To the Graduate Council:

I am submitting herewith a dissertation written by Willie Leon Bell, Jr., entitled "The Role of the Secondary Area Vocational Center Director in the State of South Carolina." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

George W. Wiegers, Jr., Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

THE ROLE OF THE SECONDARY AREA VOCATIONAL CENTER DIRECTOR IN THE STATE OF SOUTH CAROLINA

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee

Willie Leon Bell, Jr.

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ABSTRACT

The purpose of the study was to determine the existing and desirable qualifications of and for area vocational center directors, the actual and ideal center director roles, and whether significant differences existed in the perceptions of superintendents, principals and state vocational administrators as compared to the perceptions of center directors pertaining to the duties and responsibilities of center directors. The 59 tasks utilized in the study were presumed to constitute the role of an area vocational center director.

A jury of specialists was utilized to revise, classify, and evaluate a list of 156 tasks compiled from a review of related literature. These tasks pertained to the duties and responsibilities of vocational administrators. Evaluation by the jury reduced the 156 tasks to 110. Tasks were then placed into one of the following sections: administrative and supervisory, curriculum and instructional, school and community relations, professional activities, or research. A pilot test committee, composed of five vocational instructors and two vocational guidance counselors employed in area vocational centers, were asked to respond to each task on the proposed instrument and to compile a list of recommendations pertaining to the final survey form. Factors considered by the committee were clarity and similarities of the tasks, the time required to complete the pilot test form, and the format of the survey form. The pilot test committee

recommended that the 110 tasks be combined and revised in order to reduce the number of tasks to 59 for the final survey form.

The population was composed of 42 secondary area vocational center directors, 40 state vocational staff members, 94 high school principals, and 57 district superintendents in South Carolina. All of these individuals were associated either directly or indirectly with area vocational centers and were presumed to be knowledgeable of the center director's role. A survey form was mailed to individuals in the population. They were asked to indicate what they considered to be desirable minimum qualifications for center directors in the areas of educational level, years secondary teaching experience, and type of certification. The respondents were asked to respond to each of the 59 tasks in two ways. The first response was the respondent's perception of how much importance center directors actually placed on each task. The second one was their perception of the importance that ideally should be placed on each task by the center directors.

Data on the existing qualifications of the 42 center directors were obtained from the South Carolina State Department of Education, Division of Teacher Certification. Seven and one-tenth percent had less than a bachelor's degree, 19 percent had bachelor's degrees, 64.3 percent had master's degrees, 7.1 percent had master's degrees plus 30 semester hours, and 2.4 percent had a doctorate. One director had fewer than three years teaching experience, one had between four and six years, and 40, or 95.2 percent, had seven or more years.

Sixty-one and nine-tenths percent were certified in vocational education, 14.3 percent were certified as superintendents, 2.4 percent as secondary supervisors, and 40.5 percent as secondary principals.

Respondents indicated the following as minimum desirable qualifications for center directors. Eight and six-tenths percent considered a master's degree plus 30 hours or a doctorate to be desirable. Eighty-two and three-tenths percent indicated the master's degree, and 9.1 percent indicated a bachelor's or less. Eighteen and seven-tenths percent felt zero to three years to be the desirable minimum teaching experience. Fifty-seven and one-tenth percent indicated four to six years and 24.2 percent indicated seven or more years. In regard to the type of certification desirable for center directors, 22.7 percent indicated secondary with one or more vocational endorsements, 59.1 percent said principal or supervisor with a vocational endorsement, 5.6 percent said superintendent with a vocational endorsement, and 12.6 percent said principal, supervisor, superintendent or other category.

The chi square test indicated that there were significant differences in the perceptions of the two groups of respondents. Eighteen and six-tenths percent of the tasks in the actual category and 55.9 percent in the ideal category were found to be significant at the .10 level.

Tasks were rank-ordered in each section. Mean values of the tasks by sections were higher in the ideal category than in the actual category.

Eight conclusions were presented. Four of them are:

1. Data on existing and desirable qualifications for center directors has import for establishing certification criteria.

2. The higher percentage of significant items in the ideal category appears to indicate a need for inservice programs to inform educators of the appropriate role for area center directors.

3. The data appeared to indicate that center directors should be more cognizant of the perceptions of superintendents, principals, and state vocational administrators.

4. Center directors should place more importance on school and community relations.

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CHAPTER I

THE PROBLEM OF THE STUDY

I. INTRODUCTION

The provisions of the Vocational Education Act of 1963, that allocated funds for construction of secondary area vocational centers, enabled local school districts in South Carolina to initiate the development of a relatively new and different type of delivery system for secondary vocational education in the state. Prior to 1963 vocational education programs in South Carolina were primarily located within the confines of regular high schools. Some of the high schools were large enough and had sufficient curriculum offerings to be classified as comprehensive, but many of them were small and their vocational programs were limited to agriculture, home economics, and typing. Generally the existing physical facilities and limited school district budgets of the early 1960's prevented local school administrators from expanding existing vocational courses or adding new vocational programs that could assist in equipping young men and women with job entry skills for gainful employment.

There were numerous high schools in South Carolina during the mid sixties too small to provide a diversified and comprehensive program for their students. During the 1963-64 school year South Carolina had 338 high schools that had fewer than 900 pupils enrolled in grades seven through twelve (3). These schools constituted 79 percent of the total high schools.

Construction of an area vocational center within commuting distance of one or more high schools, especially the smaller high schools, provided a greater variety of vocational training opportunities for many high school students in South Carolina. In many instances, this meant that a truly comprehensive curriculum would be available to students for the first time. By using the area vocational center concept, several schools would have access to program offerings that required expensive laboratories which could not be feasibly duplicated in every high school. Also, many high schools lacked sufficient enrollments to support a variety of vocational courses. By combining resources, both human and capital, a school district was more able to meet the vocational needs of students and the manpower training requirements of a community. In regard to serving the needs of youth and adults, Evans (11:vi) indicated that "Vocational education has no other reason for existing."

II. THE PROBLEM

Statement of the Problem

Construction and operation of area vocational centers presented an enormous challenge to vocational educators in South Carolina. The assumption that area centers function most effectively when educational administrators possess similar expectations for center directors provided the basis for this investigation. The primary purpose of the study was to determine the existing and desirable qualifications of and for area center directors. Another purpose was to determine

the actual and ideal director roles and whether significant differences existed in the perceptions of superintendents, principals, state vocational administrators, and center directors as to the tasks that were presumed to constitute the role of an area center director.

Analysis of the Problem

Specific factors related to the problem were stated as questions. They are as follows:

1. What are the actual or existing qualifications of area vocational center directors in terms of educational level, teaching experience, vocational certification and certification in educational administration?

2. What are the desirable qualifications for an area vocational center director in terms of educational level, secondary teaching experience, vocational certification, and certification in administration as perceived by superintendents, principals, center directors, and state vocational administrators?

3. Do different groups of educational administrators, associated with area centers, possess significantly different role expectations for area center directors?

4. What is the actual role of center directors as perceived by individuals in the sample, and what do they perceive to be the ideal role for center directors?

Hypotheses

Two hypotheses were developed for each of the five sections of tasks. They are as follows:

Hypothesis one. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual administrative and supervisory role of the center director.

Hypothesis two. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal administrative and supervisory role of the center director.

Hypothesis three. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual curriculum and instructional role of the center director.

Hypothesis four. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal curriculum and instructional role of the center director.

Hypothesis five. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual school and community relations role of the center director.

Hypothesis six. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal school and community

relations role of the center director.

Hypothesis seven. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual professional activities role of the center director.

Hypothesis eight. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal professional activities role of the center director.

Hypothesis nine. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual research role of the center director.

Hypothesis ten. There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal research role of the center director.

III. ASSUMPTIONS

Several assumptions pertaining to the secondary area vocational center delivery system and the area center director were utilized during the development and implementation of the study. The following are assumptions that pertained to the investigation.

1. The secondary area vocational center concept with a director to operate the center as utilized in South Carolina is a viable and defensible one.

2. A jury of specialists could be utilized to provide valuable assistance in the development of an instrument to collect the data.

3. A review of the literature could provide insight into the role of an area center director and similar administrative positions in vocational education.

4. A survey of center directors, superintendents, principals, and state vocational administrators to obtain their perceptions was appropriate and adequate to secure the data required for the study.

5. Statistical methods described in the procedures section for analyzing the data are adequate and appropriate.

6. Findings of the study could assist local school districts in defining the role of the area center directors and the State Department of Education in setting certification requirements and planning inservice education programs.

IV. SCOPE OF THE PROBLEM

Delimitations

The study was confined to South Carolina due to the existence of a number of area vocational centers that are operated by the public school systems. It was further delimited to the school districts operating area vocational centers or cooperating with other school

districts in operating an area center for secondary vocational students during the 1973-74 school year. These school districts must have utilized area center directors or personnel with similar titles to operate the area vocational centers.

The study did not attempt to evaluate or rank any school district, high school, area vocational center, individual, or instructional program. The study was restricted to identifying the actual and ideal role of the position of area vocational center director, the existing qualifications of center directors included in the population, and what was perceived to be the desirable minimum qualifications for area center directors.

Data required for the investigation were collected from area vocational center directors operating centers during 1973-74. Information was also obtained from high school principals and superintendents of school districts that met the prescribed requirements. Data were also collected from selected professional personnel in the South Carolina State Department of Education, Division of Vocational Education.

V. DEFINITION OF TERMS

The following definitions were utilized in formulating, conducting, and reporting the findings of the study. Other terms or phrases were considered to be self-explanatory or were defined in the narrative.

An area vocational center is a secondary institution classified as such by the South Carolina State Department of Education. It provides vocational training for high school students from one or

more high schools and may offer vocational training for adults after regular public school hours. Students' schedules are usually arranged so that they are enrolled in vocational courses at the area vocational center for one-half of the school day and enrolled in regular high school subjects for the remainder of the day. Area vocational center, secondary area vocational center, area center, and vocational center were considered to be synonymous terms.

Area vocational center director means the chief person directly in charge of an area vocational center. Some local school districts use other titles such as principal, assistant principal, career director, center director or vocational coordinator.

Vocational education is that part of the secondary educational curriculum which is designed primarily to prepare individuals for successful employment in selected occupations.

Jury of specialists was a group of eleven vocational educators presumed to be knowledgeable in the area of secondary vocational education administration.

Task refers to the individual functions, duties or responsibilities that a center director would perform or delegate.

Role refers to the duties, responsibilities, and tasks of an area vocational center director as perceived by persons in the designated population.

State staff was a group of administrators composed of the state director of vocational education, the chief state vocational supervisors, the state vocational supervisors, the district service

area consultants, and vocational teacher educators in South Carolina. These individuals were also identified as state vocational administrators.

Section refers to one of the five groups of tasks that constitute the role of an area vocational center director. The five sections of tasks are (1) administrative and supervisory, (2) curriculum and instructional, (3) school and community relations, (4) professional activities, and (5) research.

Comprehensive high school is a senior high school that has a curriculum designed for those students who plan to continue their education beyond the secondary level, those who will seek full time employment upon graduation, and for those students who are undecided and may wish to pursue courses in several areas while in high school.

Actual category refers to the respondents' perceptions of how much importance center directors place on individual tasks that presumably constitute the center director's role.

Ideal category refers to the respondents' perceptions of the importance that ideally should be placed on each of the tasks contained in the survey form by the center directors.

Area vocational center delivery system is a type of local school district organization utilized to provide vocational training for students at the secondary level. The area vocational center is usually located on an independent campus.

VI. IMPORTANCE OF THE STUDY

Expansion of vocational education programs during the past decade has been phenomenal. Development and construction of secondary area vocational centers in South Carolina began with passage of the Vocational Education Act of 1963. Since that time, several area vocational centers have been opened each year. During the 1973-74 school year there were forty-two area vocational centers in operation. According to the South Carolina State Coordinator of Vocational Centers, the area vocational centers had a secondary enrollment of 20,000 students.

During the decade from 1964 to 1974 the number of high schools in South Carolina changed considerably. South Carolina had a student population of 273,649 in grades seven through twelve during the 1963-64 school year that were housed in 426 high schools (3). During the 1973-74 school year, there were 294,939 students in grades seven through twelve enrolled in 297 high schools (4).

The reduction in the number of high schools during the latter nineteen sixties and the early nineteen seventies was partially due to combining schools that had previously been segregated high schools. An enrollment that had grown to 20,000 students in the area vocational centers during 1973-74 was also a factor in reducing the number of high schools required. As area vocational centers were opened and students enrolled in courses in those centers, there was a reduction in the need for some high school facilities.

The basic philosophy behind the development of the area vocational center delivery system was that one centrally located area vocational center could better and more economically meet the vocational requirements of several high schools. This was true especially where the individual high schools did not have sufficient enrollments to justify comprehensive programs.

Growth of area vocational centers in the state and the expansion of vocational programs in comprehensive high schools has required additional personnel in instructional and administrative areas each year. The need for qualified vocational educators to fill the position of area vocational center director is quite critical and the shortage will probably exist for some time in the future.

Loomis (19) indicated that vocational administrators must be able to fulfill the growing demand by the public for improved management practices, provide effective learning experiences for students, develop teacher-education programs, and bridge the gap between traditional academic educators and vocational educators.

No formal research was found pertaining to the role of the area vocational center director in South Carolina. A study of what the area center director's role should be, and what it actually is, should be of assistance to school districts in achieving the maximum utilization of area vocational center directors. This study should have significance for the South Carolina State Department of Education in planning for state inservice education programs, director training seminars, etc. Data pertaining to desirable qualifications could be

beneficial in establishing standards for certifying center directors. It was hoped that the investigation would be valuable in developing job descriptions for center directors at the public school district level where directors are employed. Several implications of the study for center directors are in the realm of self evaluation. Center directors should examine the list of tasks and determine the tasks that are applicable to their particular situation. Center directors should review the list of tasks to determine where significant differences occurred in their perceptions as compared to the perceptions of superintendents, principals, and state staff. Variations between actual and ideal roles have implications for all four groups of educators in the population and for others associated directly or indirectly with center directors and area vocational centers. Knowledge and understanding of what is perceived to be the center director's role could promote better communication between groups of administrators, reduce role conflicts, and in general boost effectiveness of area centers and vocational education. In more general terms, it was anticipated that this study might also contribute to the literature of administration by identifying and clarifying those functions peculiar to the secondary area vocational center director.

VII. NATURE AND SOURCES OF DATA

A review of the literature was undertaken to determine as nearly as possible what had been done in the past in defining the

role of an area vocational center director. Information obtained from the review of the literature was instrumental in compiling a tentative list of the duties and responsibilities assumed to constitute the role of an area vocational center director. A jury of specialists was utilized to clarify, revise, and select items for the survey form that had been compiled from the literature. The jury of specialists was selected from vocational educators in Tennessee who were assumed to be knowledgeable in administering secondary vocational education programs.

Information for the study was collected from individuals associated with area vocational centers in South Carolina. The following administrators were surveyed.

1. All area vocational center directors who operated area vocational centers in the public school districts of South Carolina during the school year 1973-74.

2. The state director of vocational education, all chief state vocational supervisors, state vocational supervisors, district vocational service area consultants, and vocational teacher educators in the state universities and colleges of South Carolina.

3. All principals of senior high schools that housed grades nine through twelve or some combination of these four grades and who had students from their schools enrolled in area vocational centers during 1973-74.

4. All superintendents of school districts who employed area vocational center directors or who shared responsibility for operating an area center during 1973-74.

Information was also collected from the South Carolina State Department of Education, Division of Teacher Certification.

VIII. ORGANIZATION OF THE STUDY

The main body of the study is presented in five chapters. Additional materials are included in the reference section and the appendices.

Chapter I consists of an introduction to the problem, a statement of the problem, assumptions, scope of the problem, definition of terms, importance of the study, and nature and sources of data. The organization of the study is the concluding section of Chapter I.

Chapter II consists of a review of role theory and administration and a review of studies related to roles of area vocational center directors or chief administrators of similar type schools. The review of literature was also instrumental in identifying a tentative list of duties and responsibilities of area vocational center directors.

Chapter III contains the procedures employed in the investigation. Criteria utilized in selecting the population are provided. Techniques pertaining to development of the instrument and collecting and analyzing the data are reported in detail. The concluding section is a brief paragraph on reporting the findings.

Chapter IV contains the findings of the study and a discussion of the data. Part I reports on the existing qualifications of center directors that were obtained from the South Carolina State Department

of Education, Division of Teacher Certification. Part II gives the responses provided by individuals in the population on the desirable qualifications for center directors. Part III discusses the hypotheses and indicates where significant differences occurred. The actual and ideal roles are discussed in Part IV and accompanied by tables indicating the rank-orders of the tasks contained in each of the five sections.

Chapter V is the concluding chapter of the study. It contains a brief summary of the investigation, the conclusions, and a list of the recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. ROLE THEORY AND ADMINISTRATION

This chapter contains a review of related literature that was considered relevant to this investigation. The first part of the chapter presents information and concepts that are related to role theory and educational administration. The second part contains reviews of studies that pertained to competencies, attitudes, and functions of vocational administrators.

