the assessed professional performance of educators (statement 23) and with exercising executive authority in professional educational matters (statement 24) received identical patterns of group response. This pattern showed no group responses in category 1, five group responses in category 2, one group response in category 3, and one "unclassified" group response, indicating too great a degree of variability of response to meet the criterion level set for classification.

In summary, the group responses to area four, dealing with "relations to management" in the role of the Division Director of Education, reveal the following percentages: category 1 showing "strong agreement" received 34.3 percent, category 2 showing "agreement" received 45.7 percent, category 3 indicating "no opinion" received 11.8 percent, and the "unclassified" column received 8.6 percent.

TABLE 70.--Role of Division Director of Education: Relations with Management. Summary of Responses by All Subjects Listed According to the Group Responses to Each Statement within Area Four

Statement	Category Ratings					Unclassified
	1	2	3	4	5	
21. consult and advise the Division Administrators on all significant educational matters	7					
22. assist union education secretaries in assessing the professional performance of educators	4	3				
23. recommend promotions on the basis of assessed professional performance of these workers		5	1			1
24. have executive authority in professional educational matters		5	1			1
25. insist that church administrators adopt specific measures to meet educational needs	1	3	2			1
Totals	12	16	4			3
Percentages	34.29%	45.71%	11.83%			8.57%

Area Five--Spiritual Leader

Table 71 presents the summary of the responses of all subjects, by groups, to area five, "spiritual leadership" in the role of the Division Director of Education. Generally strong agreement is held by the seven groups for area five.

Three statements, 26, 28, and 29 received unanimous rating in category 1 showing "strong agreement" by all seven groups of respondents. These statements were related to the fostering of character development among teachers and students as a major concern (statement 26), the ensuring of relevant, spiritual Bible teaching at all academic levels (statement 28), and the propagating of the philosophy of Christian education at schools throughout the division (statement 29). Statement 27, concerned with personally conducting some kind of evangelistic outreach each year, received one group response in category 1, five group responses in category 2, and one group response in category 3.

To summarize the group responses to area five concerning the aspect of "spiritual leadership" in the role of the Division Director of Education the following percentage values by categories are given. Category 1 showing "strong agreement" received 78.6 percent of the response. Category 2 showing "agreement" received 17.9 percent of the response and category 3 indicating "no opinion" received the remaining 3.5 percent.

Area Six--Supervisor and Evaluator

Table 72 presents the summary of the responses of all subjects, by groups, to area six concerning the aspect of "supervisor and

TABLE 71.--Role of Division Director of Education: Spiritual Leader. Summary of Responses by All Subjects Listed According to the Group Responses to Each of the Four Statements within Area Five

Statement	Category Ratings					Unclassified
	1	2	3	4	5	
26. consider the fostering of character development among teachers and students as his major concern	7					
27. personally conduct some kind of evangelistic outreach each year	1	5	1			
28. ensure relevant, spiritual Bible teaching at all academic levels	7					
29. propagate the philosophy of Christian education at schools throughout the division	7					
Totals	22	5	1			
Percentages	78.57%	17.86%	3.57%			

TABLE 72.--Role of Division Director of Education: Supervisor and Evaluator. Summary of Responses by All Subjects Listed According to the Group Responses to each of the Four Statements within Area Six

Statements	Category Ratings					Unclassified
	1	2	3	4	5	
30. be responsible for the supervision of Adventist schools throughout the division	5	1				1
31. ensure an optimum balance between work, study, worship and recreation in all division schools	4	3				
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	7					
33. maintain current files on the demographic, and professional status of all educational personnel	3	4				
Totals	19	8				1
Percentages	67.86%	28.57%				3.57%

evaluator" in the role of the Division Director of Education. Statement 32 relative to ensuring an Adventist emphasis in the curriculum of schools at all academic levels received a unanimous category 1 response from all the groups. This is the only statement in this area receiving this uniformly "strong agreement." Statement 31, ensuring an optimum balance among work, study, worship, and recreation in all division schools, received four group responses rated in category 2. Statement 30 relating to responsibility for the supervision of Adventist schools throughout the division, received five group responses rated in category 2 and one "unclassified" response.

To summarize the group responses to area six concerning the aspect of "supervisor and evaluator" in the role of the Division Director of Education the following percentages of response to various categories are given: category 1 showing "strong agreement" received 67.8 percent, category 2 showing "agreement" received 28.6 percent, and the "unclassified" column received 3.6 percent.

Written Comments in Response to the Instrument

An encouraging aspect of the responses to this questionnaire was the large number of comments and accompanying letters received. An initial categorization of the comments was made by grouping them under twelve headings. The first six headings followed the role areas of the Division Director of Education, as contained in the questionnaire. Six of the headings dealt with comments which did not fall discretely into these six categories. Comments treating more than one of the six role areas were placed in the category entitled "composite role." Comments emphasizing areas of the role of the Division Director

of Education not included in the instrument were categorized under the heading "special emphasis." Comments given in explanation of matters bearing on the technical aspects of response not directly enlarging on the role of the Division Director of Education were placed under the heading of "explanation." Letters and comments of encouragement were categorized under the title "encouragement." Comments, where definite priorities concerning role areas were stated, were listed under the heading "priorities." Five responses written in languages other than English were temporarily categorized under "foreign languages," until they were translated and reclassified.

Written Comments as Presented by Role Areas

Area One--Communicator and Coordinator

Of the forty-eight written comments dealing with the area of "communicator and coordinator," half (24) dealt with the aspect of coordinator. Half of these comments dealt with the need for coordination through cooperation, the need of finding a balance between centralization and decentralization so that there was a coordinated program throughout the division without a dampening of creativity or draining of power from the union education secretaries. The work of union education secretaries and educational administrators had to be kept distinct and yet these groups needed to be supportive of each other. Authority had to be delegated to union and local secretaries. Cooperation, shared responsibility, and humane cordial Christian working arrangements formed the keynote of these comments. Another aspect of the proper coordination of the work entailed adapting Adventist educational philosophy, methods, and systems to meet local needs and

conditions. This idea was repeated by a number of respondents. Some specific duties suggested for the Division Director of Education were to visit remote schools more frequently, to establish more favorable bursary plans for further study--in fact, if he could produce more money, this would be more useful than his advice.

Eight comments dealt with general matters such as that the Division Director of Education should negotiate with governments for the approval and recognition of Adventist schools and facilitate the smooth operation of Seventh-day Adventist institutions. He should maintain cordial public relations with government education departments. He should study the possibility of financing schools in countries where church members do not believe they are able to finance them. He should systematically ascertain the true situation, and where possible foster the introduction of new schools.

Question 5, which dealt with communicating with all levels of church educators through departmental publications, received eight comments. These extended the view of communication with church educators to include students training in non-Adventist universities, educational administrators particularly, and to Adventist teachers, who because of government take-overs, were in government employ. Additional means of communicating were suggested, such as personal visits and letters from the Division Director of Education to educators in all sectors. The distribution of more promotional materials for the use of educators in their local situations would further extend the beneficial influence of the Division Director of Education.

On statement 9 which dealt with consulting on all major facets of educational planning and operation, through educational secretaries, the aspect of fitting in with political and national systems was stressed. The Division Director of Education must understand the various local conditions so that his advice and that of his associate secretaries is relevant and useful. It was further stated that the Division Director of Education should take a decided stand against dependence on government money in the operation of Adventist schools. He must make sure that the church school system is kept uniquely Adventist. Relative to statement 10 which dealt with upholding professional and religious standards, the matter of adapting materials to suit local needs and yet maintaining standards was mentioned. The quality of schools was to be improved, schools were never to be closed and a teachers' handbook listing the relevant policies was to be produced by the Division Director of Education. Relative to statement 7, which dealt with "in depth" assessments of the needs of schools and educators, the comment was made emphasizing the need for regular, thorough assessment of the current educational program. Concerning statement 4 on communication with church members, the comments emphasized the need for the promotion of Christian education in each local church.

Area Two--Director of Personnel

Of the nine written comments to this area concerning "director of personnel" one respondent said this was the most important area. Others stated that the Division Director of Education must advise on staff placement and aid in the selection of the right personnel.

Several others said that the aspect of selecting educational personnel should be accomplished by union administrators in cooperation and consultation with the Division Directors of Education, but that the Division Director of Education could not be responsible for this. Another respondent said the educational administrator should give his approval on personnel appointed for his school. Other respondents considered that the matter of personnel selection rested primarily with the unions.

Area Three--Educational Specialist and Consultant

Of the thirty-six written comments which dealt with this area of "educational specialist and consultant," four dealt with statement 18, concerning the organization of division-level workshops and extension schools. These comments emphasized that workshops must be held for division schools once a year, that Division Directors of Education must be field, rather than office, oriented, that Directors must promote institutes, and that they must survey needs and be able to demonstrate to educators what they propound. Seven comments dealt with statement 19 concerning the encouraging of upgrading and inservice training programs at all levels within the division. These comments dealt with the directors' responsibility to arrange for further study for deserving educators, to train and consult with union and division educational workers, to support teachers and education secretaries at all levels, to hold seminars for teachers instead of gathering statistical reports, to personally demonstrate good teaching, and to adapt and explain Adventist beliefs in the setting of local educational situations.