Role theory was reviewed primarily because of two reasons. First, a basic understanding of role theory was considered to be a prerequisite for comprehending the problem under investigation. Second, a review of literature relating to role theory would assist the researcher in synthesizing and formulating the conceptual framework necessary for an adequate investigation into the role of the area vocational center director.

Role concepts from authoritative sources were examined and associated with administrative theory in an effort to demonstrate their relationship. The concepts and principles of role theory, administration, leadership, institutional goals, and individual goals are so intricately related that it appeared impossible to separate them or to deal with a single aspect in isolation.

Administration

The American Association of School Administrators defines administration:

> . . . as the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise. It functions through influencing the behavior of persons.
>
> The process of administration has many constituent functions. Among the more crucial of these are:
>
> 1. Planning or the attempt to control the future in the direction of the desired goals through decisions made on the basis of careful estimates of the probable consequences of possible courses of action.
>
> 2. Allocation or the procurement and allotment of human and material resources in accordance with the operating plan.
>
> 3. Stimulation or motivation of behavior in terms of the desired outcomes.
>
> 4. Coordination or the process of fitting together the various groups and operations into an integrated pattern of purpose-achieving work.
>
> 5. Evaluation or the continuous examination of the effects produced by the ways in which the other functions listed here are performed (2:17).

In discussing educational administration, Walton said that:

> Educational administration might be defined operationally as those activities a person performs when he is acting as a school principal or superintendent. They would include employing staff, preparing budgets, directing the activities of people in their reciprocal relations, . . . (31:13).

In discussing key administrative roles the American Association of School Administrators indicated that:

> The persons occupying these key roles have special responsibilities for stimulating and guiding the cooperative activity through which the purposes of education are achieved (2:11).

An area vocational education center functions as a small segment of an overall school district operation. The center director should be particularly concerned about the center's role within the local and state educational framework. The area center administrator has a major responsibility to understand and utilize administrative and role theory as it relates to high school principals, district superintendents, state vocational staff personnel, and others. Simon stated that: "The theory of administration is concerned with how an organization should be constructed and operated in order to accomplish its work effectively" (27:38). According to Walton:

> The major social role of administration consists of providing stability for organizations and, indirectly, for society at large. This responsibility is discharged through the discernment and elucidation of organizational purposes and by providing for their accomplishment. In so doing, administrators make personal value judgments about the purposes of an organization only as they decide to accept the objectives of any ongoing organization or the modifications of them demanded by the policy-makers. Once these decisions are made, administrators make their decisions about means and procedures in the light of the initial value judgments. They also continually refer to other personal value commitments to see whether or not procedures under consideration violate values that outrank those attached to the objectives. And they may at any time make a personal value decision about means, so long as it does not interfere with the values attached to the ends, or with a generally accepted hierarchy of values (31:201).

Role Theory

Role has a variety of connotations and has been defined in a number of ways. Webster (14:745) uses one word as his second definition for role, which is "FUNCTION." The major emphasis of this investigation was centered on roles or functions of area center directors.

Gross, Mason, and McEachern (15:60) pointed out that different perceptions of role incumbents may result in different expectations. For example, if more than one individual, subgroup, or organization is involved, there may well be more than one expectation. The complex nature of our social system accounts for various expectations of individuals and organizations and is a significant factor in the justification for study and research associated with administrative and role theory.

Bentley, in discussing the concept of various roles, suggested that:

> The actions of any member of a society are organized around the various positions in the social structure of that society and are called roles. In order to demonstrate one's claim to a particular position or status in the social system, one must perform the actions (roles) normally associated with that position (9:14).

Getzels and Guba (12) conceived of administration as structuring the hierarchical arrangement of subordinate-superordinate relationships within a social system such as a school district, university, etc. Functionally this type of relationship is the focal point for allocating and integrating roles and facilities in order to achieve the goals of the institution. The social system or organization that Getzels envisions is composed of two classes of phenomena, the nomothetic and the idiographic. The nomothetic dimension is composed of the institution, roles, and role expectations. The institution is used to designate agencies or organizations that are established to fulfill functions and goals of the total cultural system. Various organizations are established to implement specific

goals, which requires individuals to serve as human agents or actors. The attainment of institutional goals and objectives requires a systematic formal organization with a specific role and its duties and responsibilities. The line and staff positions are often specified as a part of the formal organization of the institution or social system. The individuals who occupy various roles in the organization need to be cognizant of how the parts are related to the total.

When the institutional goals and objectives are known, the tasks to achieve them may be specified and assigned to appropriate roles. The individual roles are assigned specific duties and responsibilities along with corresponding resources for task implementation. The fact that tasks for achieving the institutional goals and objectives are organized into prescribed roles indicates that the roles serve as norms for the expected behavior of the role incumbents. Institutions must have standards built into the system with positive and negative sanctions for assuring compliance with the formal requirements.

Roles, as envisioned by Getzels, have certain normative rights and duties which may be designated as role expectations. Roles are also defined or perceived in terms of the role expectations of associates and others. When the role incumbent implements the rights and duties as prescribed by the formal organization of the institution, he is said to be performing his role. The overall institution occupies a similar role position in terms of expectations and the same criteria may be applied to it.

Role expectations are normally developed prior to securing personnel who will serve as the role incumbents. The role expectations are the "givens" in the institution and are not developed for specific individuals. Behavior related to a designated role should be visualized as lying along a continuum from required to prohibited (positive to negative). Roles are inter-related in that each role derives its importance from other roles within the total framework of the institution.

In addition to the normative or nomothetic aspects of behavior, the system and its leaders must consider the personal or idiographic factors. The administrator must strive to integrate the individual or psychological level of analysis with the institutional level of analysis. The idiographic aspect of social behavior is comprised of the individual, his personality, and his need-dispositions. The role incumbent represents a combination of personalistic and other individualizing characteristics. Institutions are, therefore, inhabited by people with likes and dislikes, confidences and frustrations, and fears and aspirations. Roles then, of necessity, must be filled by distinct personalities, no two of whom are exactly alike. The role incumbent characterizes the role that he occupies with the unique style of his own pattern of behavior and values.

Allport (1), in a study of personality, collected over fifty definitions that were commonly used in psychology. He used three categories for classifying them. They were (1) personality as the totality of what can be observed about an individual, including his

habitual behavior, (2) personality as the external stimulus value of one individual for another individual or group, and (3) personality as the internal motivational system of an individual that determines his unique reactions to the environment.

According to Parsons and Shills, need-dispositions are central to personality and are "tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from those actions" (25:114-115). These need-dispositions are seen as forces within the individual that have import for role theory. Each individual is a product of his drives and needs. He may strive to fulfill wants that have no apparent relationship to the maintenance of his physiological well-being. He seeks to know and to discover, to create and to subdue, to achieve and to affiliate, to dominate and to comply, beyond what is needed to remain alive. Maslow (22) supported the concept that all people have certain basic needs and identified them as follows: (1) survival, (2) safety, (3) belonging, (4) recognition, (5) achievement, and (6) self-realization.

People join organizations, according to Bakke and Argyris (7), in order to secure the basic needs identified by Maslow. They explained this process in terms of the individual member seeking to use everything and every person, especially the organization and its resources for this purpose. Therefore, the role incumbent seeks to make the institution a vehicle for the realization of his personal goals. It is reasonable to expect that unless an individual is minimally satisfied he will leave the organization or cause the organization to be less effective.

On the other hand, the institution which is undergirded with formal organization, has goals or needs which are somewhat different from the individual. These goals frequently pertain to growth, self-perpetuation, power over its members and non-members, implementing tasks, effective and efficient goal realization, and insuring security and satisfaction for its members. The institution seeks to exploit the individual in much the same manner as the individual seeks to exploit the institution.

Although the practicing administrator strives to maintain an appropriate balance between the expectations of the various role incumbents and the institution, conflict appears to be inevitable. Argyris (5) indicated that the individual must be subordinate to the role that is prescribed by the institution in order to belong, or become a part of the institution. A serious problem exists when the incumbent's perception of his role is not congruent with that of the organization. The process of performing a role as prescribed by the organization may cause healthy individuals to have their self-actualization blocked. Also, the requirements of the formal organization may be so great that the self-actualization process for the individual is inhibited. As a result of incongruency, role incumbents will tend to experience frustration, conflict, and failure. The individual experiences conflict to the extent that the demands made upon him by the formal organization are antagonistic to his needs. Four kinds of individual behavior were identified by March, Simon and Guetykow (20) when people's needs go unfulfilled. They are

(1) quitting the organization, (2) moving up the ladder of the organization, (3) adopting defense mechanisms, and (4) becoming apathetic and losing interest. They also indicated that many individuals react to a conflict situation in some combination of these four ways.

Argyris (6) provided insight into the problem of role conflict in stating that, "It is important to find ways to manage this inevitable conflict and keep it within tolerable bounds." One of the techniques recommended is that of developing an interpersonal atmosphere in the organization which allows people to admit that conflict exists, to talk about it, and to work toward reducing the causes of conflict, whether it is between individuals or between individuals and the organization. The educational administrator should be aware that conflict is not always obvious and open, and that the potential for conflict is ever present and the effects frequently negative.

In discussing role conflict Bakke and Argyris indicated that:

> The first problem in all organizational life is how to take an aggregate of varied individual people, with varied capacities and predispositions and get them involved in cooperative activity which adds up to success for the organization and satisfaction for the individuals concerned. In short, the problem is to integrate the individual participants with the organization.
>
> Our first job is to get clearly in mind the essential characteristics of the "things" we are trying to integrate. These things are basically (a) the organization, and (b) the individual (7:14).

Getzels, Lipham, and Campbell indicated:

> No role is ever so closely defined that it requires only one kind of personality for satisfactory performance; selection

> procedures assure a better than chance matching of role and personality; avenues are available for redistribution of personnel in cases of mismatching; inservice and other training and retraining programs exist; and so on (13:112).

They also reported that:

> The expectations held for the educational administrator's role are usually expressed in terms of an inventory of tasks, responsibilities, duties, and rights, such as enforcing the rules and regulations promulgated by the board of education, preparing the school budget, supervising the teaching personnel, speaking to community groups, and so on (13:190).

A great deal of literature pertaining to administration and role theory deals with the circumstances surrounding the institution and its personnel. While this is tremendously important, it is equally important that relationships between subordinates, superordinates, and various peer groups be considered. There seems to be a tendency to deal with interpersonal relationships and staff personnel administration as independent variables apart from administration and role theory. Seemingly all of these factors are inter-related and should be considered when personnel roles are examined.

II. RELATED STUDIES

The related studies contained in this part of the review of literature were important to the present investigation because they dealt with competencies needed by vocational administrators and also the identification of functions of vocational directors. Competencies, functions, duties, responsibilities, and tasks were considered to be practically synonymous for the purpose of this study.

Competencies of Vocational Educators

Ward's study attempted to answer two basic questions.

1. What competencies must be possessed by leaders in occupational education?

2. How can the essential competencies for occupational education leaders best be developed?

   a. Which competencies can best be provided through a program of internship?
   b. Which competencies can best be provided through formal university course work?
   c. Which competencies can best be provided through a combination of internship and university course work? (32:5).

The sample was comprised of 143 Oregon and ten national leaders of vocational education. The respondents were asked to rate the importance of 50 selected competencies for occupational education leaders on a five point scale and also to indicate which was the best of three possible methods for preparing potential leaders in the competencies. Ward found that:

> . . . present leaders believe that future leaders must be more adequately prepared in areas of working with general education administrators, in working with advisory committees, in dealing with trade, labor, management, agricultural and manpower organizations, and in interpreting programs of occupational education to teachers, parents, students, and the community. Curriculum development, proposal writing, program evaluation, manpower analysis, community analysis, community utilization in an instructional role, budgeting and fiscal management, and supervision of both teaching and non-teaching vocational education personnel are also noted as key competencies required of future vocational education leaders (32:60).

The study indicated that a combination of academic course work and internship experience was the method favored as preparation for competency in 45 of the 50 competencies being considered. The

study also identified a list of competencies which were considered essential to adequate performance by occupational education leaders.

> At least the top ranking 20 competencies and, in all probability, the top 40 should be included in preparatory and inservice programs for occupational leaders. These 40 items should serve adequately as a base for leadership program development (32:62).

The purpose of the investigation by Baltimore was to identify the common professional education competencies necessary for administrators of vocational education at the public school district level and to identify a recommended method of preparing individuals to perform each competency. The methods for competency preparation under consideration were course work, on the job experience, and a combination of course work and on the job experience. Major objectives of the study were:

1. To determine common professional educational competencies needed by public school district leaders of vocational education.
2. To formulate implications to be considered in the development of teaching strategies and curriculum for the preparation of public school district vocational educational leaders.
3. To determine if significant differences exist in vocational leadership competencies among respondents as categorized by (a) state, (b) type of position held, (c) proportion of time on the job devoted to teaching, and, (d) number of teaching staff members under their supervision.
4. To identify the method recommended by the respondents for preparing individuals to perform each competency included in the study (8:2).

A list of 98 professional education competencies were compiled and mailed to a random sample of 200 individuals in four western states. The individuals in the sample were asked to respond to a five point Likert-type scale for each competency. In connection

with their work, they were to indicate, for each item either, (1) no proficiency, (2) slight proficiency, (3) moderate proficiency, (4) considerable proficiency, or (5) complete proficiency. The respondents also indicated what they thought would be the best method to utilize in teaching each competency to prospective vocational administrators.

The data were analyzed by using the R-factor technique and the Q-factor technique. The R-factor technique ordered the 98 competencies according to the respondents. This provided information on the relationship of every competency with every other competency and provided for a clustering of common professional education competencies.

The Q-factor technique ordered the respondents according to the competencies that were included in the study. This provided a measure of commonality among respondents and indicated the extent to which leaders resemble each other with regard to the 98 competencies in the study.

It was concluded that due to a factor loading that exceeded .84, all respondents generally resemble each other relative to level of proficiency and to the values that were assigned to each of the 98 competencies. Sixty-two of the competencies were similar for all of the respondents and therefore were concluded to be common competencies. In regard to the preferable method to use in preparing vocational leaders, a majority of the respondents indicated that a combination of course work and internship would be the best method to employ.

The major purpose of an investigation by Martin was to identify the common professional education competencies essential to adequate performance by administrators of vocational education at the community college level. Secondary purposes of the study were:

1. To determine if significant differences exist in vocational administration competencies among respondents as categorized by (a) state, (b) institution, (c) position held, and (d) proportion of time on the job devoted to teaching.

2. To determine the extent of commonality among individual community college administrators of vocational education included in the study.

3. Formulate implications to be considered in the development of curriculum content, performance objectives, and teaching strategies for the preparation of community college administrators of vocational education.

4. To identify the method recommended by the respondents for preparing individuals to perform each competency included in the study (21:2).

Martin selected the sample for his study from Arizona, California, Colorado, and Washington, as did Baltimore. Essentially the methodology employed by Martin was the same as that previously reported for Baltimore. Martin found that:

1. Except for five competencies, no differences existed between four states represented in the study.

2. Except for five competencies, no differences existed between the 48 community colleges.

3. Twenty-eight competencies were rejected when positions of administrators were compared, indicating differences exist.

4. Except for four competencies, no differences existed between respondents in regard to the proportion of time allotted to teaching (21:101).

Four of the 12 conclusions that were of special interest were:

1. The . . . competencies identified by this study represent meaningful groups that can form the basis for developing curriculum to prepare community college vocational education administrators.

2. A combination of formal coursework and on-the-job experience is the preferred method to prepare administrators of vocational education for community colleges.

3. In considering all possible variances, a high degree of similarity exists between the 143 respondents in this study. This high degree of similarity is due to a common base in vocational education administration.

4. The competencies identified in this study are useful in arriving at a clearer definition of the vocational administrator's role in the community college (21:105).

Martin recommended that further research be conducted to identify special competencies that may be needed by administrators and teachers of vocational education.

Functions of Vocational Administrators

The purpose of Stanger's investigation was to survey attitudes of educators who were closely associated with county vocational education directors. The study dealt with the following specific questions.

1. What are the functions of the county director of vocational education in the State of California, as these functions pertain to the areas of (a) administrative and executive services, (b) professional improvement, (c) improvement of the instructional program, (d) equipment and supplies, and (e) housing.

2. How do the following five groups of educators view the importance of each of 73 listed services performed by the county director of vocational education?

   a. . . . vocational education school supervisors . . . ?
   b. . . . district vocational education supervisors . . . ?
   c. . . . district superintendents . . . ?

d. . . . county vocational education directors . . . ?
e. . . . California state supervisors of vocational education . . . ?

3. In the combined judgments of selected educators, what functions should be performed by the county vocational education director and what is the relative importance of each of 73 listed practices?

4. In the judgments of each of the five groups of educators, how acceptably are these functions now being performed by the county vocational education director?

5. On the basis of the combined judgments of the five groups mentioned, are California educators satisfied with the way these functions are actually being performed? (29:5).

Respondents were asked to check each of the 73 items on the survey instrument twice: once for the importance of the practice listed, and once for the extent to which he was satisfied with that function as it was being practiced in his district. The respondent indicated one of the following: (1) important, (2) so so, (3) unimportant, or (4) no opinion.

The responses were analyzed from several viewpoints:

1. rank-order analysis of each of the 73 items to ascertain the relative importance of each;

2. rank-order analysis of each item to ascertain the extent to which educators feel satisfied with the way it is being implemented by county vocational education personnel;

3. determination of individual group consensus and all group consensus concerning the importance and acceptability of practices;

4. analysis of consistency of ratings among groups;

5. analysis of consistency between the combined all-group ratings and ratings obtained from each individual group of educators;

6. rank-order comparison of function categories as rated for both importance and satisfactory performance; and

7. examination of notable discrepancies of response that may point to a need for (a) clarification of responsibilities, (b) redirection of effort, (c) more effective implementation of services, or (d) further research (29:229).

Stanger concluded that the county vocational director's most important functions, by categories, were those related to administration, the instructional program, and professional improvement, in that order. The least important function categories were those related to the physical aspects of the vocational program such as housing, equipment, and supplies. The function-categories where the respondents reacted most favorably were in the areas of administrative and executive service. Some of the functions in these areas included: good human relations, explaining the scope and purpose of vocational education to administrators, assisting in initiating and operating programs, promoting inservice education, etc. Functions rated lowest were those pertaining to equipment and supplies services.

Stanger's conclusions were based on a seemingly small percentage of returns. Survey instruments were mailed to 820 potential respondents. Three hundred and sixty-eight people returned the instrument and an additional 63 instruments were returned incomplete. No reference was made concerning follow-up to obtain additional responses.

Holt's study dealt with determining what the appropriate role of the director of vocational education should be at the public school district level in Tennessee. The investigation studied the following questions which were drawn from the problem.

1. What actual characteristics and/or qualifications did local directors in Tennessee possess prior to their acceptance of the position?

2. What characteristics and/or qualifications are desirable for the local director in terms of educational level, teaching experience, occupational experience, and certification as perceived by various reference groups in the study?

3. Should the local director of vocational education prepare for his role by specialized training and certification?

4. How do the various reference groups perceive the overall functions (actual and ideal) of the local director? Are these perceptions significantly different?

5. How do the various reference groups perceive the following types of categories of functions (actual and ideal) of the local director of vocational education? How do the rank-ordered means per category compare? Are group perceptions per category significantly different?

   A. Administration and Supervision
   B. Curriculum and Instruction
   C. Community Interaction
   D. Public Relations
   E. Professional Activities
   F. Research Activities

6. What are the twenty-five most important overall functions of the local director that should constitute his role as perceived by each reference group? What are the twenty-five most important overall functions as perceived by all groups, collectively? (17:3).

Holt compiled a tentative list of duties and responsibilities of local vocational directors from pertinent related literature. The list of duties and responsibilities which he called functions was submitted to a jury of specialists for their comments, revisions, and clarifications. Upon completion of the instrument, it was mailed to a sample of 264 which was composed of local vocational directors, principals, state vocational staff personnel, superintendents, teacher educators, and vocational teachers in Tennessee. Individuals in the sample were asked to respond to each item on the instrument in two

ways. One response for each item was in regard to the actual role of local directors and another was the respondent's perception of each item for an ideal role for local directors of vocational education.

Analysis of variance was used to test for significant differences between the actual and ideal roles. A significant difference was found at the .01 level. Holt concluded that:

> An inconsistency in understanding the local director's actual role was apparent due to a large number of significant differences between reference group perceptions. With respect to the overall ideal role, however, the perceptions were more consistent. The overall actual and ideal roles were shown not to be congruent (17:166).

It was recommended that additional research be conducted to determine the relationship between roles of local vocational directors and their counter parts in area vocational technical schools, community colleges, technical institutes, or other administrative areas at the school district level. Holt also indicated that:

> Follow-up studies similar in nature to the present study should be conducted at specified intervals to insure that practices of local directors are congruent with new concepts and developments in vocational education. Other states or regions should conduct similar studies. If consistent results are found, sound and valid generalizations can be made concerning the role of the local director (17:168).

Summary

The review of administration and role theory presented in Part I contains many inherent implications for this investigation. Some of these implications are as follows.

1. Administration is a process of getting things done through people. The personal needs and drives of fellow employees are important to each of them and must be incorporated in all phases of operation.

2. Role congruency affects operational efficiency.

3. Role incumbents need to be cognizant of peer expectations.

4. Role incumbents need to be aware of their employers' expectations.

5. Knowledge of other people's expectations of a role incumbent provides the basis for preventive and corrective measures.

6. A role incumbent must perform the duties and responsibilities associated with the position he occupies.

7. Role perceptions have import for administration, staff development, inservice education, etc.

8. Administrative and role theory provides the basis for understanding why people feel and react as they do.

9. A primary problem in all organizational life is how to take an aggregate of varied individuals and get them involved in cooperative activity. The problem is to integrate the individual participants with the organization.

10. It seems prudent to conduct formal surveys and investigations to obtain the data necessary to adequately define the roles of area center directors.

The indirect or implied nature of these ten factors in no way detracts from their importance to educational administrators. In order for maximum efficiency to exist, center directors must know where and how they fit into the educational system. They must be cognizant of what their peers and superiors expect from them and what their subordinates need for maximum productivity. The public

holds other expectations and these must also be considered in performing their roles. Knowledge of differences in their associate's perceptions can assist center directors and other educators associated with the area vocational center delivery system in providing a better vocational program for the consumer.

Part II of the review of literature indicated that there were many commonalities in the roles of administrators of vocational education. The literature also indicated that there were significant differences in the perceptions of various groups of educators pertaining to just what the role of a particular vocational administrator should be. There was a notable absence of research on the role or function of the secondary area vocational center director. Many of the research findings regarding vocational administrators, however, were applicable to secondary area vocational center directors. It appeared that specific research centered around the secondary vocational administrator was both justifiable and needed.

CHAPTER III

PROCEDURES

This is a descriptive study undertaken to determine actual and ideal roles of and for area vocational center directors in South Carolina. In addition, the investigation sought to identify existing qualifications of 42 center directors and what the respondents considered to be the minimum qualifications for center directors in terms of educational level, secondary teaching experience, and certification. The investigation also utilized null hypotheses and the chi square statistic to test for significant differences in the perceptions of two groups of educators.

I. POPULATION

The study was conducted in South Carolina and limited to the school districts that operated secondary area vocational centers or had students enrolled in area centers in other school districts. Information from the South Carolina School Directory - 1973-74 (30) and from the South Carolina State Department of Education, Division of Vocational Education, was used to compile a list of individuals to be included in the population. Table 1 indicates the number of people in each administrative area or position.

All area center directors who were operating area vocational centers during the fiscal year 1973-74 were included in the population.

TABLE 1

ADMINISTRATIVE GROUPS INCLUDED IN THE POPULATION

Position	Number	Number Surveyed	Number Responses	Percent Returns
Center Directors[a]	42	42	40	95.2
State Staff[b]	40	40	39	97.5
Principals[c]	94	94	78	82.9
Superintendents[d]	57	57	46	80.7
Total	233	233	203	87.1

[a]Includes those directors operating area vocational centers during 1973-74.

[b]Includes state vocational director, chief state vocational supervisors, state vocational supervisors, district vocational service area consultants, and vocational teacher educators.

[c]Includes those principals whose schools contained grades 9 through 12 or some combination of these grades and had students attending vocational centers.

[d]Includes those who employed center directors or shared responsibility for operating an area center.

This criterion was applicable to 42 center directors as shown in Table 1. The area centers in operation during 1973-74 are listed in Appendix A.

There were 40 state vocational administrators included in the population. These included the state director of vocational education, chief state supervisors, state supervisors, district service consultants, and vocational teacher educators in the state universities and colleges in South Carolina.

All principals of public senior high schools that included grades 9 through 12, or some combination of these four grades and had students from their schools attending area vocational centers, were included in the population. There were 94 public high schools that met this requirement.

Superintendents included in the population were those who employed area center directors to operate area centers in their school districts or who shared responsibility for supervising an area center. Fifty-seven superintendents met this criterion and were included in the population.

As indicated in Table 1, 100 percent of the population was utilized for the survey. Sampling was not employed because of the manageable number of educators included in the population.

II. INSTRUMENTATION

The initial procedure in developing a survey instrument consisted of reviewing pertinent related literature. A number of studies

contained information that had implications for developing a list of tasks pertaining to the role of area vocational center directors. Baltimore (8) utilized a list of competencies that were assumed to be essential for public school district vocational leaders. Those competencies closely resembled tasks as defined in this investigation. Many of those competencies were used in developing the initial list of tasks to be submitted to the jury of specialists. Holt conducted an investigation on the role of the vocational director in the public school districts of Tennessee. Many of the functions identified by Holt (17) were considered to be tasks for the purpose of this investigation. Tasks were also identified from investigations by Ward (32), Stanger (29), Liene (18), Edmunds (10), and others (23;28).

A jury of specialists was selected from vocational educators in the state of Tennessee (see Appendix B). The jury was composed of four vocational directors, a regional vocational supervisor, an area vocational school superintendent, a technical high school principal, a vocational-technical education professor, and three doctoral students in vocational-technical education. It was assumed that the members of the jury of specialists were knowledgeable of the tasks that constitute the role of area vocational center directors. Tentative lists of tasks were submitted to the jury for their suggestions, revisions, additions, classification, and evaluation as to whether each task was essential (see Appendix C). In order for a task to be included on the survey form, it must have been considered essential by at least 72.7 percent of the jury. The percentage of

responses by the jury for each task are shown in Appendix D. After all tasks that received the minimum number of responses had been identified, the individual tasks were placed into the section where the majority of the jury of specialists indicated that they should be placed. Sections of tasks include administrative and supervisory, curricular and instructional, school and community relations, professional activities, and research. These five sections were utilized to provide a better analysis of the data. Placing all the tasks in a single group would have resulted in lengthy tables and no basis for comparing tasks that have similar applications. Grouping the tasks provided the opportunity to compute mean values for tasks contained in specified sections and to compare importance ratings between the five sections. This technique also provided a basis for ranking the sections, presumably indicating that respondents placed more importance on some sections of tasks than on others. Assuming that the null hypothesis would be rejected for some tasks, identifying five sections provided a way to determine where the greater number of significant differences occurred between the two groups. This also would facilitate planning inservice activities to alleviate differences in perceptions between center directors and other administrators.

The decision was made to utilize the following scale for evaluating the importance of the 59 tasks.

Importance	Numerical Value
No Importance	1
Little Importance	2
Some Importance	3
Much Importance	4
Great Importance	5

Respondents were asked to mark each task twice. The first evaluation was their perception of how much importance the center directors placed on the task and the second one was their perception of the importance that ideally should be placed on each task by the center director. Tasks selected by the jury were grouped into the appropriate sections and added to the remainder of the survey instrument which pertained to desirable qualifications for area center directors.

A trial instrument was administered to five vocational instructors and two vocational guidance counselors as a pilot test (see Appendix E). Factors under consideration in this test were clarity of tasks, length of the instrument, task similarities, and time required to complete the survey form. After completing the trial instrument the group met and recommended that the 110 tasks identified by the jury be revised and combined in order to reduce the total number of tasks to 59 for the final survey form. It was anticipated that respondents could complete the form in approximately 16 minutes after the suggested revisions were incorporated. Clarity of the tasks was not considered to be a problem.

After incorporating the recommendations of the pilot test group, the instrument was printed in final form on green paper. An attempt was made to keep the form simple, attractive, and easy to

interpret in order to facilitate response on the part of individuals in the population.

Data on existing qualifications of the 42 center directors included in the population were secured from the South Carolina State Department of Education, Division of Teacher Certification. Presumably, data from the South Carolina State Department of Education would be available for all 42 directors and would be accurate. The form used to record the data is shown in Appendix F.

III. COLLECTING AND ANALYZING THE DATA

Completed instruments were mailed to each individual comprising the population. A cover letter, an instrument, and an addressed, stamped envelope were placed in the post office on Saturday morning in anticipation that they would be delivered on Monday (see Appendix G). Presumably most people would be available on Monday to complete the instrument and return it. Two weeks after the initial mailing, a follow-up letter was mailed to non-respondents (see Appendix H). At the end of four weeks, 81.5 percent of the population had returned the survey form. In an effort to increase the percentage of returns, telephone calls were made to non-respondents that could be reached on Monday and Tuesday of the fifth week. Eighty-seven and one-tenth percent of the survey forms had been received by the end of the sixth week after the initial mailing. The percentage of returned forms exceeded the minimum previously specified. It was felt that an overall return of 87.1 percent was sufficient for the investigation. Percentages

of administrative groups that responded to the survey form were center directors, 95.2 percent; state staff, 97.5 percent; principals, 82.9 percent; and superintendents, 80.7 percent. Survey forms that were obviously incomplete were eliminated. The SPSS computer program automatically considers missing data as zero. The number of non-responses on the instruments included in the data for the computer program were, however, very small.

Data from the completed survey forms were transferred to cards for computer processing by The University of Tennessee Computer Center. All response items contained on the instruments were compiled in the code book section of the SPSS program. Cross tabulations were obtained for Item 1, present position, by Item 4, minimum education for center director, and the remaining items. Hypotheses pertaining to the 59 tasks in this investigation were rejected or not rejected on the basis of the .10 level of significance. According to Gilford (16:200) a significant chi square value is one that is equal to or greater than the critical table value at the specified alpha level. The following formula was used in computing chi square values (24:275).

$$\chi^2 = \sum_i \frac{(f_o^i - f_e^i)^2}{f_e^i}$$

The degrees of freedom for the formula above are determined by $(r-1)(c-1)$, where f_o^i equals the observed frequency in each cell, f_e^i equals the expected frequency, c equals the number of columns in the table, and r equals the number of rows.

The level of significance is, to some extent, chosen arbitrarily (26). The 10 percent level seemed desirable for the present study because of the great variability encountered in a study dealing with the perceptions of people. It appeared preferable to identify significance where there was none, rather than fail to identify differences that actually existed.

A preliminary examination of the completed survey forms indicated a number of items where limited responses or no responses occurred. The following variables were revised to reduce the number of response categories. Variables two, four, five, and seven were revised as follows.

2. What is your present educational level?

_____Doctorate
_____Master's plus 30 hours
_____Master's degree
_____Bachelor's degree or less

4. What should be the minimum educational level for an area vocational center director?

_____Master's plus 30 hours or doctorate
_____Master's degree
_____Bachelor's degree or less

5. How many years secondary teaching experience should an area vocational center director have prior to employment as a center director?

_____0-3 years
_____4-6 years
_____7 years or more

7. What type of teaching credential should an area vocational center director have?

_____Secondary with one or more vocational endorsements
_____Vocational and principal or supervisor endorsement
_____Vocational and superintendent endorsement
_____Principal, supervisor, superintendent or other endorsement

Existing qualifications of center directors were reported in quantity and percent of the total number of directors included in the investigation. The educational level, years teaching experience, and certification were provided.

Desirable minimum qualifications for center directors were also reported in quantity and percentages. The figures for each factor, educational level, teaching experience, and certification were presented as provided by center directors and the other group of educators which was composed of superintendents, principals and state vocational staff members.

The cross tabulations from the SPSS computer program provided an analysis of the differences in the perceptions of the two groups of educators. A chi square value was computed for each task in the actual category and another chi square value for each task in the ideal category. Identical tasks were employed in both categories. The two chi square values were produced by comparing the perceptions of the two groups in each of the categories.

Actual and ideal roles for center directors were presented by sections of tasks. Tasks in each section were rank-ordered by mean values of importance that was placed on them by respondents. Rank-ordering was done for both the actual and the ideal category in each of the five sections. Mean values of the tasks in each section were summed and averaged to obtain a mean for each section. This provided a basis for comparing the sections of tasks in each category.

IV. REPORTING THE FINDINGS

Findings of the investigation were presented in tabular and narrative form. An attempt was made to keep the explanations and discussion clear, concise, and to the point. The summary contains a review of the major objectives and the findings of the investigation. Conclusions and recommendations were based on empirical data and implications of the investigation.

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

I. INTRODUCTION

The investigation sought to determine the existing role of area vocational center directors in South Carolina and what different groups of educational administrators perceived the ideal role for area vocational center directors to be. There were several questions associated with the problem that dealt with qualifications, actual and ideal roles, and the perceptions of various groups of administrators.

This chapter will be presented in four sections. Section one contains the present or existing qualifications of area vocational center directors. Section two contains data pertaining to the desirable qualifications for area vocational center directors as perceived by respondents in the population. Section three discusses the hypotheses that were tested and shows where significant differences occurred. The actual and ideal roles of and for area vocational center directors are given in the fourth section.