Statement 16, which dealt with distributing innovative and useful educational resource materials, received six written comments. These dealt with sending teaching aids to union educators, adapting materials to suit local needs, facilitating the work of union educational leaders without interfering, selecting useful books, gathering various materials, particularly those of local value, and making sure that materials distributed to unions were used.

Statement 17, dealing with being a consultant in educational planning and problem-solving, received eleven written comments. These dealt with the concept that the Division Director of Education was an advisor and consultant and should gain recognition from local government for Adventist schools, that he must be well informed in local and world educational trends, that he must not administer but through planning must prevent crises, that he must understand the legal implications in various countries, and that he must be well balanced and realistic in all his consulting.

Statement 20, which dealt with the initiation of plans of development for union and division schools drew three comments. These stated that planning had been weak, and that, although the Division Director of Education should help in planning, particularly for new schools, the union educators and executive committees should initiate planning in union sectors.

Six comments which did not respond specifically to any one of the statements were also related to this area of "specialist and consultant." These comments stressed that the Division Director of Education must be a specialist in the highest sense, with his

philosophy based on sound Christian principles, that a doctoral degree was useful, that potent leadership was needed, that to accomplish what was suggested in the instrument would need a team of specialists, and that he should guide students into ministerial training.

Area Four--Relations with Management

The majority of the 28 written comments directed to this area dealt with statements 24 and 25 concerning executive authority in professional educational matters and insistence that church administrators adopt specific measures to meet educational needs. While a few comments agreed that the Division Director of Education should have more executive authority in professional educational matters, there was much more comment suggesting a sharing of responsibility with union educational secretaries, and the necessity for committees, rather than one man to hold executive power. Several comments pointed out a possible conflict between executive committees and an executive director of education. The concept of mutual understanding and cooperation between the various groups of workers concerned in educational work was emphasized. An advisor cannot dominate and still maintain the respect of his executive officers and committees. "Soft soap" and "incense" will often gain more than force.

Responses to statement 22 on assisting union educational secretaries in assessing the professional performance of educators emphasized this to be the right approach. Union educational secretaries should lead within their areas but be aided, supported and assisted by the Division Director of Education. Likewise with institutions the initiative should remain with the school administration.

Area Five--Spiritual Leader

Of the twenty-four written responses to the area of "spiritual leader," seven related to statement 26 which dealt with considering the fostering of character development among teachers and students as his first major concern. Several responses appeared to indicate that this was to be accomplished by example. Such ideas as: the Division Director of Education must be a good spiritual leader; there is a need for strong spiritual leadership, and Christian dealing and relationships are necessary in all his work; personal example is needed; indicated the emphasis placed on this aspect of character development. One respondent extended the idea by saying the Division Director of Education should reach out also toward church members in emphasizing character building. In contrast to this, the idea was expressed that the Division Director of Education was too far removed to have much impact on teachers and students and that local educational secretaries had much greater opportunity to influence character development in teachers and students than was possible for the Division Director of Education.

Statement 28 which dealt with ensuring relevant, spiritual Bible teaching at all academic levels drew one direct comment. This stated that the emphasis on Bible teaching often rested in the hands of the local people.

Statement 29 which dealt with propagating the philosophy of Christian education at schools throughout the division drew eight written comments. A number of these emphasized the unique philosophy which Adventists hold, and that it was the director's most important

responsibility of to stick to this philosophy instead of following worldly ideas. This view was further emphasized by the respondents who stated that most teachers in their areas were trained in non-Adventist institutions, and thus particularly needed the right philosophy presented to them. Another comment suggested that Division Directors of Education hold public conferences to explain the Adventist philosophy of education to other educators. In promoting these ideas the "pastoral approach" was to be followed so that the least possible antagonism would be generated.

Statement 27, which dealt with personally conducting some kind of evangelistic outreach, received a mixed group response. Five of the seven groups according to their median values responded in category 2 showing "agreement." The pastors rated this statement in category 1 showing "strong agreement," while teachers responded in category 3 showing "no opinion." Four written comments related to this statement. One was that Division Directors of Education should work with pastors in evangelism. Another said Directors might conduct evangelism as long as the educational work was not neglected. Another respondent suggested that education and evangelism might be quite different skills. Still another said that Division Directors of Education were too committed to conduct evangelistic outreach.

There were four general comments relative to the area of "spiritual leadership." Three of these said spiritual leadership must be the first priority in the role of the Division Director of Education. One of these balanced this by teaming it up with educational specialist and consultant qualities. The fourth comment emphasized

that the Division Director of Education should offer spiritual leadership by fostering theological training.

Area Six--Supervisor and Evaluator

All of the thirty-four written comments relating to this area of "supervisor and evaluator" refer to statement 30 on the responsibility of the Division Director of Education for the supervision of Adventist schools throughout the division. Several ideas were presented. Supervision is necessary and often lacking. The Division Director must be free to enter any school or classroom but must also work with union and local educational secretaries, whom he must assist in supervisory and evaluatory processes. Detailed supervision must be done by school administrators. Union boards of education should meet twice a year to ensure that proper detailed supervision is being conducted and to keep the Division Director of Education informed of the current educational situation. The Division Director of Education should not attempt too much personally, though some comments asked that he visit schools more frequently. He is in overall charge and direction but must work through assistants, boards, and educational administrators. He must have a master plan and advise and steer the union educational secretaries. Repeatedly the idea of shared responsibility between union educators and Division Directors of Education was emphasized. The Division Director of Education was to be supportive of union education secretaries. With this was emphasized the need for more detailed and careful supervision and assessment of educational needs and performance.

Two dichotomous concepts are obvious here. First, the autonomy of union and local sector education departments who evidently want maximum independence, and the other, as judged by comments, relates to the felt need for a stronger system of education. It appears that union autonomy is more important than a centrally unified and supervised school system.

Summary of Results

The overall response by groups is shown in table 73, where the total group responses by role area are summarized. The lefthand column lists the six role areas studied. This is followed by five "category" and the "unclassified" columns. Each column contains the number and the percentage of group responses as indicated by the respondents for each role area. The totals at the base of each column, according to the median values, show that 53.81 percent of the group responses were rated in category 1, showing "strong agreement," and 34.76 percent were rated in category 2, showing "agreement." Thus 88.57 percent of group responses showed agreement with the aspects of the role of the Division Director of Education as stated in the instrument.

Certain areas in the role of the Division Director of Education elicited a greater percentage of "strong agreement" responses than did others. Table 74 presents the six areas of the role of the Division Director of Education placed in priority according to the percentages of response in category 1, "strong agreement," which they received.

TABLE 73.--Role of Division Director of Education: Group Response Summary: Seven Group Responses to the Thirty Question Instrument, Presented by Area and Category

Areas	Categories					Unclas- sified
	1	2	3	4	5	
1. Communicator and Coordinator	24 48.98%	15 30.61%	2 4.08%	-	-	8 16.33%
2. Director of Personnel	7 20.00%	23 65.72%	2 5.71%	-	-	3 8.57%
3. Educational Specialist and Consultant	29 82.86%	6 17.14%	-	-	-	-
4. Relations with Management	12 34.29%	16 45.71%	4 11.43%	-	-	3 8.57%
5. Spiritual Leader	22 78.57%	5 17.86%	1 3.57%	-	-	-
6. Supervisor and Evaluator	19 67.86%	8 28.57%	-	-	-	1 3.57%
Totals	113 53.81%	73 34.76%	9 4.29%	-	-	15 7.14%

When the percentage of the responses which fell into categories 1 and 2 are considered, the first three groups maintain their leading positions. However, the fourth area of "communicator and coordinator" appears to fall closer to the upper three areas than to the two below it, for although its total percentage is similar, and is in fact the lowest of the last three areas, this percentage is made up of almost 49 percent in category 1, "strong agreement" and 30 percent in category 2, "agreement," whereas the last two areas, "relations with management" and "director of personnel," have larger percentage responses in category 2, "agree," than in category 1, "strong agreement."

TABLE 74.--Role of Division Director of Education: Areas of Role Placed in Priority of Degree of Agreement, According to the Median Values of Group Responses to the Instrument. Values Given in Percentages

Division Director of Education Role Areas	Response Percentage in Category 1	Response Percentage in Category 2	Total Response Percentage in Categories 1 and 2
Educational Specialist and Consultant	82.86%	17.14%	100%
Spiritual Leader	78.57%	17.86%	96.43%
Supervisor and Evaluator . .	67.86%	28.57%	96.43%
Communicator and Coordinator .	48.98%	30.61%	79.59%
Relations with Management . .	34.29%	45.71%	80.00%
Director of Personnel	20.00%	65.72%	85.72%

Written Comments

Written comments summarized in more detail in appendix 4, stressed that as educational specialist and consultant, the Division Director of Education should be field oriented. He should be able to adapt Adventist philosophy, methods, policies, and resource materials to the local situation and champion Adventist educational beliefs and operation before government and state agencies. The Division Director of Education should assist, aid, and support union programs but not meddle in them. As advisor, he should not exert pressure but through good relations and cooperation, even through "soft soap" and "incense," foster educational programs. The director should support, not select, educational personnel. Above all else, he should propagate the Christian philosophy of education throughout the Adventist school system.

Statement Identification

Table 75 presents the thirty statements of the questionnaire ranked according to the median values awarded to them by the combined responses of all the subjects (respondents) included in the study. The rank is given in the first column following the statement. This is succeeded by three category columns in which the distribution of group responses to that particular statement is given. Thus if four groups "strongly agree" and three groups "agree" with a particular statement, as indicated by the median values of their responses, in the line corresponding to that statement a number 4 would appear under category column 1, showing "strong agreement," and a 3 would appear in category column 2, showing "agreement." Since no group

TABLE 75.--Role of Division Director of Education: Statements Ranked by Median Values of Responses of All Subjects, Compared with the Number of Group Responses Listed in Categories 1, 2, 3, and Unclassified Column. Statement Areas are Also Given

Statements	Ranked	Categories			Area
		1	2	3	
29. propagate the philosophy of Christian education at schools throughout the division....	1	7			Spiritual Leader
21. consult and advise the Division Administrators on all significant educational matters	2	7			Relationship with Management
28. ensure relevant, spiritual Bible teaching at all academic levels	3	7			Spiritual Leader
8. maintain active communication with the General Conference department of education	3	7			Communicator and Coordinator
19. encourage upgrading and inservice training programs at all levels within the division	5	7			Ed. Specialist and Consultant
32. ensure an Adventist emphasis in the curriculum of schools, at all academic levels	5	7			Supervisor and Evaluator
18. organize division level workshops, conferences, institutes and extension schools	7	7			Ed. Specialist and Consultant
16. distribute innovative and useful educational resource materials	8	6	1		Ed. Specialist and Consultant

TABLE 75.---Continued

Statements	Ranked	Categories			Area
		1	2	3	
26. consider the fostering of character development among teachers and students as his major concerns	9	7			Spiritual Leader
9. consult on all major facets of educational planning and operation, through education secretaries	10	7			Communicator and Coordinator
5. communicate with all levels of church educators, through education department secretaries	11	6	1		Communicator and Coordinator
17. act as consultant in educational planning and problem solving situations	12	6	1		Ed. Specialist and Consultant
31. ensure an optimum balance between work, study, worship and recreation in all division schools	13	4	3		Supervisor and Evaluator
22. assist union education secretaries in assessing the professional performance of educators	14	4	3		Relationship with Management
10. undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which after warnings, refuses to comply	15	3	3	1	Communicator and Coordinator

Unclassified

TABLE 75.--Continued

Statements	Ranked	Categories			Area
		1	2	3	
33. maintain current files on the demographic, and professional status of all educational personnel	16	3	4		Supervisor and Evaluator
20. initiate master plans of development in all union and division educational institutions	17	3	4		Ed. Specialist and Consultant
30. be responsible for the supervision of Adventist schools throughout the division	18	5	1	1	Supervisor and Evaluator
15. be responsible for conducting the professional aspects of negotiations for all inter-division transfers of educational personnel, and advising the secretariat of suitable candidates for the proposed positions	19	2	5		Director of Personnel
4. communicate with church members through sermons, campmeetings and other church gatherings	20		7		Communicator and Coordinator
12. advise on the selection and appointment of all union education secretaries	21	3	4		Director of Personnel
23. recommend promotions on the basis of assessed professional performance of these workers	22		5	1	Relationship with Management

Unclassified

TABLE 75.--Continued

Statements	Ranked	Categories			Area	
		1	2	3		
25. insist that church administrators adopt specific measures to meet educational needs	23	1	3	2	1	Relationship with Management
11. direct the professional activities of union and local education secretaries	24	1	4		2	Director of Personnel
27. personally conduct some kind of evangelistic outreach each year	25	1	5	1		Relationship with Management
13. advise on the selection and appointment of all secondary school, and college administrators ...	26	1	5	1		Director of Personnel
14. be responsible for the initial negotiation of all transfers of educational personnel between unions, advising the secretariat of professionally suitable candidates for the proposed positions	27		5	1	1	Director of Personnel
7. assess the needs of schools and educators, through less frequent, in depth, school evaluations	28	1	3		3	Communicator and Coordinator
6. assess the needs of schools and educators, through frequent, therefore, brief school evaluations	29		1	2	4	Communicator and Coordinator
24. have executive authority in professional educational matters	30		5	1	1	Relationship with Management

Unclassified

responses fell into categories 4 and 5 these columns are not listed. The "unclassified" column and the role area from which the statement comes constitute the final columns of table 75.

When ranked and categorized the thirty statements concerning the role of the Division Director of Education fall into three sections. The twelve statements ranked highest, also elicited "strong agreement" from the separate groups. The next nine statements received responses in categories 1 and 2, "agreement." The nine statements in the lowest ranks show extremely little response in category 1, "strong agreement," and more frequent responses in categories 2, "agreement," and 3, "no opinion," and the "unclassified" column. (A more detailed discussion of these three sections appears in chapter V).

In order to indicate the level of communality which exists among the groups, in their responses to the questionnaire, the percentage of identically categorized responses was calculated.

Table 76 presents a matrix of the percentage values for the number of responses, out of the possible thirty relative to the questionnaire, which were categorized identically by each of the groups. When these percentages are considered, the units (professions) most closely associated with the Division Director of Education show the greatest degree of agreement. Educational administrators and education secretaries show the greatest degree of agreement with other groups. Their average agreement percentages are 69.4 and 66.1. respectively. Church administrators and teachers are second, with 62.8 percent and 61.1 percent respectively. Pastors and Division Directors of Education

TABLE 76.--Matrix of the Percentages of Commuality Exhibited Among Groups in the Categorization of Their Responses to the Thirty Statements of the Instrument

		Division Directors of Education	Pastors	Teachers	Education Secretaries	Church Administrators	Education Administrators	General Conference Administrators	All Subjects
		1	2	3	4	5	6	7	8
Division Director of Education	1	-	53.3	56.7	60.0	53.3	73.3	60.0	53.3
Pastors	2	53.3	-	66.7	73.3	63.3	63.3	40.0	66.7
Teachers	3	56.7	66.7	-	66.7	56.7	73.3	46.7	63.3
Education Secretaries	4	60.0	73.3	66.7	-	73.3	70.0	53.3	76.7
Church Administrators	5	53.3	63.3	56.7	73.3	-	73.3	56.7	83.3
Education Administrators	6	73.3	63.3	73.3	70.0	73.3	-	63.3	76.6
General Conference Administrators	7	60.0	40.0	46.7	53.3	56.7	63.3	-	56.7
All Subjects	8	53.3	66.7	63.3	76.7	83.3	76.7	56.7	-
Average Percentage Omitting Row 8.		59.4	59.9	61.1	66.1	62.8	69.4	53.3	79.5

come third, with 59.9 percent and 59.4 percent respectively. General Conference administrators are last, with 53.3 percent average communality with the other groups.

Viewed slightly differently, that is, comparing the percentage of communality exhibited by each group with the response of all the subjects, church administrators show the greatest degree of agreement, with 83.3 percent of identically classified responses to all subjects. In second place are education secretaries and education administrators, both with 76.7 percent communality with all subjects. Third are pastors and teachers, with 63.3 percent of communality, fourth, General Conference administrators, with 56.7 percent, and fifth are Division Directors of Education, with 53.3 percent communality of responses with that of all the subjects.

Table 77 presents a ranking of pairs of units according to the degree of agreement between them on the basis of the percentage of communality. The greatest congruence of view is evident among educational and church administrators and education secretaries. Pastors and teachers range in the middle, and Division Directors of Education and General Conference administrators show the least congruence of opinion.