The data employed in the study and presented in this chapter are reported in keeping with the State of South Carolina's definitions and usage.

II. EXISTING QUALIFICATIONS OF CENTER DIRECTORS

The first question in the analysis of the problem dealt with actual or existing qualifications of area vocational center directors in terms of educational level, teaching experience, vocational certification and certification in educational administration. Data pertaining to these factors are shown in Table 2 for all 42 directors included in the population.

Educational Level

Data pertaining to the educational levels of the center directors are presented in Table 2. Seven and one-tenth percent of the directors had less than a bachelor's degree; 19 percent had bachelor's degrees; 64.3 percent had master's degrees; 7.1 percent had master's degrees plus 30 semester hours; and one director, or 2.4 percent, had a doctorate.

Teaching Experience

Table 2 also contains data on the number of years teaching experience for center directors. Teaching experience in South Carolina refers to both classroom teaching and administrative responsibilities. No attempt is made by the South Carolina State Department of Education to differentiate between the two or to keep separate records on which experience is teaching or administrative. One center director had fewer than three years experience; one had between four and six years experience; and 40 had seven or more years teaching experience. Percentages, respectively, were 2.4, 2.4, and 95.2.

TABLE 2

ACTUAL QUALIFICATIONS OF THE FORTY-TWO CENTER DIRECTORS INCLUDED IN THE STUDY

Factor	Descriptors				
	Level				
Education	Less than BS	BS	MS	MS + 30	Ed.D.
Number	3	8	27	3	1
Percent	7.1	19	64.3	7.1	2.4
Experience	Years Teaching Experience				
Category	0-3		4-6		7+
Number	1		1		40
Percent	2.4		2.4		95.2
Vocational Certification			Yes		No
Number			26		16[a]
Percent			61.9		38.1
Administration Cert.[b]	Supt.	Sec. Supv.		Sec. Prin.	Other
Number	6[c]	1		17	0
Percent	14.3	2.4		40.5	0

[a]Six of these were certified in industrial arts.

[b]In this category a director was counted only once and in the highest level, with Superintendent being first or highest, secondary supervisory being second, secondary principal being third and other as fourth.

[c]These six directors were also certified as secondary principals.

Vocational Certification

Vocational certification is in reference to whether a center director had been approved by the South Carolina State Department of Education, Division of Teacher Certification, to teach in one or more of the vocational service areas. The vocational service areas in South Carolina include agriculture, distributive education, home economics, office occupations, and trades and industries. Information pertaining to center directors and vocational certification is shown in Table 2. Twenty-six of the 42 center directors were certified in one or more vocational service areas. This represents 61.9 percent of the total number of center directors included in the survey. Of the 16 center directors who were not vocationally certified, six were certified in industrial arts, and 10 were certified in other areas such as guidance, social studies, physical education, and economics. Further analysis of the 26 vocationally certified directors revealed that 14 were certified in agriculture, 11 in trades and industries, and one in distributive education. Ten of the 42 directors were certified in industrial arts, which is not classified as vocational in South Carolina.

Certification in Administration

The last characteristic under existing qualifications of area vocational center directors was in regard to the number who were certified in one or more administrative areas. The administrative areas under consideration were superintendent, secondary supervisor, secondary principal and other categories. Fourteen and three-tenths

percent of the center directors were certified as superintendents; 2.4 percent as secondary supervisors, and 40.5 percent as secondary principals. There were eight directors not certified in vocational education or educational administration. Three of these eight directors, however, were certified in industrial arts.

A majority of the area center directors had master's degrees, seven or more years teaching experience and were certified in one or more vocational service areas. Seventeen directors or 40.5 percent had endorsements as secondary principals as shown in Table 2. The six directors who were certified as superintendents also had secondary principal endorsements. When the directors who had been endorsed as superintendents were combined with the 17 who had endorsements as principals, the total percentage of directors possessing certification as secondary principals amounted to 54.8.

III. DESIRABLE QUALIFICATIONS FOR CENTER DIRECTORS

The second question in the analysis of the problem dealt with the perceptions of the respondents in terms of minimum qualification levels for area center directors. Factors under consideration were (1) minimum educational level, (2) minimum years secondary teaching experience, and (3) the type of teaching credential or certification for center directors. The data shown in Table 3 were compiled from the responses of 46 superintendents, 75 high school principals, 37 state vocational staff administrators and 40 area vocational center directors. The superintendents, principals, and state vocational

TABLE 3

THE DESIRABLE MINIMUM QUALIFICATIONS
FOR CENTER DIRECTORS

		Minimum Educational Level		
		MS + 30 or Dr.	MS	BS or Less
Supt.-Prin.-St. Staff	Number	16	136	6
	Percent	94.1	83.4	33.3
Center Directors	Number	1	27	12
	Percent	5.9	16.6	66.7
Total	Number	17	163	18
	Percent	8.6	82.3	9.1

		Minimum Years Sec. Teaching Experience		
		0-3	4-6	7+
Supt.-Prin.-St. Staff	Number	28	91	39
	Percent	75.7	80.5	81.2
Center Directors	Number	9	22	9
	Percent	24.3	19.5	18.8
Total	Number	37	113	48
	Percent	18.7	57.1	24.2

		Type Teaching Credential or Certification			
		Sec-Voc	Voc + Prin	Voc + Supt.	Prin-Supv. Supt. or Other
Supt.-Prin.-St. Staff	Number	34	95	9	20
	Percent	75.6	81.2	81.8	80
Center Directors	Number	11	22	2	5
	Percent	24.4	18.8	18.2	20
Total	Number	45	117	11	25
	Percent	22.7	59.1	5.6	12.6

N = 198

staff administrators were grouped together and their responses compared to the responses of area vocational center directors.

Educational Level

Seventeen of the 198 respondents or 8.6 percent indicated that the minimum educational level for an area vocational center director should be a master's degree plus 30 hours or a doctorate as shown in Table 3. One center director indicated that this should be the minimum level and 16 of the superintendents, principals, and state vocational staff administrators also felt it to be a minimum. One hundred sixty-three of the 198 respondents indicated that center directors should at least possess master's degrees. Of these, 136 or 83.4 percent were superintendents, principals and state vocational administrators and 27 or 16.6 percent were center directors. Eighteen respondents considered a bachelor's degree or less to be the minimum educational level for a center director. Twelve were center directors and six were from the other group. The chi square statistic was employed to test for a significant difference at the .10 level in the responses of the two groups. A significant difference was found to exist in the perceptions of superintendents, principals, and state vocational staff administrators as compared to area vocational center directors in regard to the desirable minimum educational level for center directors. This variable was, in fact, significant beyond the .01 level.

Secondary Teaching Experience

The respondents were asked to indicate what they would consider to be a minimum number of years of secondary teaching experience for an area vocational center director. They were asked to check one of the following three categories: zero to three years, four to six years, or seven plus years. Thirty-seven or 18.7 percent indicated that zero to three years should be the minimum years secondary teaching experience. One hundred thirteen or 57.1 percent of the respondents felt that a center director should have a minimum of four to six years teaching experience. Forty-eight or 24.2 percent felt that the minimum experience should be seven or more years. The chi square test for significant difference at the .10 level did not indicate any difference in the perceptions of the two groups pertaining to the minimum years of secondary teaching experience that would be desirable for area vocational center directors.

Vocational Director Certification

The respondents were asked to indicate the type of certification that they considered to be desirable for center directors. They were asked to check one of the following: (1) general secondary, (2) secondary with one or more vocational endorsements, (3) vocational and principal or supervisor endorsement, (4) vocational and superintendent endorsement, (5) principal, supervisor, or superintendent endorsement, or (6) other. Forty-five respondents or 22.7 percent indicated that center directors should be certified at the secondary level with one or more vocational endorsements. These vocational

endorsements could be in agriculture, distributive education, home economics, trades and industries, or office occupations. One hundred seventeen or 59.1 percent indicated that center directors should be certified in at least one vocational area and also be certified as a principal or supervisor. Eleven respondents, or 5.6 percent, felt that certification in a vocational area with a superintendent endorsement was desirable; and 25, or 12.6 percent, felt that the center director should be certified as a principal, supervisor, superintendent or in some other category. The chi square test for significant difference between the two groups failed to reveal any difference in the perceptions regarding center directors' certification at the .10 level.

In regard to desirable minimum qualifications, a majority of the respondents felt that area vocational center directors should possess at least a master's degree, should have four to six years secondary teaching experience, and should be certified in a vocational area with a principal or supervisor endorsement.

IV. HYPOTHESES

A major objective of the study was to test two null hypotheses for each task. One hypothesis was for the actual category of responses and the other was for the ideal category. The responses or perceptions of the center directors, who were considered as one group, were compared to the responses of the other group, which was composed of superintendents, principals, and state vocational administrators.

The chi square test for significant difference was employed at the .10 level. The survey instrument was divided into five categories of tasks. Respondents marked each factor in each of the five categories in two ways. The first evaluation by the respondent was how he visualized the actual importance that the center director placed on each task in the performance of his duties and responsibilities. The second evaluation by the respondent was a rating of how much importance the center director ideally should place on each task. Individual task evaluations were utilized to determine the perceptions of the population in defining actual and ideal roles for center directors.

Hypothesis One

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual administrative and supervisory role of the center director.

The chi square test for significant difference was applied to each task to determine if significant differences existed in the perceptions of the two groups. A significant difference at the .10 level was found for seven of the 29 items exhibited in Table 4. Hypothesis One was rejected for 24.1 percent of the items in the actual category of the administrative and supervisory tasks section.

Hypothesis Two

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks

TABLE 4

CHI SQUARE TEST OF SIGNIFICANCE FOR ADMINISTRATIVE AND SUPERVISORY TASKS

Task[a]	Actual	Ideal
1. Motivate staff to achieve school district and vocational center goals and to grow in competence	___	___
2. Prepare or assist in preparation of annual and long-range vocational goals and objectives	___	X
3. Retain services of state staff and consultants where and when needed	___	X
4. Prepare reports for program reimbursement	___	X
5. Establish and maintain inventory procedures	___	X
6. Formulate policies concerning the program and staff	___	___
7. Keep adequate records of students, teachers, equipment, and facilities to complete reports	___	X
8. Supervise instructional staff	X	X
9. Provide assistance to school administrators in initiating and operating vocational programs in the school district	___	X
10. Help establish and maintain safety programs	___	X
11. Make recommendations in all aspects of the development, construction, and equipping of area center facilities	___	X
12. Establish an in-service program on the functions, purposes, and activities of an advisory committee	___	___
13. Supervise all equipment and facility maintenance in the area center	___	___
14. Attend school board meetings	X	___
15. Approve instructors' requisitions for supplies and equipment	X	X

TABLE 4 (continued)

	Task[a]	Actual	Ideal
16.	Work cooperatively with local, state, and federal agencies in developing vocational programs	___	X
17.	Determine by evaluation the degree to which program objectives are being met and make appropriate adjustments	___	X
18.	Conduct in-service education programs for faculty	___	X
19.	Determine the need for and assist in the selection of the vocational staff	X	X
20.	Identify and interpret state and federal legislation pertaining to vocational education that relates to the school	X	X
21.	Work closely with teacher education institutions in developing effective programs at pre-service and in-service levels	___	___
22.	Resolve staff complaints and grievances	___	___
23.	Determine cost-effectiveness of program	___	X
24.	Develop plans for surveys which will determine the need for and the interest in a given vocational program	___	X
25.	Plan and prepare annual vocational center budget	X	X
26.	Allocate resources to maximize the output of the instructional system	___	___
27.	Plan and implement adult occupational education programs	___	___
28.	Interpret the principles and philosophy of vocational education	___	X
29.	Interpret state certification requirements for vocational instructors	X	___

[a]Items marked (X) were significant at the .10 level.

that constitute the ideal administrative and supervisory role of the center director.

The chi square test for significant difference indicated significant differences for 19 of the 29 items in the ideal category of administrative and supervisory tasks. The significant items are shown in Table 4. According to the chi square test, the null hypothesis was rejected for 65.5 percent of the items in this section.

Hypothesis Three

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual curriculum and instructional role of the center director.

The chi square test for significant difference indicated significant differences for two of the ten items in the actual category of curriculum and instructional tasks. Table 5 shows the tasks where significant differences occurred in the perceptions of the two groups. Eighty percent of the items under Hypothesis Three were not rejected. Twenty percent were rejected.

Hypothesis Four

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal curriculum and instructional role of the center director.

TABLE 5

CHI SQUARE TEST OF SIGNIFICANCE FOR CURRICULUM AND INSTRUCTIONAL TASKS

Tasks[a]	Actual	Ideal
1. Direct pilot and demonstration projects of exemplary programs	___	___
2. Inform teachers of current literature and effective teaching methods	___	X
3. Provide for continuous evaluation of current literature and new instructional materials	___	___
4. Plan a special curriculum for the disadvantaged and handicapped	___	X
5. Aid in developing instructional guides	___	___
6. Hold individual and group conferences to discuss instructional problems	X	X
7. Keep up-to-date on new occupational methods and materials	___	___
8. Periodically evaluate and revise the curriculum of the various instructional areas	___	X
9. Assist in implementing courses of instruction	___	X
10. Utilize information from professional journals and other sources for program improvement	X	X

[a]Items marked (X) were significant at the .10 level.

The chi square test for significant difference indicated significant differences for six of the ten items in the ideal category of the curriculum and instructional tasks. Table 5 identifies the items where significant differences were found to exist. Sixty percent of the tasks were rejected.

In comparing Hypothesis Three where 20 percent of the tasks were rejected and Hypothesis Four where only 60 percent were rejected, a considerable variation is indicated in the perceptions of the two groups.

Hypothesis Five

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual school and community relations role of the center director.

The chi square test for significant difference indicated a significant difference for only one of the eight items in the actual category of the school and community relations tasks. The significant task is shown in Table 6.

Hypothesis Six

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal school and community relations role of the center director.

TABLE 6

CHI SQUARE TEST OF SIGNIFICANCE FOR SCHOOL AND COMMUNITY RELATIONS TASKS

Tasks[a]	Actual	Ideal
1. Explain goals and scope of vocational education to school administrators and others	___	X
2. Promote good communications between vocational programs and other subject matter areas and the business community	X	X
3. Establish and utilize an advisory committee	___	___
4. Develop and direct a program to improve and maintain good public relations between the vocational center and the community	___	X
5. Attend and participate in civic and other group meetings	___	X
6. Serve as ex-officio member of all occupational advisory committees	___	___
7. Work cooperatively with persons in groups in developing a total educational program	___	___
8. Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations	___	___

[a]Items marked (X) were significant at the .10 level.

The chi square test for significant difference indicated significant differences in the perceptions of the two groups for four of the eight items in the ideal category of the school and community relations tasks. Table 6 identifies the items where differences occurred. In accordance with the null hypothesis, 50 percent of the tasks were rejected.

Twelve and five-tenths percent of the items were rejected in the actual category and 50 percent in the ideal.

Hypothesis Seven

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual professional activities role of the center director.

The chi square test for significant difference indicated that only one item was statistically significant at the .10 level in the actual category of professional activities tasks. The significant task is shown in Table 7.

Hypothesis Eight

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal professional activities role of the center director.

The chi square test for significant difference indicated that there were significant differences between the two groups for two

TABLE 7

CHI SQUARE TEST OF SIGNIFICANCE FOR PROFESSIONAL ACTIVITIES TASKS

Tasks[a]	Actual	Ideal
1. Attend local, state, and national professional meetings when feasible	___	X
2. Promote staff membership in professional organizations	X	___
3. Keep up-to-date by extensive reading	___	___
4. Address local, state, and national organizations	___	___
5. Serve on professional committees	___	___
6. Attend conferences and workshops	___	X
7. Belong to professional educational associations	___	___

[a]Items marked (X) were significant at the .10 level.

of the seven items in the ideal category of the professional activities tasks. Table 7 shows where the differences in group perceptions occurred. Fourteen and three-tenths percent of the items in the actual category and 28.6 percent of the items in the ideal category were rejected.

Hypothesis Nine

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the actual research role of the center director.

The chi square test did not indicate any significant differences in the perceptions of the two groups in relation to the actual category of the research tasks of area vocational center directors. This was the only section of tasks in the actual category where there was 100 percent concurrence between the two groups.

Hypothesis Ten

There is no significant difference in how the area center directors and the other administrators perceive the individual tasks that constitute the ideal research role of the center director.

The chi square test for significant difference indicated significant differences for two of the five items in the ideal category of the research tasks section. Significant tasks are shown in Table 8. Sixty percent of the tasks were not rejected.

TABLE 8

CHI SQUARE TEST OF SIGNIFICANCE
FOR RESEARCH TASKS

Tasks[a]	Actual	Ideal
1. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies	___	___
2. Forecast number of graduates from the program	___	X
3. Make occupational and community surveys to determine vocational needs and interests	___	___
4. Conduct follow-up studies of vocational students	___	X
5. Interpret and implement appropriate research findings	___	___

[a]Items marked (X) were significant at the .10 level.