Results and Hypotheses

Hypothesis 1

In the null form Hypothesis 1 states that there is no significant difference between the expectations of the role of the Division Director of Education as perceived by themselves and as perceived by

TABLE 77.--Ranking of Pairs of Units (Professions) According to the Degree of Agreement Between Them as Assessed by the Percentage of Community Exhibited by the Categorization of Their Responses to the Instrument

Rank	Groups	Percentage of Community
1	Church Administrators--All Subjects	83.3
2	Education Secretaries--All Subjects	76.7
2	Educational Administrators--All Subjects	76.7
4	Educational Administrators--Div. Dir. of Educ.	73.3
4	Educational Administrators--Teachers	73.3
4	Educational Administrators--Church Admin.	73.3
4	Education Secretaries--Pastors	73.3
4	Education Secretaries--Church Administrators	73.3
9	Education Secretaries--Educational Admin.	70.0
10	Teachers--Pastors	66.7
10	Teachers--Education Secretaries	66.7
10	Pastors--All Subjects	66.7
13	Church Administrators--Pastors	63.3
13	Educational Administrators--Pastors	63.3
13	Educational Admin.--General Conference Admin.	63.3
13	Teachers--All Subjects	63.3
17	Div. Dir. of Educ.--General Conference Admin.	60.0
17	Div. Dir. of Educ.--Education Secretaries	60.0
19	General Conference Admin.--All Subjects	56.7
19	General Conference Admin.--Church Admin.	56.7
19	Church Administrators--Teachers	56.7
19	Div. Dir. of Educ.--Teachers	56.7
23	Div. Dir. of Educ.--Pastors	53.3
23	Div. Dir. of Educ.--Church Administrators	53.3
23	Div. Dir. of Educ.--All Subjects	53.3
23	General Conference Admin.--Educ. Secretaries	53.3
27	General Conference Admin.--Teachers	46.7
28	General Conference Admin.--Pastors	40.0

Statistically there is a negative pattern of similarity but notable elements of agreement of view are evident which in practice constitute a working base of agreement.

each of the church groups. Specifically pastors, teachers, education secretaries, church administrators, educational administrators, General Conference church administrators, and education secretaries.

The Cattell Coefficient of Pattern Similarity generated scores based on the means, standard deviation, and slope of the pattern of response of these groups to the instrument, and at the .01 level in all cases, found significant differences ranging in value from - .29 to - .83. Thus null hypothesis 1, is rejected since significant differences between the expectations of the role of the Division Director of Education, as held by the directors themselves and by each of the other church groups, are observed.

Hypothesis 2

In the null form hypothesis 2 states that there is no significant difference in the expectations of the role of the Division Director of Education as perceived by the various groups of respondents studied. Specifically there is no significant difference in the expectations held for the role of the Division Director of Education by pastors, teachers, education secretaries, church administrators, General Conference church administrators and education secretaries.

The Cattell Coefficient of Pattern Similarity which generated coefficients of similarity between the various pairs of groups included in the study, in all cases, with the exception of the comparison of educational administrators and teachers (.10 level), revealed significant and negative differences between all of the groups at the .01 level of significance. Thus the pattern of significant

difference of expectation among the groups is so clearly apparent that the null hypothesis 2 is rejected.

Hypothesis 3

Hypothesis 3, in the null form, states that there is no significant difference in the expectations held for the role of the Division Director of Education by respondents constituting each of the various church professions (units).

The Kendall Coefficient of Concordance W tested the reliability of the responses to the instrument within each of the major groups and found this reliability to be significant. However, in all cases the coefficient of reliability was relatively low indicating great difference of expectation held for the role of the Division Director of Education, by respondents within each of the major groups. Since, for no significant differences to exist between respondents, a Kendall Coefficient of + 1.0 would be required, and since, at the .01 level of significance no group achieve a coefficient $> .39$, the third null hypothesis is rejected.

Hypothesis 4

Hypothesis 4 in null form states that there is no significant agreement among the major groups included in the study relative to certain statements of the instrument. Judged by the median and interquartile values of the responses of the seven groups to the thirty statements of the questionnaire, it is noted that the groups responded unanimously in category 1, showing "strong agreement" to nine of the statements of the instrument (table 75). The null hypothesis 4 is, therefore, rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Concern as to what should constitute the role of a Division Director of Education was not merely of passing interest to the author. Having served as teacher and mission director in the local sector (level), and then as teacher, principal, and education secretary in both the union and division sectors (levels), he had ample opportunity to view the Adventist educational work from the perspective of the administrator, the administrated, and the counselor. The frictions, frustrations, and futilities apparent in the role of the Division Director of Education were evident enough, but what were the creative, supportive, and positive aspects of the role? Were there specific educational needs that the Division Director of Education could fill, or was his a role of obsolescence? In the hope that sufficient consensus of opinion to clearly indicate areas of needed service would exist among various groups within the Seventh-day Adventist church concerning the role of the Division Director of Education, this study was begun.

The purpose of the study was first to determine the extent of divergence and congruence of the role expectations held for the position of Division Director of Education in the Seventh-day Adventist church. Second, and perhaps more important, was the attempt to

ascertain, as accurately as possible, a delineation of what should constitute the role of the Division Director of Education, as viewed by various groups of workers employed by the Adventist Church.

Population Studied

Altogether 1,354 respondents were selected for this study. The five populations consisted of 15 General Conference, 31 division, 177 union, and 461 local level respondents, as well as 173 school administrators. The random samplings consisted of 248 pastors (4.4 percent of the population), and 249 teachers (6.5 percent of the population). Of the 1,354 subjects, 495, or 36.13 percent, responded to the questionnaire.

Procedures

A printed questionnaire designed in format to be computer read and containing thirty-three statements was mailed to respondents. Accompanying each questionnaire was a personal letter, a covering letter from the General Conference department of education, instructions, and a self-addressed envelope.

The questionnaire provided a five-point scale of response, with 1 showing "strong agreement" and 5 showing "strong disagreement." Additional comments were requested and 203, or 41.01 percent, of returned questionnaires contained written comments. Statements 4 through 33, which dealt with components of the role of the Division Director of Education, were grouped under six area headings, which greatly facilitated the organization and presentation of data.

The three types of statistical procedures used measured reliability of the responses within each group, similarity of pattern among the groups, and item identification.

Conclusions

Major Findings

As presented on table 75, the composite view of all the respondents and the emphasis of individual groups clearly indicate priorities relative to the statements on the role of the Division Director of Education. The three major sections presented in table 75 are now discussed.

"Strong Agreement" Section

Christian Philosophy of Education

The statement given very definite first priority in this section deals with propagating the philosophy of Christian education at schools throughout the division (statement 29). Only General Conference administrators and Division Directors of Education did not rank this first. Written comments emphasize this need, not so much in a theoretical sense, but to be evidenced in the ability of the Division Director of Education to interpret this philosophy, making it relevant and practical to local educational systems and requirements. Also in section one are two other statements concerning spiritual leadership. These deal with relevant, spiritual Bible teaching (statement 28) and the emphasis on character building among teachers and students (statement 26). Written comments expand these ideas to include fostering ministerial training and encouraging

talented Adventist youth to join the ministry. Personal Christian witness and fostering character development in church members through the right example were also mentioned. The need for united, cooperative efforts by educators and workers of all sectors and units in the accomplishment of these aims was emphasized.

Consulting Division Administrators

Second priority went to consulting Division administrators on all significant educational matters (statement 21). One respondent said that the Division Director of Education is an educational specialist and thus an advisor. He is not to dominate church administrators, but, on the other hand, it is not wise for church administrators to disregard the assistance he can give.

Communications with General Conference Education Department

Third priority was given to maintaining communications with the General Conference education department (statement 8). Two other statements in this section relate to communication with educators (statement 5) and consulting through education secretaries on all major facets of educational planning and operation (statement 9).

Upgrading, Inservice Training Area of "Specialist and Consultant"

Fourth priority was given to encourage upgrading and inservice training for teachers of all levels (statement 19). Three other statements from this section fit here. These relate to the organization of division-level workshops (statement 18), distribution of innovative resource materials (statement 16), and consultation on

planning and problem-solving situations (statement 17). Written comments stressed repeatedly the importance of the director's serving as a specialist and a consultant.

Ensure Adventist Emphasis

Priority, equal to that of upgrading and inservice training, was given to ensuring an Adventist emphasis in schools of all academic levels (statement 32). This is the only statement from the area of supervision included in this section. Division Directors of Education and General Conference administrators, according to the rank order which they assigned to this statement, agreed with it more strongly than did the other groups.

"Moderate Agreement" Section

Supervisor and Evaluator

The area of supervision appears in three of the nine statements included in the "agree" section. First priority goes to ensuring an optimum balance in school programs (statement 31). Related statements included in this section referred to maintaining current files on educators (statement 33) and being responsible for overall supervision of Adventist schools (statement 30). Written comments stressed the need for shared responsibility in supervision. Educational boards, school administrators, and education secretaries of the various sectors all needed to cooperate in the supervision of schools.

Assisting in Assessment of Educators

Statement 22, concerning assisting union educators to assess the professional performance of educators in their sectors, included in the area of "relations with management," was of particular interest as it ranked high in this section. Also worthy of note was the fact that church administrators ranked this statement relatively highly. Thus it is evident that they do not view the close association of a Division sector specialist with their workers as presenting a problem, but rather as providing a service.

Coordination Through Upholding Standards

Upholding standards (statement 10) was ranked lower by educational and General Conference administrators than other groups. This is probably not because they were less agreeable to the upholding of standards but questioned whether the Division Director of Education was the person to decide upon and to implement strong action in this regard.

Initiating Master Plans

Initiation of master plans by the Division Director of Education (statement 20) was ranked in this position very consistently by the units of respondents. Written comments emphasized that the Division Director of Education should strongly support planning, but that the initiation of plans should normally occur at the union and local sectors.

Director of Personnel

Two statements concerning the directing of personnel come into this section. One concerned the assessment of the professional suitability of educational personnel considered for inter-division transfers (statement 15), and this was ranked higher by Division Directors of Education and General Conference administrators than by other groups. The other, on advising in the selection and appointment of union education secretaries (statement 12), was ranked very highly by Division Directors of Education (second rank) and General Conference administrators (fourth rank). Education secretaries favored the statement, but teachers and pastors were the least favorable toward this statement.

Communication with Church Members

Communication with church members through sermons, campmeetings, and other church gatherings (statement 4) was the last statement to come into this section of "agreement." Written comments showed two directions, one in which much contact of this kind was desired, and the other which recognized the limitations the Division Director of Education, as a mortal human being, would have in meeting such expectations.

"Least Agreement" Section

The last nine statements, as revealed by their rank and the response of group values, received decidedly less "strong agreement" by respondents than those of the first two sections. Considerable variability in the patterns of response made to them is also noted.

Relations with Management

Promotions based on the assessed performance of educational workers (statement 23) was not objected to by the teachers, education secretaries, or General Conference administrators. However, pastors, who are not personally affected, considered this principle unsuitable. And apparently Division Directors of Education did not want to bear the responsibility for making an assessment which might so crucially affect the future of fellow workers. Other related statements in this section included insistence that church administrators adopt specific measures to meet educational needs (statement 25). Local and union sector education secretaries agreed to this, while church administrators from these sectors and Division Directors of Education ranked it very low (29 and 28). In summary, the large number of written comments on this statement stressed that mutual trust and respect and close cooperation between Division Directors of Education and church administrators, and not insistence, was the right approach. The question of the practicality of one man placing his opinion in opposition to that of a committee was discussed. Statement 24 concerning whether the Division Director of Education should have executive authority in professional matters was ranked last. Additional comments stressed the need for committees to have executive authority in all matters. The dislike of dominance and the need for a balance between centralized and shared authority was expressed. There was an expressed desire for a united educational program and for sound overall planning, but the majority of respondents do not wish to see dominant leadership by the Division Director of Education.

Director of Personnel

There were three statements from the area of director of personnel included in this section. Directing the professional activities of union and local education secretaries (statement 11) was agreeable only to pastors. Advising on the selection and appointment of educational administrators (statement 13) was agreeable only to Division Directors of Education. No groups appeared to strongly favor involvement of the Division Director of Education in the professional assessment of educational workers considered for inter-union transfers (statement 14).

Evangelistic Outreach

The concept that the Division Director should personally conduct evangelistic outreach each year clearly ranks in this low agreement area as assessed by all the groups except pastors, who ranked it in eighth place. Written comments offered diverse opinions but did not, as a whole, suggest that this statement be ranked any higher than it is.

Needs Assessment

The item least desired by respondents was having needs assessments conducted on their schools and workers by the Division Director of Education (statements 6 and 7). Respondents suggested that he should visit as many schools as possible and support the programs, but preferably with money rather than advice. They thought that he should be their guardian and supporter, but not their assessor.

Hypotheses

Since the four null hypotheses were rejected, significant responses in each of the four areas covered by these hypotheses may be expected.

Hypothesis 1

Positively stated, the prediction of hypothesis 1 is that significant agreement will exist between the expectations of the role of the Division Director of Education as perceived by themselves, and each of the other church groups. The Cattell Coefficient of Pattern Similarity indicates a negative pattern among the groups, with the larger coefficients appearing in comparisons involving Division Directors of Education and General Conference respondents. In a comparison of the scores of two groups, a coefficient $\geq .71$ in either a positive or negative direction, indicates a communality of response equal to or greater than fifty percent. The coefficients presented in table 17 (page 74), as generated by the Cattell Coefficient of Pattern Similarity analysis, indicate that Division Directors of Education responded differently from pastors and church administrators at all levels to more than fifty percent of the statements of the instrument. Smaller negative coefficients were observed when the responses of directors were compared with those of other educators.

Table 76, indicates the congruence of opinion by comparing the percentage of group response which are categorized identically. These percentages corroborate the pattern indicated by the Cattell Coefficient of Pattern Similarity profile. The percentages are based on median and interquartile deviation values, which as already explained,

constitute a different measure from the tridimensional basis of the Cattell Profile. Precisely similar values and patterns would, therefore, not be expected. Two examples will suffice. Division Directors of Education evidently respond differently from pastors and church administrators on roughly half the statements of the instrument (table 17), and agree with them on about half the items (table 76). Division Directors of Education and educational administrators respond differently to about a third of the statements (table 17), and show similar responses to about seventy percent (table 76).

In the comparison of the expectations held for the role of the Division Director of Education by the directors themselves and by the respondents of other groups, there appears to be harmony within diversity.

Hypothesis 2

Hypothesis 2 states that significant agreement will exist among the major groups concerning their perception of the role of the Division Director of Education. Based on the communality of responses evident by the seven groups included in the study (see tables 76 and 77), educational administrators and education secretaries show the greatest degree of agreement with other groups. Their average agreement percentages are 69.4 and 66.1 respectively. Church administrators and teachers are second with 62.8 percent and 61.1 percent respectively. Pastors and Division Directors of Education come third with 59.9 percent and 59.4 percent respectively. General Conference administrators are last with 53.3 percent average communality with the other groups.

Viewed slightly differently, by comparing the percentage of communality exhibited by each group with the response of all the subjects, church administrators show the greatest degree of agreement with 83.3 percent of identically classified responses to all subjects. In second place education secretaries and education administrators both have 76.7 percent communality with all subjects. Third are pastors and teachers with 63.3 percent of communality, fourth, General Conference administrators with 56.7 percent, and fifth are Division Directors of Education with 53.3 percent communality of responses with that of all the subjects. Clearly the groups of respondents, excluding Division Directors of Education and General Conference respondents, show a predominant pattern of agreement in their expectations concerning the role of the Division Director of Education.

Hypothesis 3

According to the Kendall Coefficient of Concordance W , the consistency of response within each profession or unit was statistically significant, though not high. Considerable diversity of opinion within the groups was thus indicated. The Kendall coefficients suggest that of the professional groups of respondents in this study, the General Conference administrators had the greatest degree of agreement of opinion amongst themselves. Division Directors of Education were second, church administrators third, education secretaries and teachers tied in fourth place, educational administrators were fifth, and pastors last (see table 10).

The size and composition of the groups concerned must be taken into account when considering these scores. Also the concept that

testing reliability means ascertaining the consistency of the responses from a group, and does not signify whether their responses are sound or not for groups can be consistently wrong.

Hypothesis 4

Hypothesis 4 states that there is significant agreement among all the major groups of respondents concerning certain statements of the role of the Division Director of Education as presented in the instrument.

There are nine of the thirty statements concerning the role of the Division Director of Education to which each of the seven major groups responded with "strong agreement" (category 1). There are a further three statements to which six of the seven groups responded in category 1, showing "strong agreement," and one group responded in category 2, showing "agreement." There were seven other statements to which all the groups responded in categories 1 or 2, showing "agreement." Thus in response to nineteen of the thirty statements unanimous agreement was shown by all the groups.

Since in response to nine statements complete unanimity among all the groups existed, and since in response to a further ten statements all the groups agreed that these statements should be part of the role of the Division Director of Education even though the degree of agreement varied somewhat, it appears that there was very significant agreement among the groups concerning almost two thirds of the statements of the instrument.

Written Comments

The summary of comments is placed in appendix 4. The tasks emphasized were that the Division Director of Education should be more involved in: (1) financial educational matters, (2) training programs for nationals, (3) quality control of new facilities, (4) development of extra-curricular religious instruction, (5) and assessment of the value of graduates to their communities.

Recommendations

The following recommendations are based on the ranking of the statements of the role of the Division Director of Education as perceived by all the respondents of the study. The group emphasis evidenced by the categorization of the responses of major church groups to these same statements is also considered. Furthermore, in some instances the impact of the written comments is evident. The recommendations are as follows:

1. The Division Director of Education should propagate the philosophy of Christian education at schools throughout the division.
2. The Division Director of Education should consult and advise the division church administrators on all educational matters.
3. The Division Director of Education should ensure that relevant, Bible teaching is conducted at all academic levels within the Adventist schools. He should also devise means for adequate Bible instruction on a non-school basis where this service is needed.
4. The Division Director of Education should maintain active communication with the General Conference department of education.