Summary of Significant Differences

The primary objective of the null hypotheses was to test for statistically significant differences in the perceptions of the two groups of educators. Hypotheses one, three, five, seven, and nine dealt with the actual perceptions of the population in regard to the importance that the center directors actually placed on the 59 tasks that were listed in the instrument. Hypotheses two, four, six, eight, and ten dealt with an evaluation by the respondents of how much importance the center director ideally should place on each of the 59 tasks. The scale for evaluating each task was (1) no importance, (2) little importance, (3) some importance, (4) much importance, and (5) great importance.

Table 9 presents a summary of the significant differences for the five sections of tasks. Twenty-four and one-tenth percent of the tasks in the actual category of the administrative and supervisory section were found to be statistically significant at the .10 level. This indicated that the area vocational center directors disagreed with the superintendents, principals, and state vocational administrators on how much importance the center directors actually placed on approximately one-fourth of the 29 tasks under consideration. In the ideal category of this section, 65.5 percent of the tasks were found to be significant at the .10 level. The two groups, therefore, disagreed on more than twice as many tasks in the ideal category as they did in the actual category. In the curriculum and instructional section the two groups perceived 20 percent of the

TABLE 9

SUMMARY OF SIGNIFICANT DIFFERENCES
BY SECTION

Task Section		Actual	Ideal
Administrative and Supervisory	Number	7	19
	Percent[a]	24.1	65.5
Curriculum and Instructional	Number	2	6
	Percent	20	60
School and Community Relations	Number	1	4
	Percent	12.5	50
Professional Activities	Number	1	2
	Percent	14.3	28.6
Research	Number	0	2
	Percent	0	40
Totals	Number	11	33
	Percent	18.6	55.9

[a]Percentage of the tasks in each section shown to be statistically significant.

tasks in the actual category and 60 percent in the ideal category differently. The two groups differed on 12.5 percent of the items in the actual category and 50 percent in the ideal category of the school and community relations tasks. The responses in the professional activities section indicated that the two groups differed on 14.3 percent of the items in the actual category and on 28.6 percent in the ideal category. In the research section there was consensus in the actual category and disagreement on 40 percent of the items in the ideal category.

When the five sections of administrative tasks were combined, there were significant differences at the .10 level between the two groups on 18.6 percent of the 59 tasks in the actual category. In the ideal category, 55.9 percent of the tasks were found to be significant at the .10 level. This fact indicated that the center directors perceived 33 of the 59 tasks in the ideal category differently from the way in which the superintendents, principals, and state vocational administrators perceived them.

V. ACTUAL AND IDEAL ROLE

Questions four and five in the analysis of the problem pertained to the actual and ideal roles of and for vocational center directors. Individuals surveyed indicated their opinion of how much importance the directors placed on a series of tasks compiled from a review of related literature. The evaluations of the 198 educators surveyed are presented in tabular form, beginning with Table 10. The group

TABLE 10

RANK-ORDER OF THE ADMINISTRATIVE AND SUPERVISORY TASKS AS PERCEIVED BY THE RESPONDENTS

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
1. Motivate staff to achieve school district and vocational center goals and to grow in competence	3.581	17	4.641	28
2. Prepare or assist in preparation of annual and long-range vocational goals and objectives	3.596	18.5	4.576	26
3. Retain services of state staff and consultants where and when needed	3.328	9	4.066	5
4. Prepare reports for program reimbursement	3.889	26	4.136	8
5. Establish and maintain inventory procedures	3.874	25	4.212	12
6. Formulate policies concerning the program and staff	3.596	18.5	4.354	18
7. Keep adequate records of students, teachers, equipment, and facilities to complete reports	3.854	24	4.338	16
8. Supervise instructional staff	3.672	20	4.626	27

TABLE 10 (continued)

Tasks[a]	Actual Mean	Actual Rank	Ideal Mean	Ideal Rank
9. Provide assistance to school administrators in initiating and operating vocational programs in the school district	3.374	11	4.333	15
10. Help establish and maintain safety programs	3.566	15.5	4.359	19
11. Make recommendations in all aspects of the development, construction, and equipping of area center facilities	3.758	23	4.465	23
12. Establish an in-service program on the functions, purposes, and activities of an advisory committee	2.985	3	4.061	4
13. Supervise all equipment and facility maintenance in the area center	3.485	13	3.929	2
14. Attend school board meetings	2.657	1	3.520	1
15. Approve instructors' requisitions for supplies and equipment	4.101	28	4.343	17
16. Work cooperatively with local, state, and federal agencies in developing vocational programs	3.747	22	4.419	22

TABLE 10 (continued)

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
17. Determine by evaluation the degree to which program objectives are being met and make appropriate adjustments	3.222	6.5	4.515	24
18. Conduct in-service education programs for faculty	3.202	5	4.237	13
19. Determine the need for and assist in the selection of the vocational staff	4.182	29	4.672	29
20. Identify and interpret state and federal legislation pertaining to vocational education that relates to the school	3.439	12	4.146	9
21. Work closely with teacher education institutions in developing effective programs at pre-service and in-service levels	2.712	2	3.949	3
22. Resolve staff complaints and grievances	3.737	21	4.278	14
23. Determine cost-effectiveness of programs	3.222	6.5	4.197	11
24. Develop plans for surveys which will determine the need for and the interest in a given vocational program	3.192	4	4.364	20
25. Plan and prepare annual vocational center budget	3.965	27	4.535	25

TABLE 10 (continued)

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
26. Allocate resources to maximize the output of the instructional system	3.556	14	4.404	21
27. Plan and implement adult occupational education programs	3.313	8	4.091	6
28. Interpret the principles and philosophy of vocational education	3.369	10	4.177	10
29. Interpret state certification requirements for vocational instructors	3.566	15.5	4.111	7
Average	3.508		4.278	

[a]Task evaluation scale

5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

mean and rank are given for each task in each of the five sections.

Administrative and Supervisory Tasks

Perceptions of the respondents concerning the importance that center directors actually place on the administrative and supervisory tasks and how much importance they should ideally place on each task are presented in Table 10. The lowest mean value in the actual category was 2.657 and 3.520 in the ideal category. Both of these were for the same task pertaining to center directors' attendance at school board meetings. The second ranked task in the actual category was ranked third in the ideal. The third ranked task in the actual category was ranked fourth in the ideal, and so on as indicated in Table 10.

Three top ranking tasks in the actual importance category pertained to determining the need for and assisting in the selection of the vocational staff, approving instructors' requisitions for supplies and equipment, and planning and preparing annual vocational center budgets. Top ranking tasks in the ideal category were to determine the need for vocational staff and to assist in their selection, to motivate staff to achieve school district and vocational center goals, and to supervise instructional staff. The mean value of the 29 administrative and supervisory tasks was 3.508 for the actual category and 4.278 for the ideal.

Curriculum and Instructional Tasks

The perceptions of the respondents concerning the importance that center directors actually place on the curriculum and instructional

tasks and how much importance ideally should be placed on each task are shown in Table 11. The smallest mean value in the actual category was 2.641 and 3.859 in the ideal category. Tasks associated with these values were planning special curriculums and directing pilot projects in exemplary programs, respectively. Three top ranked tasks in the actual category were implementing courses of instruction, holding individual and group conferences to discuss instructional problems, and keeping up-to-date on new occupational methods and materials. Top ranked tasks in the ideal category were keeping up-to-date on new occupational methods and materials, evaluating and revising the curriculum, and assisting in implementing courses of instruction. As shown in Table 11, there is some similarity in the mean ranking of tasks in the actual category when compared to the mean ranking of the same tasks in the ideal category. The average value of the ten curriculum and instructional tasks was 3.080 for the actual and 4.095 for the ideal category.

School and Community Relations Tasks

The perceptions of the respondents pertaining to the improtance that center directors actually place on the school and community relations tasks and how much importance ideally should be placed on each task are shown in Table 12. The top rated tasks in the actual category dealt with explaining vocational education, promoting good relationships with various organizations, and developing good public relations between the vocational center and the community. The lowest ranked tasks in both categories dealt with serving as ex-offico

TABLE 11

RANK-ORDER OF THE CURRICULUM AND INSTRUCTIONAL TASKS AS PERCEIVED BY THE RESPONDENTS

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
1. Direct pilot and demonstration projects of exemplary programs	2.854	3	3.859	1
2. Inform teachers of current literature and effective teaching methods	2.970	5	4.081	6
3. Provide for continuous evaluation of current literature and new instructional materials	2.848	2	3.990	4
4. Plan a special curriculum for the disadvantaged and handicapped	2.641	1	3.904	2.5
5. Aid in developing instructional guides	2.934	4	3.904	2.5
6. Hold individual and group conferences to discuss instructional problems	3.409	8.5	4.247	7
7. Keep up-to-date on new occupational methods and materials	3.409	8.5	4.328	10
8. Periodically evaluate and revise the curriculum of the various instructional areas	3.182	7	4.318	9

TABLE 11 (continued)

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
9. Assist in implementing courses of instruction	3.495	10	4.313	8
10. Utilize information from professional journals and other sources for program improvement	3.056	6	4.005	5
Average	3.080		4.095	

[a]Task evaluation scale
5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

TABLE 12

RANK-ORDER OF THE SCHOOL AND COMMUNITY RELATIONS TASKS AS PERCEIVED BY THE RESPONDENTS

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
1. Explain goals and scope of vocational education to school administrators and others	3.611	8	4.530	7
2. Promote good communications between vocational programs and other subject matter areas and the business community	3.505	5	4.571	8
3. Establish and utilize an advisory committee	3.237	2	4.293	3
4. Develop and direct a program to improve and maintain good public relations between the vocational center and the community	3.530	6	4.500	6
5. Attend and participate in civic and other group meetings	3.359	4	4.202	2
6. Serve as ex-officio member of all occupational advisory committees	3.207	1	3.879	1
7. Work cooperatively with persons and groups in developing a total educational program	3.354	3	4.394	4

TABLE 12 (continued)

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
8. Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations	3.586	7	4.460	5
Average	3.424		4.354	

[a]Task evaluation scale
5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

member of occupational advisory committees. The mean value of the eight school and community relations tasks was 3.424 in the actual category and 4.354 in the ideal category.

Professional Activities Tasks

Data pertaining to the perceptions of the respondents in the professional activities tasks section are presented in Table 13. The respondents concurred in the ranking of five of the seven tasks in the actual and the ideal category. Task number two was ranked fourth in the actual category and third in the ideal. Task number three was ranked third in the actual category and fourth in the ideal. The other tasks received identical rankings in both categories. The mean value of the seven tasks in the actual category was 3.411 and 4.038 in the ideal category.

Research Tasks

The rankings of the research tasks are shown in Table 14. The first tasks received the lowest rank in both the actual and ideal category. Task number four, dealing with follow-up studies of vocational students, was ranked highest in both categories. The mean value of the five research tasks in the actual category was 3.386. The mean value in the ideal category was 4.179.

Summary of Mean Values

The average value placed on the tasks contained in each section are shown in Table 15. In the actual category, the administrative and supervisory tasks section was ranked highest with a mean value

TABLE 13

RANK-ORDER OF THE PROFESSIONAL ACTIVITIES TASKS AS PERCEIVED BY THE RESPONDENTS

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
1. Attend local, state, and national professional meetings when feasible	3.677	5	4.212	5
2. Promote staff membership in professional organizations	3.505	4	4.136	3
3. Keep up-to-date by extensive reading	3.177	3	4.157	4
4. Address local, state, and national organizations	2.662	1	3.379	1
5. Serve on professional committees	3.157	2	3.828	2
6. Attend conferences and workshops	3.778	6	4.253	6
7. Belong to professional educational associations	3.924	7	4.298	7
Average	3.411		4.038	

[a]Task evaluation scale
5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

TABLE 14

RANK-ORDER OF THE RESEARCH TASKS AS PERCEIVED BY THE RESPONDENTS

Tasks[a]	Actual		Ideal	
	Mean	Rank	Mean	Rank
1. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies	3.035	1	3.712	1
2. Forecast number of graduates from the program	3.591	4	4.096	2
3. Make occupational and community surveys to determine vocational needs and interests	3.444	3	4.470	4
4. Conduct follow-up studies of vocational students	3.742	5	4.485	5
5. Interpret and implement appropriate research findings	3.116	2	4.131	3
Average	3.386		4.179	

[a]Task evaluation scale

5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

TABLE 15

MEAN VALUES OF TASKS IN EACH SECTION

Task Section[a]	Actual Mean Value[b]	Ideal Mean Value
Administrative and Supervisory	3.508	4.278
Curriculum and Instructional	3.080	4.095
School and Community Relations	3.424	4.354
Professional Activities	3.411	4.038
Research	3.386	4.179

[a]Task evaluation scale
5 = Great Importance
4 = Much Importance
3 = Some Importance
2 = Little Importance
1 = No Importance

[b]Average values of the task in each section.

of 3.508 in the importance that the 198 respondents placed on the sections of specified tasks. The school and community relations section was the next highest with a value of 3.424 followed by professional activities with a value of 3.411, research with a value of 3.386, and curriculum and instructional with a value of 3.080. The average value of the tasks in each of the five sections for the ideal category resulted in the sections being ranked as follows. The lowest ranked section was professional activities with a value of 4.038, followed by curriculum and instructional with a value of 4.095, research with a value of 4.179, administrative and supervisory with a value of 4.278 and school and community relations with a value of 4.354.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented in three parts. A summary of the investigation is provided in the first part. The second part contains the conclusions that were drawn from the investigation. The third and final section is composed of recommendations offered for consideration.

I. SUMMARY

Purpose

The primary objectives of this investigation were to determine the existing role of secondary area vocational center directors, the ideal role for center directors, and whether or not there were significant differences in the perceptions of superintendents, principals, and state vocational administrators as compared to center directors. Secondary facets of the study dealt with existing and desirable qualifications of and for center directors. Factors pertaining to desirable qualifications were minimum educational level, minimum years secondary teaching experience, and the type of certification that should be required.

Review of Literature

The review of related literature centered around administrative role theory and studies pertaining to administration of vocational

education programs at both the secondary and collegiate levels. Concepts and principles of role theory have tremendous implications for all administrators and especially those in education. Role incumbents in educational administration must function in accordance with the expectations of their peers and the formal organization in order for role congruency to be present. The administrator must strive to integrate the individual or psychological level of analysis with the institutional level of analysis. Role theory dealing with the individual and the institution, and the individuals within the institution, has been explored by numerous authorities. Roles are seen as being inter-related in that each role derives its importance from other roles within the total framework of the organization.

There were indications of many commonalities in the roles of administrators of vocational education. The administrative competencies essential for administering vocational programs at the community college level (21) were not unlike those considered necessary for administering vocational education at the public school district level (8). The literature indicated that there were significant differences in the perceptions of various groups of educators pertaining to just what constituted the role of an administrator in vocational education (17).

Procedures

A survey instrument was developed and utilized to collect data from 198 individuals associated with secondary area vocational centers in South Carolina. Respondents indicated their perception

of how much importance center directors actually placed on a series of 59 tasks and how much importance ideally should be placed on each of those tasks. Each task was checked once for an actual importance rating and once for an ideal importance rating. The scale employed for the rating was 5 = great importance, 4 = much importance, 3 = some importance, 2 = little importance, and 1 = no importance.

The 59 tasks were divided into five sections. They were (1) administrative and supervisory, (2) curriculum and instructional, (3) school and community relations, (4) professional activities, and (5) research. Each of the 59 tasks were tested with the chi square test for significance at the .10 level. The first null hypothesis for each of the five sections of tasks stated that there was no significant difference in how the area center directors and the other administrators perceived the individual tasks that constituted the actual role of the center director. The second null hypothesis for each of the five sections stated that there was no significant difference in how the area center directors and the other administrators perceived the individual tasks that constituted the ideal role of the center director. Area center directors were considered as one group and superintendents, principals, and state vocational administrators another.

Existing Qualifications of Center Directors

An analysis of the data that pertained to the center directors' educational level indicated that 7.1 percent had less than a bachelor's degree, 19 percent had bachelor's degrees, 64.3 percent had master's

degrees, 7.1 percent had master's degrees plus 30 semester hours, and 2.4 percent had a doctorate. In regard to teaching experience, one center director had fewer than three years, one had between four and six years, and 40 had seven or more years. Percentages, respectively, were 2.4, 2.4, and 95.2. Twenty-six, or 61.9 percent, of the 42 center directors were certified in vocational education. Fourteen were certified in agriculture, 11 in trades and industries, and one in distributive education. Fourteen and three-tenths percent of the center directors were certified as superintendents; 2.4 as secondary supervisors; and 40.5 percent as secondary principals. Center directors certified as superintendents were also endorsed as secondary principals. Combining these two categories revealed that 54.8 percent of the center directors possessed secondary principal endorsements.