5. The Division Director of Education should encourage upgrading and inservice training programs in all sectors (levels) within the division. He should also encourage the development of advanced training programs and the provisions of scholarships, bur-saries, and fellowships to assist in making these programs as widely available as possible.

6. The Division Director of Education should ensure an Ad-ventist emphasis in the curriculum of schools at all academic levels within the division.

7. The Division Director of Education should organize division-level workshops, conferences, institutes, and extension schools to provide inservice education for the greatest possible number of personnel.

8. The Division Director of Education should encourage the development of resource centers with a view to provide innovative and useful educational materials adapted to the particular needs of the areas within the division.

9. The Division Director of Education should consider the fostering of character development among teachers and students as his major concern. (This concern will also be felt by his associates and should reach out to church members as well).

10. The Division Director of Education, through his associate educational secretaries, should consult on all major facets of educa-tional planning and operation in union and local sectors.

11. The Division Director of Education should communicate with all educators within the division through education publications, letters, and other available means.

12. The Division Director of Education should act as consultant in educational planning and problem-solving situations. This should help to prevent crises.

13. The Division Director of Education should ensure an optimum balance among work, study, worship, and recreation in all division schools.

14. The Division Director of Education should assist union educational secretaries in assessing the professional performance of educators.

15. The Division Director of Education should undertake to uphold professional and religious standards as set by the church, even to the extent of closing a school, which, after warning, refuses to comply. (This is not to sanction unilateral action by the director, but rather to stress that while working closely with the managements and committees concerned, he still would not gloss over low standards in order to retain in denominational records the name rather than the substance of Adventist education.)

16. The Division Director of Education should ensure that current files are maintained of the demographic and professional status of all educational personnel.

17. The Division Director of Education should see that master plans of development are kept current for all union and division educational institutions.

18. The Division Director of Education should be responsible to ensure that adequate supervision of Adventist schools throughout the division is maintained.

19. The Division Director of Education should be responsible for the professional aspects of negotiations for all inter-division transfers of educational personnel and for advising the employing boards of suitable candidates for the proposed positions.

20. The Division Director of Education should communicate with church members about Christian education at various church gatherings and through sermons.

21. The Division Director of Education should advise on the selection and appointment of all union educational secretaries.

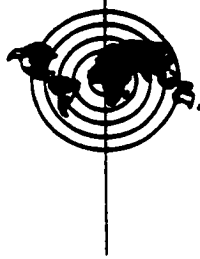
There appears to be a dichotomy between the "strong agreement" concerning aspects of the role of the Division Director of Education, such as assuring quality Bible teaching, ensuring an Adventist emphasis in the curriculum of schools, and maintaining a balance in school programs, and the lower degree of agreement awarded by respondents for his responsibility for the supervision of schools. It appears that supervisory powers would be essential if the "strong agreement" aspects of his role are to be accomplished. This apparent dichotomy may not exist. Further study concerning the supervisory role of the Division Director of Education is recommended.

It is apparent from the responses to the instrument and the additional comments that the union education secretary holds a pivotal role in the educational work of the church. His role,

particularly as it relates to church management and the department of education, appears to be a fruitful area for further research.

Since respondents indicate that high religious, professional, and academic standards should be maintained in Adventist schools, a profitable study might be conducted with a view to developing a system of quality control suitable to the educational activities of the Seventh-day Adventist Church.

APPENDIX 1



General Conference of

Seventh-day Adventists

CHURCH WORLD HEADQUARTERS: 6840 EASTERN AVENUE, NW, WASHINGTON, D.C. 20012
TELEPHONE: (202) 723-0800 • CABLE: ADVENTIST, WASHINGTON • TELEX: 88488

January 9, 1975

To Whom It May Concern

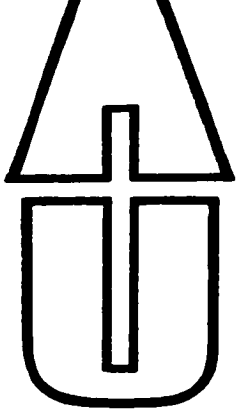
Elder T. V. Gorle, of the Trans-Africa Division, is at the present time working toward his Doctorate at Andrews University. He is proposing to make a study on "The Role of Division Directors of Education in the Seventh-day Adventist Church". He has consulted with the Department of Education on this, and we feel that this study may make a positive contribution towards strengthening the work of this department in the world field. Anything that you may do to cooperate with Brother Gorle in obtaining this information will be greatly appreciated.

Sincerely yours,

A handwritten signature in cursive script that reads "Walton J. Brown".

WALTON J. BROWN
Acting Director
Department of Education

WJB/j



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

January 5, 1976


You and I belong to, potentially, the greatest growth organization on our globe. The magnitude of that potential is known only to God. Increasingly, our Seventh-day Adventist church operation is coming up for review by conscientious and concerned members. Andrews University, particularly in its graduate school, is research oriented. It thus affords scope for thorough investigation.

I seek and greatly value your personal opinion. You have been selected, either because of the church position of leadership which you hold, or through a scientifically planned random selection in the case of teachers and pastors. This questionnaire is covering nine world divisions as well as General Conference personnel.

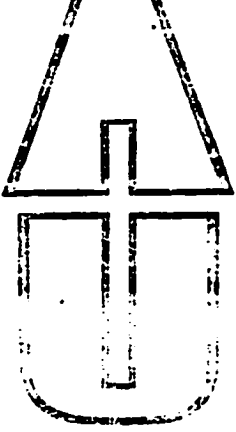
This study deals with the work of the Division Director of Education. Does his present role suit the current situation? Are there areas of activity which he should enter? Are there segments of his work that are now obsolete? As Division Director of Education for Trans-Africa, I am preparing this study for my doctoral dissertation. Beyond this, I am eager to serve my division in the most relevant and suitable manner. Your input will not only aid this study, but is very likely to have real bearing on future trends in Adventist educational administration. Your views are important and your opinion urgently needed. Please don't lay this paper aside, but take just ten minutes to complete the one page questionnaire. You don't need to write anything, not even your name. Please read and follow the instructions given on the questionnaire. So brief a questionnaire cannot be comprehensive, and if you have comments or suggestions, please write them on the back of the questionnaire, or on a separate sheet which you should enclose with it, in the self-addressed envelope provided.

I enclose a letter from Dr. Brown, head of the education department of the General Conference, to assure you of the denominational support of this study. Andrews University department of education is also keenly interested in the results of this study. Over 1,500 respondents including workers from the General Conference to local pastors and teachers are included in this study and its success depends on each of you. I appreciate your help greatly.

Yours sincerely,


T.V. Forle, Doctoral Candidate


Dr. Bernard M. Lall, Chairman, Doctoral Committee and
Professor of Educational Administration



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

A single page questionnaire concerning the Role of a Division Director of Education, with covering letter and instructions, was mailed to you in January. I am eager to receive your response, which according to my records, has not arrived. Postal inefficiency or some other restraint may have interrupted communication. Therefore, I am sending another set of materials to you, in the hope that you will mark the questionnaire and return it to me as soon as possible.

Your assistance is greatly valued and appreciated,

Yours sincerely,

T. V. Gorle, Doctoral Candidate

Dr. Bernard M. Lall, Chairman,
Doctoral Committee and
Professor of Educational Administration

APPENDIX 2

THE ROLE EXPECTATIONS FOR THE DIVISION DIRECTOR OF EDUCATION
OF SEVENTH-DAY ADVENTISTS, AS PERCEIVED BY SEVEN
STATUS GROUPS WITHIN THE CHURCH

Introduction to the Questionnaire

This study, as the title indicates, deals with the role of the division education secretary, now officially known as the division director of education. Is more direction, as apparently indicated by the new title, needed in the church educational system? If so, how is this guidance, and direction to be given? Our fast moving world, almost hourly effects the professional roles of countless educational specialists. Since the influence of the division director of education is so far reaching, and conditions are so rapidly changing, it appears that a study into his role, which may help to define his duties more accurately, is both important and timely.

Your perception of his role is important. By "role" we mean what you consider the director "ought" to do. Nine divisions and seven groups of church workers are included in this study in order to give it the broadest and most practical base possible.

Since this questionnaire is to be computer scanned, it is important that you place a heavy PENCIL line in the block corresponding to your choice (you may erase a mistake, for the scanner will not pick up light smudges on the paper). In SECTION I, which calls for Demographic information, you are asked to kindly mark the block which best suits your situation. SECTION II, which deals with the role of the division director of education, seeks your perception of this role. This is indicated by the number you choose from the five possible points on the scale from (1) Strong agreement; to (5) Strong disagreement. If your response to a question is neither of these extremes, you will need to select one of the other intervening numbers which most nearly reflects your response.