Desirable Qualifications for Center Directors

Factors under consideration as desirable qualifications for center directors include (1) minimum educational level, (2) minimum years secondary teaching experience, and (3) the type of teaching credential or certification. Seventeen of the 198 respondents, or 8.6 percent, indicated the minimum educational level to be a master's degree plus 30 hours or a doctorate. One hundred sixty-three, or 82.3 percent, indicated the master's degree as the minimum level, and 18 respondents considered a bachelor's degree or less to be the minimum educational level. The chi square test indicated that there were significant differences in the perceptions of the two groups at the .01 level.

Thirty-seven, or 18.7 percent, of the 198 respondents indicated zero to three years secondary teaching experience as the desirable minimum for center directors. One hundred thirteen, or 57.1 percent, indicated four to six years; and 48, or 24.2 percent, felt the desirable minimum to be seven or more years.

Respondents were asked to indicate the type of certification they considered to be desirable for center directors. Forty-five, or 22.7 percent, indicated secondary with one or more vocational endorsements. One hundred seventeen, or 59.1 percent, indicated principal or supervisor with certification in at least one vocational area. Eleven, or 5.6 percent, said superintendent with a vocational endorsement; and 25 respondents, or 12.6 percent, felt that a center director should be certified as a principal, supervisor, superintendent, or in some other category. The chi square test did not indicate significant differences between the two groups at the .10 level.

A majority of the respondents felt that center directors should possess at least a master's degree and have four to six years secondary teaching experience. The majority also indicated that center directors should be certified in a vocational area and be endorsed as a principal or supervisor. Thirty-five and seven-tenths percent of the 42 center directors met this desired minimum qualification in certification.

Hypotheses

The chi square test for significant difference was utilized to test for differences in the perceptions of the two groups of educators. Null hypotheses were shown to be significant at the .10

level for 18.6 percent of the tasks in the actual category. In the ideal category, 55.9 percent of the tasks were found to be significant.

Actual and Ideal Role

In order to identify an actual and ideal role of and for area vocational center directors, the tasks in each section were ranked by the importance value that was placed on them by the respondents. The mean value of the 29 tasks in the actual category of the administrative and supervisory section was 3.508. Other mean values in the actual category were curriculum and instructional, 3.080; school and community relations, 3.424; professional activities, 3.411; and research, 3.386. This data appeared to indicate that the respondents perceived the center directors placing the most importance on the administrative and supervisory tasks. The next section was school and community relations, followed by professional activities, research, and curriculum and instruction.

Priorities of the five sections were somewhat different in the ideal category. The average values of the sections in descending order were school and community relations, 4.354; administrative and supervisory, 4.287; research, 4.179; curriculum and instruction, 4.095; and professional activities, 4.038. Mean values of the tasks by sections were higher in the ideal category than in the actual. Apparently the respondents felt that more importance should be placed on the tasks than was actually being done.

II. CONCLUSIONS

The review of literature, information from the survey instrument, statistics from the State Department of Education, and the statistical analysis provided data pertaining to area vocational center directors in South Carolina. The following conclusions are based on the data collected for the investigation.

1. Center directors were perceived to place a great ideal of importance on administrative and supervisory tasks, more so than on tasks in the other sections.

2. Job descriptions for center directors could be developed from the five sections of tasks.

3. Data on existing and desirable qualifications for center directors has import for establishing certification criteria.

4. The higher percentage of significant items in the ideal category appears to indicate a need for inservice programs to inform educators of the appropriate role for area center directors.

5. The data appeared to indicate that center directors should be more cognizant of the perceptions of superintendents, principals, and state vocational administrators.

6. Center directors should place more importance on school and community relations.

III. RECOMMENDATIONS

Recommendations

The following recommendations were developed from the

investigation. Their foundations either occur in the data, or are implied from the conclusions of the study.

1. Similar research should be undertaken in other states on similar roles.

2. Further research should be conducted to identify additional tasks of area vocational center directors and possibly to delimit the tasks identified in this investigation.

3. Careful consideration should be given to designing administrative training programs for potential center directors.

4. Criteria for certifying center directors should be developed through research findings.

5. Superintendents, principals, state vocational administrators, and center directors should be more cognizant of the apparent differences in perceptions of the center director's ideal role.

6. Follow-up studies should be conducted in the state to insure that educators are more closely allied in their expectations of center directors.

7. Additional research should be conducted to ascertain the similarities in administering an area vocational center and a senior high school.

8. Appropriate tasks and data from this investigation should be incorporated in developing specified job descriptions for center directors.

9. Inservice education programs should be developed to

clarify the role of the center director in South Carolina and to inform educators of the appropriate role.

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APPENDICES

APPENDIX A

AREA VOCATIONAL CENTERS IN OPERATION DURING FISCAL YEAR 1973-74

Aiken County Vocational Center

Anderson County Districts One and Two Vocational Center

Allendale County Districts One and Two Vocational Center

R. D. Anderson Districts One and Two Vocational Center

Area Three Districts One and Two Vocational Center

Barnwell County Area Vocational School

Calhoun-Orangeburn Vocational Center

Cherokee Area Vocational Center

Chester County Area Vocational Center

Clarendon County Area Vocational School

Colleton County Area Vocational Center

Cooper River Occupation Center

Cope Area Vocational Center

Crescent Cities Vocational Center

Daniel Morgan Vocational School

Darlington Career and Manpower Center

Dillon County Area Vocational Center

District Three Career Occupational Center

Donaldson Vocational Training Center

Enoree Area Vocational Center

Fairfield County Vocational Center

Florence Area Vocational Center

Foothills Area Vocational Center

Greenwood County Vocational Center

Hartswille Area Vocational Center

H. B. Swofford Area Vocational Center

Horry County Area Two Vocational Center

Kershaw County Vocational Center

Lancaster Vocational Center

Laurens County District 55 Vocational Center

Lower Richland Career Center

Lynhaven Career Center

Marion-Mullins Vocational Center

Marlboro Area Vocational Center

McDuffie Vocational Center

Ocenee Vocational Center

Pickens County Area Vocational Center

Rock Hill Career Development Center

Sumter County Career Center

Strom Thurmond Vocational Center

Union County Vocational School

Wilson Area Vocational Center

APPENDIX B

MEMBERS OF THE JURY OF SPECIALISTS

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APPENDIX C

LETTER TO JURY OF SPECIALISTS

Thanks for your cooperation in agreeing to serve on a jury of specialists to give your opinion as to what functions are essential to the job of the secondary area vocational center director. Your input is greatly appreciated.

Enclosed is the checklist of functions. Most of the functions were derived from the literature and related research studies. Directions at the top of the page should be self-explanatory. Please feel free to make any comments about any item (wording, structure, etc.). Also feel free to add any functions which might have been omitted from the list.

If possible, would you complete the checklist today and return by mail in the self-addressed, stamped envelope? It is highly desirable that all information be mailed immediately.

Many thanks for your willingness to serve on the jury of specialists. If you desire to receive a copy of the findings of the research project, I will be happy to forward one to you when the project is completed (next May or June).

Sincerely,

W. L. Bell

WLB/ltb

Enclosures (2)

TENTATIVE LIST OF TASKS OF THE DIRECTOR OF A SECONDARY AREA VOCATIONAL CENTER

The tasks or functions of secondary area vocational center directors listed below have been drawn from a review of literature and related research. The goal is to identify the essential tasks that constitute in your opinion the role of a secondary area vocational center director and to place each task that you mark yes in one of the following categories.

A. Administrative and supervisory
B. Curriculum and instructional
C. School and community relations
D. Professional activities
E. Research tasks

Please respond to each item by checking the "Yes" or "No" space and also indicate which category the "Yes" task should be placed in by marking the space provided with an A, B, C, D, or E. Please add any other tasks or functions that you feel are pertinent to the role of an area vocational center director.

	TASKS	YES	NO	CATEGORY
1.	Prepare cost estimates on equipment and facilities	___	___	___
2.	Maintain contact with employment agencies	___	___	___
3.	Arrange field trips for teachers to local businesses and industries	___	___	___
4.	Motivate staff to achieve their goals and to grow in competency.	___	___	___
5.	Have final authority in hiring teachers	___	___	___
6.	Interpret financial and special needs of vocational education to the public and to the community served	___	___	___
7.	Explain goals and scope of vocational education to school administrators and others	___	___	___
8.	Complete and distribute lists of instructional materials (subject matter, audio-visual, etc.)	___	___	___

		YES	NO	CATEGORY
9.	Prepare or assist in preparation of annual and long-range goals of programs	___	___	___
10.	Coordinate vocational programs in the school district other than those housed in the area center	___	___	___
11.	Retain services of state staff and consultants where and when needed	___	___	___
12.	Provide leadership to youth groups stemming from the vocational education program	___	___	___
13.	Attend state professional meetings	___	___	___
14.	Direct pilot and demonstration projects of exemplary programs	___	___	___
15.	Assist in securing and maintaining government surplus property for instruction	___	___	___
16.	Conduct research projects for improving vocational programs	___	___	___
17.	Promote staff membership in professional organizations	___	___	___
18.	Compile and distribute occupational information	___	___	___
19.	Inform teachers of current literature	___	___	___
20.	Contact prospective employers for participation in cooperative program	___	___	___
21.	Prepare reports for program reimbursement	___	___	___
22.	Write behavioral objectives that include the educational domains of affective, cognitive, and psychomotor	___	___	___
23.	Establish inventory procedures	___	___	___
24.	Provide for continuous evaluation of programs	___	___	___
25.	Attend national professional meetings	___	___	___
26.	Assist in planning field trips for students	___	___	___

		YES	NO	CATEGORY
27.	Formulate policies concerning the program and staff	___	___	___
28.	Keep adequate records of students, teachers, equipment, and facilities to complete reports	___	___	___
29.	Supervise instructional staff	___	___	___
30.	Utilize evaluation data in decisions related to curriculum development and revision and the improvement of instruction	___	___	___
31.	Assist in student teacher supervision	___	___	___
32.	Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies	___	___	___
33.	Keep teachers informed of effective teaching methods	___	___	___
34.	Plan meeting agendas, arrange for facilities and materials, and notify participants	___	___	___
35.	Utilize federal, state, and local legislation, regulations, and policies that affect vocational education	___	___	___
36.	Review and report relevant research to faculty	___	___	___
37.	Articulate the vocational program with other educational levels and the business/industrial community	___	___	___
38.	Determine the appropriateness of a particular way of assessing a learning problem	___	___	___
39.	Provide assistance to school administrators in initiating and operating vocational programs	___	___	___
40.	Maintain cooperative programs with employers	___	___	___
41.	Help establish and maintain safety programs	___	___	___
42.	Research and develop curriculum materials	___	___	___

	YES	NO	CATEGORY
43. Make recommendations in all aspects of the development and construction of vocational facilities	___	___	___
44. Specify minimum standards and criteria for the selection and approval of training stations for cooperative programs	___	___	___
45. Place students in work-study programs	___	___	___
46. Set up an in-service plan on the functions, purposes, and activities of an advisory committee for presentation to the vocational education staff	___	___	___
47. Supervise all equipment and facility maintenance in the area center	___	___	___
48. Attend school board meetings	___	___	___
49. Design a vocational center organization to facilitate attainment of goals	___	___	___
50. Promote good communications between vocational programs and other subject matter areas	___	___	___
51. Develop and coordinate an adequate pre-service and in-service training program for vocational instructors	___	___	___
52. Conduct workshops to develop instructional materials	___	___	___
53. Observe vocational staff in classroom	___	___	___
54. Plan a special curriculum for the disadvantaged and handicapped	___	___	___
55. Assist in staff administration and contract negotiations	___	___	___
56. Plan facilities and equipment needed for ongoing vocational programs	___	___	___
57. Assist in design and equipping of new facilities	___	___	___
58. Attend local professional meetings	___	___	___

		YES	NO	CATEGORY
59.	Make staff curricular assignments	___	___	___
60.	Review and adapt pertinent instructional materials	___	___	___
61.	Keep up-to-date by extensive reading	___	___	___
62.	Approve instructors' requisitions for supplies and equipment	___	___	___
63.	Write articles for local and national publications	___	___	___
64.	Work cooperatively with local, state, and federal agencies in developing vocational programs	___	___	___
65.	Determine by evaluation the degrees to which program objectives are being met and make appropriate adjustments	___	___	___
66.	Aid in developing instructional guides	___	___	___
67.	Establish and utilize an advisory committee	___	___	___
68.	Explain federal and state legislation to educators	___	___	___
69.	Inform teacher training institutions of teacher position openings	___	___	___
70.	Establish a term of membership and a system of replacing and rotating members of advisory committees	___	___	___
71.	Write behavioral objectives	___	___	___
72.	Coordinate adult education programs	___	___	___
73.	Prepare articles for specialized and/or mass media	___	___	___
74.	Conduct in-service education programs for faculty	___	___	___
75.	Determine the need for additional instructional staff	___	___	___

	YES	NO	CATEGORY
76. Develop and direct a program to improve public relations between the school and the community	___	___	___
77. Identify and interpret state laws that relate to the school	___	___	___
78. Hold individual and group conferences to discuss instructional problems	___	___	___
79. Work closely with teacher education institutions in developing effective programs at pre-service and in-service levels	___	___	___
80. Keep up-to-date on new occupational methods and materials	___	___	___
81. Identify the activities and resources required to attain goals	___	___	___
82. Identify, recruit, and counsel students for placement in vocational education pre-employment programs	___	___	___
83. Resolve staff complaints and grievances	___	___	___
84. Attend civic and other group meetings	___	___	___
85. Join civic community organizations and become involved in activities not directly related to the school	___	___	___
86. Serve on community committees	___	___	___
87. Interpret the state specifications for vocational education facilities	___	___	___
88. Prepare proposals for state grants or projects	___	___	___
89. Determine need for new vocational facilities	___	___	___
90. Address local, state, and national organizations	___	___	___
91. Keep the public informed of the vocational program	___	___	___
92. Determine the appropriateness of a particular way of assessing a teacher	___	___	___

		YES	NO	CATEGORY
93.	Maintain library facilities for instructional materials	___	___	___
94.	Promote and demonstrate good public relations	___	___	___
95.	Develop an advisory committee handbook which explains the role and function of the advisory committee	___	___	___
96.	Explain federal and state legislation to laymen	___	___	___
97.	Develop a rationale for a particular curricular plan built upon the technological, sociological, philosophical, and psychological bases	___	___	___
98.	Determine cost-effectiveness of program	___	___	___
99.	Encourage innovation in instruction	___	___	___
100.	Develop plans for surveys which will determine the need for and the interest in a given vocational program	___	___	___
101.	Determine aims for specific courses	___	___	___
102.	Forecast number of graduates from the program	___	___	___
103.	Determine the competencies expected of the classroom teacher in a vocational curriculum	___	___	___
104.	Assist in adoption of textbooks	___	___	___
105.	Interpret the legal responsibilities of vocational teachers	___	___	___
106.	Relate the vocational education program to other areas of the school	___	___	___
107.	Establish general vocational program objectives for the area center	___	___	___
108.	Serve as ex-officio member of all occupational advisory committees	___	___	___
109.	Work cooperatively with persons and groups in developing a total educational program	___	___	___
110.	Schedule and supervise data collection	___	___	___

		YES	NO	CATEGORY
111.	Plan and prepare annual vocational center budget	___	___	___
112.	Determine priorities as they relate to the allocation of institutional resources	___	___	___
113.	Monitor operating characteristics of the vocational administrative unit and make necessary revisions	___	___	___
114.	Serve on professional committees	___	___	___
115.	Assist teachers in writing articles for publication	___	___	___
116.	Define the mission of the school	___	___	___
117.	Assist in selection of faculty members	___	___	___
118.	Coordinate and supervise cooperative work experience programs	___	___	___
119.	Allocate resources to maximize the output of the instructional system	___	___	___
120.	Prepare periodic newsletter or bulletin	___	___	___
121.	Plan and implement adult occupational education programs	___	___	___
122.	Make occupational and community surveys	___	___	___
123.	Evaluate teacher performance	___	___	___
124.	Contact parents to acquaint them with the program	___	___	___
125.	Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations	___	___	___
126.	Prepare proposals for program reimbursement	___	___	___
127.	Assist in the development of program planning budget system for the school or district	___	___	___
128.	Keep instructional materials up-to-date	___	___	___
129.	Hold membership in a church group	___	___	___

		YES	NO	CATEGORY
130.	Attend county court or city council meetings in matters relating to education	___	___	___
131.	Attend conferences and workshops	___	___	___
132.	Periodically review and revise the curriculum of the various instructional areas	___	___	___
133.	Expedite activities to attain objectives	___	___	___
134.	Set standards on equipment and facilities	___	___	___
135.	Aid in organizing and utilizing occupational advisory committees	___	___	___
136.	Direct research projects for improving programs	___	___	___
137.	Conduct follow-up studies of vocational students	___	___	___
138.	Work with the state agencies that affect the school	___	___	___
139.	Promote unity and balance between vocational education and general/academic education	___	___	___
140.	Conduct program evaluation	___	___	___
141.	Plan and organize orientation for new teachers	___	___	___
142.	Hold membership in civic organization(s)	___	___	___
143.	Interview commercial sales representatives	___	___	___
144.	Assist in implementing courses of instruction	___	___	___
145.	Develop task analyses for curriculum planning	___	___	___
146.	Interpret the principles and philosophy of vocational education	___	___	___
147.	Utilize information contained in professional journals for program improvement	___	___	___
148.	Belong to professional educational associations	___	___	___
149.	Communicate plans and goals to the instructional staff	___	___	___

		YES	NO	CATEGORY
150.	Prepare reports of activities for public information	___	___	___
151.	Approve new instructional materials	___	___	___
152.	Interpret state certification requirements for instruction	___	___	___
153.	Address community groups	___	___	___
154.	Translate community and manpower needs into meaningful programs	___	___	___
155.	Prepare proposals for federal grants or projects	___	___	___
156.	Other _____	___	___	___

Thanks for your assistance in completing this instrument.