EXAMPLE:

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| | Strongly
Agree | | Strongly
Disagree |
| 1. The division director of education should have at least | | | |
| a doctorate in Educational Administration, or in General | 1 | 2 | 3 |
| Education | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | 4 | 5 | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(If you agree with this idea, but do not strongly agree with it, you would mark the 2 on the scale between (1) Strong agreement and (5) Strong disagreement). Having seen this example, please turn over leaf and complete the Questionnaire.

YOUR COMMENTS?

This short questionnaire can not possibly cover all aspects of the role of the Division Director of Education. If you would like to enlarge or comment upon the questionnaire, indicate the priority of the major areas of the role, or mention other elements you consider essential to this role, we would be delighted to receive such comments in the space here provided.

Thank you most sincerely for completing and returning this questionnaire to me.

COMMENTS

APPENDIX 3

PILOT STUDY

During the summer session of 1975, the accompanying questionnaire and covering letter were given to twenty-two respondents, all of whom have served or are originally from territories to be included in the proposed study. The responses were tabulated. The data from three groups was fed into the computer, using the Cattells Pattern Similarity Index, a profile programmed at Andrews University by Dr. Cruise.

A copy of the computer print out and charts and tables growing out of it are included also. The distribution of the questionnaire in the pilot study was as follows:

- General Conference Level: 1 - Previous G.C. Educational Secretary
1 - Professor in a G.C. Institution
- Division level: 2 - Division Educational Secretaries
2 - Teachers from Division schools
- Union level: 1 - President
1 - Educational Secretary
1 - Accountant
2 - Principals of Union schools
2 - Teachers from Union schools
- Local Conference or Field: 1 - President
1 - Treasurer
1 - Principal
1 - Educational Secretary
2 - Teachers
3 - Pastors

B - 44 Beechwood Court,
July 28, 1975.

Dear Colleague at Andrews University,

I have developed a short questionnaire dealing with the "Role of a Division Director of Education." —I am eager to perfect this questionnaire, and also to make a trial run of Cattell's Profile Analysis.

If you would be so kind as to give fifteen minutes of your crowded day in filling out this questionnaire, I would be most appreciative. If you have comments or suggestions as to important areas omitted or awkwardly expressed questions, or matters that are not clear to you, please write these in the open space on the questionnaire, or talk to me about them.

I do not want the questionnaire to be longer than one page that can be computer scanned, when it is finally drawn up, nor do I want it to appear too formidable. In its final form, this questionnaire will probably go to over 1,500 workers ranging from the General Conference to the local church level and covering nine world divisions.

Notice that by "role" I mean what you consider the Division Director of Education should or sought ideally to do. Your views will naturally reflect your previous experience, and are very important and significant.

Thank you again sincerely for your generous kindness to me,

Your fellow sojourner,

T.V.Gorle

Role of the Division Director of Education Questionnaire

Dear Colleague:

You, with a select group of Adventist workers from the General Conference and the world Divisions are invited to respond to this brief questionnaire. The findings of this research will have long range effects on the Seventh-day Adventist Educational System. Your views are significant no matter in what line of church work you are presently engaged.

In this study we mean by "role" what YOU consider the Division Director of Education (the new title for the Division Education Secretary), AUGHT to do. We are interested in YOUR perception of his role.

This questionnaire will be computer scanned. It is important that you place a heavy PENCIL line in the block corresponding to your choice. (You may erase a mistake for the scanner will not pick up light smudges on the paper.)

Example: The Division Director of Education should have at least a Doctorate in Educational Administration, or in General Education.

Strongly disagree	(1)	If you strongly disagree with this					
Disagree	(2)	statement you would put a firm mark					
No Opinion	(3)	with a soft pencil in block number	1	2	3	4	5
Agree	(4)	one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Agree	(5)						

Now that you have seen this example, kindly turn over the page and complete the following questions in the same manner.

Timothy V. Gorle
B-44 Beechwood Crt
Berrien Springs
Michigan 49103
USA

PROFILE CRUISE
PLEASE ENTER, PLACING A COMMA BETWEEN EACH,
THE NUMBER OF VARIABLES, THE NUMBER OF GROUPS,
AND A NUMBER FOR EACH GROUP INDICATING THE NUMBER
OF SUBJECTS IN EACH GROUP (IN THE SAME ORDER
AS THE DATA WILL BE ENTERED).

31,3,2,4,3
CATTLE PATTERN SIMILARITY INDEX (SP)

PLEASE ENTER THE NAME OF EACH GROUP IN THE
ORDER THAT THE DATA IS ENTERED (RETURN AFTER
EACH ENTRY).

GROUP (N) IDENTIFICATION
GENERAL CONFERENCE
1 2 GENERAL CONFERENCE

DIVISION
2 4 DIVISION
LOCAL CHURCH ADMINISTRATORS
3 3 LOCAL CHURCH ADMINISTRATORS

PLEASE ENTER THE DATA, PLACING A COMMA
BETWEEN EACH, IN THIS ORDER:
FIRST VARIABLE OF SUBJECT ONE GROUP ONE,
CONTINUE FOR N VARIABLES, (RETURN)
THEN VARIABLE ONE SUBJECT TWO... ETC.

(CONTINUE FOR ALL SUBJECTS IN ALL GROUPS)
74,5,3,5,5,3,5,5,1,5,4,5,5,1,5,4,1,1,4,5,5,4,5,5,5,5,5,5,2,5,1,
71,5,5,5,2,3,5,4,5,3,3,5,2,4,5,5,5,5,5,5,5,4,5,5,5,5,5,5,3,5,3,
74,4,4,5,5,5,4,5,5,5,2,4,5,1,5,5,5,5,5,5,3,2,5,5,5,5,5,5,5,5,
72,2,1,5,3,3,2,1,3,1,4,2,1,1,3,2,2,2,2,1,3,5,2,2,2,2,2,1,2,2,4,
74,5,3,4,4,3,4,3,5,4,3,5,5,4,5,4,4,2,4,4,2,5,5,5,5,4,4,4,2,4,
74,5,5,5,5,5,5,5,4,5,5,5,5,5,5,4,4,5,5,5,3,5,5,5,5,5,5,5,2,4,
73,5,3,4,3,5,4,1,3,4,2,4,2,2,4,5,4,4,4,4,2,5,5,2,4,5,4,4,4,2,
74,5,5,3,5,5,5,3,5,2,1,5,5,1,5,5,5,5,5,5,5,2,5,5,2,5,5,5,2,5,5,
72,4,4,4,4,5,3,5,4,5,3,5,2,5,5,3,5,5,5,5,4,4,5,4,5,4,5,5,5,5,3,4.

GROUP RAW SCORE MEANS OF PROFILE ELEMENTS

Table with 15 columns (1-15) and 3 rows (1, 2, 3) showing raw scores for each group. Includes a 'COL.' row for column means.

GROUP STAND. DEV. OF PROFILE ELEMENTS

Table with 15 columns (1-15) and 3 rows (1, 2, 3) showing standard deviations for each group. Includes a 'COL.' row for column means.

GROUP MEANS OF PROFILE ELEMENTS (Z-SCORE)

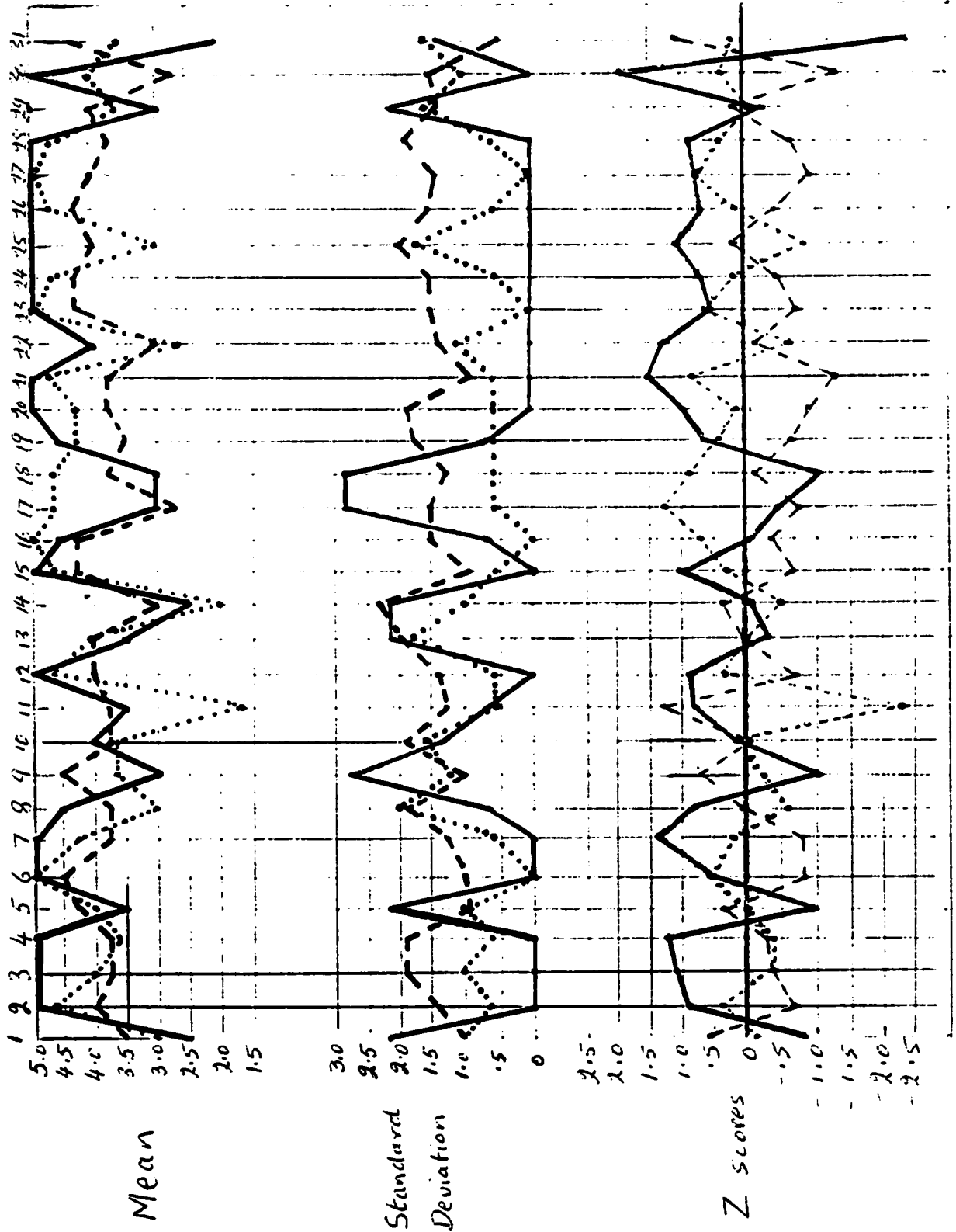
Table with 15 columns (1-15) and 3 rows (1, 2, 3) showing z-scores for each group. Includes a 'S.D.' row for column means.

INDEXES OF PATTERN SIMILARITY
GROUPS CORRELATION COEFFICIENTS

Table with 3 rows (1, 2, 3) and 2 columns (CORRELATION COEFFICIENTS, P) showing similarity indices.

PLEASE ENTER, PLACING A COMMA BETWEEN EACH.

Questionnaire Graph



APPENDIX 4

Written Comments on Role Areas

First Priority--Educational Specialist and Consultant

First priority in the area of "educational specialist and consultant" is clearly placed on optimizing the development, performance, and fulfillment of educational personnel. The written comments on statements 18 and 19 appear to place greater emphasis on union and local sector upgrading and inservice programs supported by the Division Director of Education than on division-level institutes, workshops, and extension schools. This priority is expressed by ideas such as expecting the Division Director of Education to be field oriented, expecting him to train his associate education secretaries to be proficient in the classroom, and expecting him to be able to adapt Adventist philosophy and practice to local conditions. Inservice training, extension schools, workshops, and advanced training for teachers were all desired.

The second priority concerned teaching materials, planning, facilitating. Producing and distributing resource materials and assisting in their proper use, and consulting and planning were mentioned (statements 16 and 17). These activities depend greatly on the ability of the Division Director of Education. The written comments strongly stressed that he must have the right philosophy, that he must be able to deal properly with government in gaining recognition for schools, that he must foresee troubles, understand legal implications, and be practical and well balanced in judgment. He should not initiate planning which can be done in

other sectors, but must be supportive of sound planning and help provide the means of implementing these plans (statement 20).

Second Priority--Spiritual Leadership

Of the three statements (26, 28, and 29) given unanimous group responses of "strong agreement," the largest number of written comments referred to statement 29 concerning the propagating of Christian philosophy of education. The high priority placed on this statement will be noticed when the overall response to the individual statements of the instrument is discussed. The written comments stressed the unique Adventist philosophy and the need to assist teachers trained in non-Adventist institutions to absorb this philosophy. The idea was propounded of sharing that philosophy with other educators in the most agreeable, winsome way possible. It was expected that statement 28, on ensuring that relevant, spiritual Bible teaching be conducted at all academic levels, would be "strongly agreed" with by Adventist church members. The comment that local people have much to do with the quality of Bible teaching, emphasizes that a vital cooperation by all units and sectors of workers is necessary for the accomplishment of this aim. The discussions on the development of character (statement 26) emphasizes example and united interest and effort, not only on behalf of educators, but for all church members.

Statement 27, on personally conducting evangelistic outreach, showed wide variation of view. From those who thought the Division Director of Education should be dedicated enough to join in

evangelistic outreach, to those who considered he was too dedicated an educator to take time off for public evangelism. The priorities in this area appear to be that statement 29 on propagating Adventist philosophy is first, followed by sound Bible teaching (28) and character development (26).

Third Priority--Supervisor and Evaluator

Just as Adventist philosophy was emphasized as being supremely important in the section of "religious leader," so Adventist emphasis in the curriculum of Adventist schools at all levels (statement 32), is clearly viewed by respondents as the most important section in this area of "supervisor and evaluator." This matter was so clear that evidently no written comment was necessary.

The responsibility for the supervision of Adventist schools throughout the division was "strongly agreed" with by all groups except church administrators in the various sectors of the divisions who "agreed," and the General Conference administrators whose response was "unclassified." Some church administrators did not like the idea that Division Directors of Education should be supervisors. The written comments stressed the need for supervision of the schools and that while the Division Director was ultimately responsible for this supervision, principals, boards of education, education secretaries of the various sectors must share in, and assume responsibility for much of the detailed supervision of the church educational program. The volume of comment may have been generated by the incomplete nature of the statement or may indicate great interest in

this area. The task of assuring the optimum balance in school programs was agreed with as being part of the role of the Division Director of Education. The maintaining of files on educational personnel at the division office statement 31, was less strongly agreed with.

Ensuring an Adventist emphasis in the curriculum is clearly first priority, the responsibility for supervising Adventist schools is second, followed by ensuring a proper balance in the school programs, and finally the maintaining of current files.

Fourth Priority--Communicator and Coordinator

Maintaining active communications with the General Conference education department and consulting through associate education secretaries were first priorities in this area. Written comments suggested that directors communicate through various means with a much wider range of Adventist educators, including those in training and those in government employ. High standards were desired in the schools but without closing schools. Sound assessment was needed but this was considered to be a shared responsibility in which the Division Director of Education could play a part, but for which he probably would not be responsible.

Fifth Priority--Relations with Management

The priorities within the area of "relations with management" clearly award consulting Division administrators (statement 21) first place. Written comments support group responses in this. Assisting union education secretaries in assessing the professional

performance of educators ranks next. Written comment stressed repeatedly that the Division Director of Education should assist, aid, and support union programs but not meddle in them. The various statements dealing with directors insisting that church administrators do certain things, or that directors have executive authority in professional matters, caused much comment. To sum up this comment, the Division Director of Education is an advisor who should not exert pressure or direct but through good relations and cooperation, foster union educational programs.

Sixth Priority--Director of Personnel

Dominance by the Division Director of Education in the selection of educational personnel was generally unacceptable, particularly in the union or local sectors. The director was to support, train, and facilitate the work of educators. The director should support, not select educational personnel.

Special Emphasis in Written Comments

Apart from the realistic comment that a Division Director of Education attempting to cover the areas presented in the instrument would have to be ten men with cast iron constitutions, or perhaps a superman, several additional tasks not covered in the questionnaire were mentioned. Only those comments of general application are presented. These tasks are grouped under topical headings.

Fiscal Matters

Division Directors of Education should attend to financial matters. Teachers' salaries need to be studied. Means of generating

greater funds for schools need to be sought. The assessment of the capability of communities to finance schools, the need to increase student bursaries, and improve training facilities for teachers, the involvement in the planning particularly in the opening of new schools, were considered to be aspects of the Director's role.

Training of Nationals

An increasing need to train national workers, particularly educational administrators, was stressed.

Quality Control of New Facilities

The need was expressed for the Division Director of Education to control the quality of new school buildings being erected. The point was made that while local people should be encouraged in plans for growth, guidance and strong direction were needed so that, in their eagerness and lack of specialized knowledge concerning modern trends, they not waste time and money in building useless facilities.

Non-School Religious Instruction

Where Adventist schools cannot be operated, because of lack of funds or government enactment, it was suggested the Division Director of Education should work with pastors and parents in building an organized system of religious training for students outside the school system.

Assess the Value to the Community of Graduates

It was proposed that the Division Director of Education should study the impact of the graduates of Seventh-day Adventist schools

upon their own communities. The products of our schools should be service-oriented.

Maintaining Influence

One respondent commented that he considered this study was worthwhile because, he had not felt any influence from the Division Director of Education, for many years.

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Professional Experience:

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1967 - 1969 Education Secretary, East African Union,
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