APPENDIX D

PERCENTAGE OF RESPONSES BY THE JURY

FOR EACH TASK

	TASKS	PERCENT	SECTION
1.	Prepare cost estimates on equipment and facilities	90.9	A
2.	Maintain contact with employment agencies	72.7	C
3.	Arrange field trips for teachers to local businesses and industries	36.4	___
4.	Motivate staff to achieve their goals and to grow in competence	100	A
5.	Have final authority in hiring teachers	36.4	___
6.	Interpret financial and special needs of vocational education to the public and to the community served	90.9	C
7.	Explain goals and scope of vocational education to school administrators and others	100	C
8.	Compile and distribute lists of instructional materials (subject matter, audio-visual, etc.)	36.4	___
9.	Prepare or assist in preparation of annual and long-range goals of programs	100	A
10.	Coordinate vocational programs in the school district other than those housed in the area center	27.3	___
11.	Retain services of state staff and consultants where and when needed	81.8	A
12.	Provide leadership to youth groups stemming from the vocational education program	54.5	___

	TASKS	PERCENT	SECTION
13.	Attend state professional meetings	100	D
14.	Direct pilot and demonstration projects of exemplary programs	90.9	B
15.	Assist in securing and maintaining government surplus property for instruction	72.7	A
16.	Conduct research projects for improving vocational programs	54.5	
17.	Promote staff membership in professional organizations	100	D
18.	Compile and distribute occupational information	54.5	
19.	Inform teachers of current literature	72.7	B
20.	Contact prospective employers for participation in cooperative programs	54.5	
21.	Prepare reports for program reimbursement	81.8	A
22.	Write behavioral objectives that include the educational domains of affective, cognitive, and psychomotor	27.3	
23.	Establish inventory procedures	81.8	A
24.	Provide for continuous evaluation of programs	100	B
25.	Attend national professional meetings	72.7	D
26.	Assist in planning field trips for students	36.4	
27.	Formulate policies concerning the program and staff	90.9	A
28.	Keep adequate records of students, teachers, equipment, and facilities to complete reports	100	A
29.	Supervise instructional staff	100	A
30.	Utilize evaluation data in decisions related to curriculum development and revision and the improvement of instruction	100	B

	TASKS	PERCENT	SECTION
31.	Assist in student teacher supervision	45.4	___
32.	Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies	81.8	E
33.	Keep teachers informed of effective teaching methods	90.9	B
34.	Plan meeting agendas, arrange for facilities and materials, and notify participants	81.8	A
35.	Utilize federal, state, and local legislation, regulations, and policies that affect vocational education	90.9	A
36.	Review and report relevant research to faculty	63.6	___
37.	Articulate the vocational program with other educational levels and the business/ industrial community	100	C
38.	Determine the appropriateness of a particular way of assessing a learning problem	45.4	___
39.	Provide assistance to school administrators in initiating and operating vocational programs	90.9	A
40.	Maintain cooperative programs with employers	45.4	___
41.	Help establish and maintain safety programs	90.9	A
42.	Research and develop curriculum materials	63.6	___
43.	Make recommendations in all aspects of the development and construction of vocational facilities	72.7	A
44.	Specify minimum standards and criteria for the selection and approval of training stations for cooperative programs	54.5	___
45.	Place students in work-study programs	.09	___
46.	Set up an in-service plan on the functions, purposes, and activities of an advisory committee for presentation to the vocational education staff	81.8	A

	TASKS	PERCENT	SECTION
47.	Supervise all equipment and facility maintenance in the area center	90.9	A
48.	Attend school board meetings	100	A
49.	Design a vocational center organization to facilitate attainment of goals	90.9	A
50.	Promote good communications between vocational programs and other subject matter areas	100	C
51.	Develop and coordinate an adequate pre-service and in-service training program for vocational instructors	100	A
52.	Conduct workshops to develop instructional materials	45.4	
53.	Observe vocational staff in classroom	100	A
54.	Plan a special curriculum for the disadvantaged and handicapped	72.7	B
55.	Assist in staff administration and contract negotiations	63.6	
56.	Plan facilities and equipment needed for ongoing vocational programs	100	A
57.	Assist in design and equipping of new facilities	100	A
58.	Attend local professional meetings	100	D
59.	Make staff curricular assignments	90.9	A
60.	Review and adapt pertinent instructional materials	45.4	
61.	Keep up-to-date by extensive reading	100	D
62.	Approve instructors' requisitions for supplies and equipment	81.8	A
63.	Write articles for local and national publications	54.5	

	TASK	PERCENT	SECTION
64.	Work cooperatively with local, state, and federal agencies in developing vocational programs	100	A
65.	Determine by evaluation the degree to which program objectives are being met and make appropriate adjustments	90.9	A
66.	Aid in developing instructional guides	72.7	B
67.	Establish and utilize an advisory committee	100	C
68.	Explain federal and state legislation to educators	90.9	A
69.	Inform teacher training institutions of teacher position openings	72.7	A
70.	Establish a term of membership and a system of replacing and rotating members of advisory committees	72.7	A
71.	Write behavioral objectives	36.4	
72.	Coordinate adult education programs	81.8	A
73.	Prepare articles for specialized and/or mass media	63.6	
74.	Conduct inservice education programs for faculty	100	A
75.	Determine the need for additional instructional staff	100	A
76.	Develop and direct a program to improve public relations between the school and the community	90.9	C
77.	Identify and interpret state laws that relate to the school	90.9	A
78.	Hold individual and group conferences to discuss instructional problems	100	B
79.	Work closely with teacher education institutions in developing effective programs at pre-service and inservice levels	90.9	A

	TASKS	PERCENT	SECTION
80.	Keep up-to-date on new occupational methods and materials	81.8	B
81.	Identify the activities and resources required to attain goals	72.7	A
82.	Identify, recruit, and counsel students for placement in vocational education pre-employment programs	27.3	
83.	Resolve staff complaints and grievances	100	A
84.	Attend civic and other group meetings	81.8	C
85.	Join civic community organizations and become involved in activities not directly related to the school	45.4	
86.	Serve on community committees	72.7	C
87.	Interpret the state specifications for vocational education facilities	90.9	A
88.	Prepare proposals for state grants or projects	63.6	
89.	Determine need for new vocational facilities	81.8	A
90.	Address local, state, and national organizations	81.8	D
91.	Keep the public informed of the vocational program	100	C
92.	Determine the appropriateness of a particular way of assessing a teacher	54.5	
93.	Maintain library facilities for instructional materials	45.4	
94.	Promote and demonstrate good public relations	100	C
95.	Develop an advisory committee handbook which explains the role and function of the advisory committee	54.5	
96.	Explain federal and state legislation to laymen	81.8	C

	TASKS	PERCENT	SECTION
97.	Develop a relationale for a particular curricular plan built upon the technological, sociological, philosophical, and psychological bases	54.5	___
98.	Determine cost-effectiveness of program	81.8	A
99.	Encourage innovation in instruction	100	A
100.	Develop plans for surveys which will determine the need for and the interest in a given vocational program	81.8	A
101.	Determine aims for specific courses	36.4	___
102.	Forecast number of graduates from the program	90.9	E
103.	Determine the competencies expected of the classroom teacher in a vocational curriculum	90.9	A
104.	Assist in adoption of textbooks	63.6	___
105.	Interpret the legal responsibilities of vocational teachers	72.7	A
106.	Relate the vocational education program to other areas of the school	90.9	C
107.	Establish general vocational program objectives for the area center	90.9	A
108.	Serve as ex-officio member of all occupational advisory committees	81.8	C
109.	Work cooperatively with persons and groups in developing a total educational program	100	C
110.	Schedule and supervise data collection	45.4	___
111.	Plan and prepare annual vocational center budget	100	A
112.	Determine priorities as they relate to the allocation of institutional resources	100	A
113.	Monitor operating characteristics of the vocational administrative unit and make necessary revisions	100	A

	TASKS	PERCENT	SECTION
114.	Serve on professional committees	90.9	D
115.	Assist teachers in writing articles for publication	27.3	
116.	Define the mission of the school	72.7	A
117.	Assist in selection of faculty members	100	A
118.	Coordinate and supervise cooperative work experience programs	0	
119.	Allocate resources to maximize the output of the instructional system	100	A
120.	Prepare periodic newsletter or bulletin	27.3	
121.	Plan and implement adult occupational education programs	90.9	A
122.	Make occupational and community surveys	81.8	E
123.	Evaluate teacher performance	100	A
124.	Contact parents to acquaint them with the program	54.5	
125.	Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations	90.9	C
126.	Prepare proposals for program reimbursement	81.8	A
127.	Assist in the development of program planning budget system for the school or district	81.8	A
128.	Keep instructional materials up-to-date	63.6	
129.	Hold membership in a church group	18.2	
130.	Attend county court or city council meetings in matters relating to education	63.6	
131.	Attend conferences and workshops	100	D
132.	Periodically review and revise the curriculum of the various instructional areas	72.7	B
133.	Expedite activities to attain objectives	81.8	A

	TASKS	PERCENT	SECTION
134.	Set standards on equipment and facilities	63.6	
135.	Aid in organizing and utilizing occupational advisory committees	100	A
136.	Direct research projects for improving programs	54.5	
137.	Conduct follow-up studies of vocational students	81.8	E
138.	Work with the state agencies that affect the school	90.9	A
139.	Promote unity and balance between vocational education and general/academic education	90.9	A
140.	Conduct program evaluation	100	A
141.	Plan and organize orientation for new teachers	100	A
142.	Hold membership in civic organization(s)	45.4	
143.	Interview commercial sales representatives	54.5	
144.	Assist in implementing courses of instruction	90.9	B
145.	Develop task analyses for curriculum planning	63.6	
146.	Interpret the principles and philosophy of vocational education	100	A
147.	Utilize information contained in professional journals for program improvement	81.8	B
148.	Belong to professional educational associations	100	D
149.	Communicate plans and goals to the instructional staff	100	A
150.	Prepare reports of activities for public information	100	A
151.	Approve new instructional materials	72.7	B
152.	Interpret state certification requirements for instruction	100	A
153.	Address community groups	90.9	A

	TASKS	PERCENT	SECTION
154.	Translate community and manpower needs into meaningful programs	100	A
155.	Prepare proposals for federal grants or projects	63.6	
156.	Interpret and implement appropriate research findings	72.7	E

APPENDIX E

MEMBERS OF THE PILOT TEST GROUP

Doyle Black, Graphics Instructor
Lynhaven Career Center
3560 Lynhaven Drive
Columbia, South Carolina 29204

Robert L. Cook, Auto Body Instructor
Lower Richland Career Center
Route One
Eastover, South Carolina 29044

William B. Guy, Radio Television Instructor
Lynhaven Career Center
3560 Lynhaven Drive
Columbia, South Carolina 29204

Rudolph Martin, Automotive Instructor
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3560 Lynhaven Drive
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Timothy M. Mizzell, Guidance Director
Lynhaven Career Center
3560 Lynhaven Drive
Columbia, South Carolina 29204

John D. Powell, Guidance Director
Lower Richland Career Center
Route One
Eastover, South Carolina 29044

Davis R. Strickland, Refrigeration Instructor
Lower Richland Career Center
Route One
Eastover, South Carolina 29044

THE ACTUAL AND IDEAL ROLE OF THE AREA VOCATIONAL CENTER DIRECTOR IN SOUTH CAROLINA

As a member of the pilot test committee, you are to respond to each of the tasks in the five sections and the items pertaining to characteristics and/or qualifications. After completing the pilot test instrument, you will meet with the other committee members and formulate recommendations for revising the final survey form. Please consider the clarity of questions or tasks, the time required to complete the pilot test form, similarities of tasks, and general construction of the instrument.

PART I

CHARACTERISTICS AND/OR QUALIFICATIONS

(Make one response for each of the groups)

1. What is your present position?

_____District Superintendent
_____Senior High School Principal
_____State Staff
_____Area Vocational Center Director

2. What is your present educational level?

_____Doctorate
_____Master's plus 30 hours
_____Master's degree
_____Bachelor's degree
_____less than Bachelor's degree

3. What is your age level?

_____below 30 years
_____31-40 years
_____41-50 years
_____51-60 years
_____61 plus years

4. What should be the minimum educational level for an area vocational center director?

_____Doctorate
_____Master's plus 30 hours
_____Master's degree
_____Bachelor's degree
_____less than Bachelor's degree

5. How many years secondary teaching experience should an area vocational center director have prior to employment as a center director?

_____none
_____1-3 years
_____4-6 years
_____7-9 years
_____10 plus years

6. What type of teaching credential should an area vocational center director have?

_____general secondary
_____secondary with one or more vocational endorsements
_____vocational and principal or supervisor endorsement
_____Vocational and superintendent endorsement
_____principal, supervisor, or superintendent endorsement
_____other _____

7. What is your annual salary range?

_____less than $14,000
_____$14,001 to $16,000
_____$16,001 to $18,000
_____$18,001 to $20,000
_____$20,000 plus

8. The area center director's contractual term per year should be on a:

_____ 9 month basis
_____10 month basis
_____11 month basis
_____12 month basis

PART II

INSTRUCTIONS FOR COMPLETING THE REMAINDER
OF THE SURVEY FORM

Parts II, III, IV, V, and VI are composed of tasks of area vocational center directors. Your response to each task is needed in two ways:

1. ACTUAL ROLE--What is your perception of how much importance the local area vocational center director places on each task?

2. IDEAL ROLE--How much importance should the area vocational center director place on each task?

Indicate your response for the actual role and the ideal role for each task in the space provided. The first space is for the actual response and the second space for the ideal.

CHOICES: 1 - No importance
2 - Little importance
3 - Some importance
4 - Much importance
5 - Great importance

ADMINISTRATIVE AND SUPERVISORY TASKS

1. Prepare cost estimates on equipment and facilities. ___ ___

2. Motivate staff to achieve their goals and to grow in competence. ___ ___

3. Prepare or assist in the preparation of annual and long-range goals of programs. ___ ___

4. Retain services of state staff and consultants where and when needed. ___ ___

5. Assist in securing and maintaining government surplus property for instruction. ___ ___

6. Prepare reports for program reimbursement. ___ ___

7. Establish inventory procedures. ___ ___

8. Formulate policies concerning the program and staff. ___ ___

9. Keep adequate records of students, teachers, equipment, and facilities to complete reports. ___ ___

10. Supervise instructional staff. ___ ___

11. Plan meeting agendas, arrange for facilities and materials, and notify participants. ___ ___

12. Utilize federal, state, and local legislation, regulations, and policies that affect vocational education. ___ ___

13. Provide assistance to school administrators in initiating and operating vocational programs. ___ ___

14. Help establish and maintain safety programs. ___ ___

15. Make recommendations in all aspects of the development and construction of vocational facilities. ___ ___

16. Set up an in-service plan on the functions, purposes, and activities of an advisory committee for presentation to the vocational education staff. ___ ___

17. Supervise all equipment and facility maintenance in the area center. ___ ___

18. Attend school board meetings. ___ ___

19. Design a vocational center organization to facilitate attainment of goals. ___ ___

20. Develop and coordinate an adequate pre-service and in-service training program for vocational instructors. ___ ___

21. Observe vocational staff in classroom. ___ ___

22. Plan facilities and equipment needed for ongoing vocational programs. ___ ___

23. Assist in design and equipping of new facilities. ___ ___

24. Make staff curricular assignments. ___ ___

25. Approve instructors' requisitions for supplies and equipment. ___ ___

26. Work cooperatively with local, state, and federal agencies in developing vocational programs. ___ ___

27. Determine by evaluation the degree to which program objectives are being met and make appropriate adjustments. ___ ___

28. Explain federal and state legislation to educators. ___ ___

29. Inform teacher training institutions of teacher position openings. ___ ___

30. Establish a term of membership and a system of replacing and rotating members of advisory committees. ___ ___

31. Coordinate adult education programs. ___ ___

32. Conduct in-service education programs for faculty. ___ ___

33. Determine the need for additional instructional staff. ___ ___

34. Identify and interpret state laws that relate to the school. ___ ___

35. Work closely with teacher education institutions in developing effective programs at pre-service and in-service levels. ___ ___

36. Identify the activities and resources required to attain the goals. ___ ___

37. Resolve staff complaints and grievances. ___ ___

38. Interpret the state specifications for vocational education facilities. ___ ___

39. Determine need for new vocational facilities. ___ ___

40. Determine cost-effectiveness of program. ___ ___

41. Encourage innovation in instruction. ___ ___

42. Develop plans for surveys which will determine the need for and the interest in a given vocational program. ___ ___

43. Determine the competencies expected of the classroom teacher in a vocational curriculum. ___ ___

44. Interpret the legal responsibilities of vocational teachers. ___ ___

45. Establish general vocational program objectives for the area center. ___ ___

46. Plan and prepare annual vocational center budget. ___ ___

47. Determine priorities as they relate to the allocation of institutional resources. ___ ___

48. Monitor operating characteristics of the vocational administrative unit and make necessary revisions. ___ ___

49. Define the mission of the school. ___ ___

50. Assist in selection of faculty members. ___ ___

51. Allocate resources to maximize the output of the instructional system. ___ ___

52. Plan and implement adult occupational education programs. ___ ___

53. Evaluate teacher performance. ___ ___

54. Prepare proposals for program reimbursement. ___ ___

55. Assist in the development of program planning budget system for the school or district. ___ ___

56. Expedite activities to attain objectives. ___ ___

57. Aid in organizing and utilizing occupational advisory committees. ___ ___

58. Work with the state agencies that affect the school. ___ ___

59. Conduct program evaluation. ___ ___

60. Plan and organize orientation for new teachers. ___ ___

61. Interpret the principles and philosophy of vocational education. ___ ___

62. Communicate plans and goals to the instructional staff. ___ ___

63. Prepare reports of activities for public information. ___ ___

64. Interpret state certification requirements for instruction. ___ ___

65. Address community groups. ___ ___

66. Translate community and manpower needs into meaningful programs. ___ ___

CURRICULUM AND INSTRUCTIONAL TASKS

1. Direct pilot and demonstration projects of exemplary programs. ___ ___
2. Inform teachers of current literature. ___ ___
3. Provide for continuous evaluation of current literature. ___ ___
4. Utilize evaluation data in decisions related to curriculum development and revision and the improvement of instruction. ___ ___
5. Keep teachers informed of effective teaching methods. ___ ___
6. Plan a special curriculum for the disadvantaged and handicapped. ___ ___
7. Aid in developing instructional guides. ___ ___
8. Hold individual and group conferences to discuss instructional problems. ___ ___
9. Keep up-to-date on new occupational methods and materials. ___ ___
10. Periodically review and revise the curriculum of the various instructional areas. ___ ___
11. Assist in implementing courses of instruction. ___ ___
12. Utilize information contained in professional journals for program improvement. ___ ___
13. Approve new instructional materials. ___ ___

SCHOOL AND COMMUNITY RELATIONS TASKS

1. Maintain contact with employment agencies. ___ ___
2. Interpret financial and special needs of vocational education to the public and to the community served. ___ ___
3. Explain goals and scope of vocational education to school administrators and others. ___ ___
4. Articulate the vocational program with other educational levels and the business/industrial community. ___ ___

5. Promote good communications between vocational programs and other subject matter areas. ___ ___

6. Establish and utilize an advisory committee. ___ ___

7. Develop and direct a program to improve public relations between the school and the community. ___ ___

8. Attend civic and other group meetings. ___ ___

9. Serve on community committees. ___ ___

10. Keep the public informed of the vocational program. ___ ___

11. Promote and demonstrate good public relations. ___ ___

12. Explain federal and state legislation to laymen. ___ ___

13. Relate the vocational education program to other areas of the school. ___ ___

14. Serve as ex-officio member of all occupational advisory committees. ___ ___

15. Work cooperatively with persons and groups in developing a total educational program. ___ ___

16. Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations. ___ ___

17. Promote unity and balance between vocational education and general/academic education. ___ ___

PROFESSIONAL ACTIVITIES TASKS

1. Attend state professional meetings. ___ ___

2. Promote staff membership in professional organizations. ___ ___

3. Attend national professional meetings. ___ ___

4. Attend local professional meetings. ___ ___

5. Keep up-to-date by extensive reading. ___ ___

6. Address local, state, and national organizations. ___ ___

7. Serve on professional committees. ___ ___

8. Attend conferences and workshops. ___ ___

9. Belong to professional educational associations. ___ ___

RESEARCH TASKS

1. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies. ___ ___

2. Forecast number of graduates from the program. ___ ___

3. Make occupational and community surveys. ___ ___

4. Conduct follow-up studies of vocational students. ___ ___

5. Interpret and implement appropriate research findings. ___ ___

APPENDIX F

EXISTING QUALIFICATIONS OF CENTER DIRECTORS

Director	Vocational Ind. Cert. Area	Vocational Ind. Arts Cert. Yes or No	Education Level	Years Exper.	Supt.	Administrative Certification Sec. Supv.	Administrative Certification Sec. Prin.	Other

APPENDIX G

LETTER ACCOMPANYING SURVEY FORM

Dear

A study is currently in progress to ascertain the actual role and the ideal role for the area vocational center directors in South Carolina. Knowledge of the role expectations for area center directors that are held by school superintendents, senior high school principals, state vocational administrators and the area center directors themselves will be of value in further developing and operating an effective and efficient secondary vocational program.

You were selected to participate in the study because the committee felt that your contributions would be significant in identifying the present role of the area vocational center directors and in projecting an ideal role for the center directors.

Would you please take a few minutes today to complete and mail the enclosed survey form? A self-addressed, stamped envelope is included for your convenience.

Dr. Charlie G. Williams, Deputy Superintendent of Education, and Mr. L. L. Lewis, State Director of Vocational Education, have endorsed the study and join me in urging your participation and response.

Thank you for your cooperation.

Sincerely,

W. L. Bell

Enclosure

THE ACTUAL AND THE IDEAL ROLE OF THE AREA VOCATIONAL CENTER DIRECTOR IN SOUTH CAROLINA

The information that you provide in completing this instrument will be kept confidential. Please respond to each item in the instrument.

PART I

CHARACTERISTICS AND/OR QUALIFICATIONS

(Make one response for each of the groups)

1. What is your present position?

____District Superintendent
____Senior High School Principal
____State Vocational Staff
____Area Vocational Center Director

2. What is your present educational level?

____Doctorate
____Master's plus 30 hours
____Master's degree
____Bachelor's degree
____less than Bachelor's degree

3. What is your age level?

____30 years or younger
____31-40 years
____41-50 years
____51-60 years
____61 years or older

4. What should be the minimum educational level for an area vocational center director?

____Doctorate
____Master's plus 30 hours
____Master's degree
____Bachelor's degree
____less than Bachelor's degree

5. How many years secondary teaching experience should an area vocational center director have prior to employment as a center director?

____none
____1-3 years
____4-6 years
____7-9 years
____10 plus years

6. The area center director's contractual term per year should be on a:

____ 9 month basis
____10 month basis
____11 month basis
____12 month basis

7. What type of teaching credential should an area vocational center director have?

____general secondary
____secondary with one or more vocational endorsements
____vocational and principal or supervisor endorsement
____vocational and superintendent endorsement
____principal, supervisor, or superintendent endorsement
____other _____

Please feel free to add any comments.

INSTRUCTIONS FOR COMPLETING THE REMAINDER OF THE SURVEY FORM

Parts II, III, IV, V, and VI are composed of tasks of area vocational center directors. Your response to each task is needed in two ways:

1. ACTUAL ROLE--What is your perception of how much importance the local area vocational center director places on each task?

2. IDEAL ROLE--How much importance should the area vocational center director place on each task?

Indicate your response for the actual role and the ideal role for each task in the space provided.

CHOICES:
1 - No importance
2 - Little importance
3 - Some importance
4 - Much importance
5 - Great importance

EXAMPLE

	Actual Role					Ideal Role				
	1	2	3	4	5	1	2	3	4	5
1. Evaluate teacher performance	_	X	_	_	_	_	_	_	_	X

The person who responded to the task in the example above indicated that in actual practice the area center director places little importance on evaluating teacher performance and that ideally great importance should be placed on evaluating teacher performance.

PART II

ADMINISTRATIVE AND SUPERVISORY TASKS

	Actual Role					Ideal Role				
	1	2	3	4	5	1	2	3	4	5
1. Motivate staff to achieve school district and vocational center goals and to grow in competence	_	_	_	_	_	_	_	_	_	_
2. Prepare or assist in preparation of annual and long-range vocational goals and objectives	_	_	_	_	_	_	_	_	_	_

		Actual Role					Ideal Role				
		1	2	3	4	5	1	2	3	4	5
3.	Retain services of state staff and consultants where and when needed .	_	_	_	_	_	_	_	_	_	_
4.	Prepare reports for program reimbursement	_	_	_	_	_	_	_	_	_	_
5.	Establish and maintain inventory procedures	_	_	_	_	_	_	_	_	_	_
6.	Formulate policies concerning the program and staff	_	_	_	_	_	_	_	_	_	_
7.	Keep adequate records of students, teachers, equipment, and facilities to complete reports	_	_	_	_	_	_	_	_	_	_
8.	Supervise instructional staff . . .	_	_	_	_	_	_	_	_	_	_
9.	Provide assistance to school administrators in initiating and operating vocational programs in the school district	_	_	_	_	_	_	_	_	_	_
10.	Help establish and maintain safety programs	_	_	_	_	_	_	_	_	_	_
11.	Make recommendations in all aspects of the development, construction, and equipping of area center facilities	_	_	_	_	_	_	_	_	_	_
12.	Establish an in-service program on the functions, purposes, and activities of an advisory committee	_	_	_	_	_	_	_	_	_	_
13.	Supervise all equipment and facility maintenance in the area center . .	_	_	_	_	_	_	_	_	_	_
14.	Attend school board meetings . . .	_	_	_	_	_	_	_	_	_	_
15.	Approve instructors' requisitions for supplies and equipment	_	_	_	_	_	_	_	_	_	_
16.	Work cooperatively with local, state, and federal agencies in developing vocational programs	_	_	_	_	_	_	_	_	_	_

		Actual Role					Ideal Role				
		1	2	3	4	5	1	2	3	4	5
17.	Determine by evaluation the degree to which program objectives are being met and make appropriate adjustments	_	_	_	_	_	_	_	_	_	_
18.	Conduct in-service education programs for faculty	_	_	_	_	_	_	_	_	_	_
19.	Determine the need for and assist in the selection of the vocational staff	_	_	_	_	_	_	_	_	_	_
20.	Identify and interpret state and federal legislation pertaining to vocational education that relates to the school	_	_	_	_	_	_	_	_	_	_
21.	Work closely with teacher education institutions in developing effective programs at pre-service and in-service levels	_	_	_	_	_	_	_	_	_	_
22.	Resolve staff complaints and grievances	_	_	_	_	_	_	_	_	_	_
23.	Determine cost-effectiveness of program	_	_	_	_	_	_	_	_	_	_
24.	Develop plans for surveys which will determine the need for and the interest in a given vocational program	_	_	_	_	_	_	_	_	_	_
25.	Plan and prepare annual vocational center budget	_	_	_	_	_	_	_	_	_	_
26.	Allocate resources to maximize the output of the instructional system	_	_	_	_	_	_	_	_	_	_
27.	Plan and implement adult occupational education programs	_	_	_	_	_	_	_	_	_	_
28.	Interpret the principles and philosophy of vocational education	_	_	_	_	_	_	_	_	_	_

	Actual Role					Ideal Role				
	1	2	3	4	5	1	2	3	4	5
29. Interpret state certification requirements for vocational instructors .	_	_	_	_	_	_	_	_	_	_

PART III

CURRICULUM AND INSTRUCTIONAL TASKS

1. Direct pilot and demonstration projects of exemplary programs . .	_	_	_	_	_	_	_	_	_	_
2. Inform teachers of current literature and effective teaching methods	_	_	_	_	_	_	_	_	_	_
3. Provide for continuous evaluation of current literature and new instructional materials	_	_	_	_	_	_	_	_	_	_
4. Plan a special curriculum for the disadvantaged and handicapped . . .	_	_	_	_	_	_	_	_	_	_
5. Aid in developing instructional guides	_	_	_	_	_	_	_	_	_	_
6. Hold individual and group conferences to discuss instructional problems	_	_	_	_	_	_	_	_	_	_
7. Keep up-to-date on new occupational methods and materials	_	_	_	_	_	_	_	_	_	_
8. Periodically evaluate and revise the curriculum of the various instructional areas	_	_	_	_	_	_	_	_	_	_
9. Assist in implementing courses of instruction	_	_	_	_	_	_	_	_	_	_
10. Utilize information from professional journals and other sources for program improvement	_	_	_	_	_	_	_	_	_	_

	Actual Role					Ideal Role				
	1	2	3	4	5	1	2	3	4	5

PART IV

SCHOOL AND COMMUNITY RELATIONS TASKS

1. Explain goals and scope of vocational education to school administrators and others	–	–	–	–	–	–	–	–	–	–
2. Promote good communications between vocational programs and other subject matter areas and the business community	–	–	–	–	–	–	–	–	–	–
3. Establish and utilize an advisory committee	–	–	–	–	–	–	–	–	–	–
4. Develop and direct a program to improve and maintain good public relations between the vocational center and the community	–	–	–	–	–	–	–	–	–	–
5. Attend and participate in civic and other group meetings	–	–	–	–	–	–	–	–	–	–
6. Serve as ex-officio member of all occupational advisory committees .	–	–	–	–	–	–	–	–	–	–
7. Work cooperatively with persons and groups in developing a total educational program	–	–	–	–	–	–	–	–	–	–
8. Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations	–	–	–	–	–	–	–	–	–	–

PART V

PROFESSIONAL ACTIVITIES TASKS

1. Attend local, state, and national professional meetings when feasible	–	–	–	–	–	–	–	–	–	–
2. Promote staff membership in professional organizations	–	–	–	–	–	–	–	–	–	–

	Actual Role					Ideal Role				
	1	2	3	4	5	1	2	3	4	5
3. Keep up-to-date by extensive reading	_	_	_	_	_	_	_	_	_	_
4. Address local, state, and national organizations	_	_	_	_	_	_	_	_	_	_
5. Serve on professional committees .	_	_	_	_	_	_	_	_	_	_
6. Attend conferences and workshops .	_	_	_	_	_	_	_	_	_	_
7. Belong to professional educational associations	_	_	_	_	_	_	_	_	_	_

PART VI

RESEARCH TASKS

1. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies	_	_	_	_	_	_	_	_	_	_
2. Forecast number of graduates from the program	_	_	_	_	_	_	_	_	_	_
3. Make occupational and community surveys to determine vocational needs and interests	_	_	_	_	_	_	_	_	_	_
4. Conduct follow-up studies of vocational students	_	_	_	_	_	_	_	_	_	_
5. Interpret and implement appropriate research findings	_	_	_	_	_	_	_	_	_	_

APPENDIX H

FOLLOW-UP LETTER

Dear

On October 18, 1974, I mailed you a survey form pertaining to the actual and ideal role of area vocational center directors in South Carolina. At this time, I have not received your input which is greatly needed.

If you have not completed and mailed the survey form, which was printed on green paper, please do so today. Your contribution will make our study more significant to education, and particularly to vocational education.

If you have already completed and mailed the form, please disregard this letter.

Thanks for your cooperation and consideration in this matter.

Sincerely,

W. L. Bell
Route 1, Box 75
Eastover, South Carolina 29044

VITA

Willie Leon Bell, Jr. was born in Jeff Davis County, Hazlehurst, Georgia on April 11, 1936. He attended the public schools in that county and was graduated from Jeff Davis High School in May 1954. The following September he entered Berry College, and in May 1958, received a Bachelor of Science degree in Industrial Arts Education.

From September 1958 to June 1964 he was employed by Aiken County Public Schools in Aiken, South Carolina, as an industrial arts teacher and coordinator of diversified occupations. He served as a district supervisor of trade and industrial education with the South Carolina State Department of Education from August 1964 to June 1965. He opened one of the first area vocational centers in South Carolina while employed with Richland County School Districts One and Five from June 1965, to the present. During this time he also served as director of vocational education and consultant for job placement.

He began graduate study in June 1964, at the University of South Carolina, Columbia, South Carolina and received a Master's degree in educational administration in 1966, and the Advanced Certificate in Educational Administration degree in August 1974. In September 1973, he enrolled at The University of Tennessee at Knoxville on an EPDA fellowship to pursue a doctoral degree in Vocational-Technical Education with a major in Administration and Supervision. He received the Doctor of Education degree in June 1975.

He is a member of Phi Delta Kappa, Iota Lambda Sigma and a number of local, state, and national professional education associations.

He is married to the former Louise Towns and the father of three children, Mike, Lucy and Shirley.